

**INFLUENCE OF BULLYING BEHAVIOUR ON ACADEMIC PERFORMANCE
AMONG STUDENTS IN INTEGRATED PUBLIC SECONDARY SCHOOLS IN KITUI
COUNTY, KENYA**

BY

MERCY MULI

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DECLARATION

I confidently announce that this THESIS is my unique work and has not been displayed for a degree in some other college.

Signature _____

Date _____

Mercy Muli

We affirm that the work revealed in this THESIS is done by the student under our watch

Signature _____

Date _____

Dr. Nzoka (PhD)

Department of Special Needs Education

Kenya University

Signature _____

Date _____

Dr. Jessina Muthee

Department of Special Needs Education

Kenya University

DEDICATION

I dedicate this research THESIS to my family and friends.

ACKNOWLEDGEMENT

Dr. Jessina Muthee and Dr. Nzoka (PhD), my supervisors, have my greatest gratitude for their knowledge, experience, and encouragement during the duration of this project. My parents deserve special thanks for their ethical help during my schooling and groundwork for my review. I additionally need to thank the Kenyatta University people group for furnishing me with a strong climate during my examinations, as well as each of my companions who helped me somehow or another.

ABSTRACT

Bullying has become more common in Kenyan public secondary schools. On a daily basis, many students face bullying and other forms of violence at school. The majority of pupils in Kitui County's public secondary schools have either been bullied or know someone who has been bullied. As a result, the purpose of this study was to look into the impact of bullying on academic achievement among students in Kitui County, Kenya's integrated public secondary schools. The study's goals were to find out the prevalence of bullying behavior, the impact of bullying conduct on academic achievement, and the measures teachers employ to prevent bullying behavior among students. Social Identity Theory was used to guide the research. A descriptive research design was used in this study. The research was conducted in Kitui Central District. A total of 1302 people were surveyed, including 31 principals, 31 guidance and counselling instructors, and 1294 form three pupils. To pick respondents from diverse strata, a stratified random sample method was utilized first, followed by a basic random sampling method. The total number of responders was 92, with 14 principals, 14 guidance and counselling instructors, and 64 form three pupils making up the sample. Questionnaires for instructors and students, as well as interviews with principals, were used to collect data. To ensure that the tools were valid, a suitability of the content was made, and a re-evaluation method was used to test the reliability of the tools. In order to communicate effectively with consumers, quantitative data was analyzed using descriptive statistics such as moderate deviations and was displayed using frequency distribution tables, pie charts, and bar graphs. Content analysis was used to analyze the quality data, which was then presented in a narrative manner. The study found a high level of bullying behavior among students from married families, social vulnerability due to leaving different homes, and some students felt stronger than others. Verbal and physical bullying were the most common forms of bullying behavior, and students reported that bullying took place in their school and that every student was bullied. However some students said some of these incidents were not reported to school officials. According to these findings, school bullying occurs in all schools, whether public or private. The study also found that school bullying has an impact on students' academic achievement, whether they are bullies or victims. Although some children did report bullying to their teachers after being bullied, school principals and teachers were aware of the notion of bullying. According to the survey, school administrators and instructors should take a variety of actions to lessen how much tormenting. Instructors ought to likewise cooperate with harassed understudies. To diminish school tormenting, instructors and school organization should give projects to menaces. Participating in extracurricular activities can help pupils enhance their academic performance by reducing the detrimental impact of bullying. Schools should also provide all of the necessary facilities for children to participate in these activities.

ABBREVIATIONS AND ACRONYMS

AMHF Africa Mental Health Foundation

K.C.S.E Kenya Certificate of Secondary Education

MoE Ministry of Education

SIT Social Identity Theory

U.S United States

GoK Government of Kenya

UK United Kingdom

WHO World Health Organization

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Bullying is a psychological form of long-term aggression that deprives a person of control and dignity, according to Omoteso (2010). Despite efforts to improve the school curriculum and teaching quality, in our setting, unfortunate scholastic execution among young people has been demonstrated to be on the ascent. Harassing is one of the most far and wide issue ways of behaving among auxiliary school understudies in Kenya, as well as schools in Africa and all over the planet. Several investigations on the presence, causes, and impacts of tormenting in secondary schools uncover that harassing seems, by all accounts, to be common to be one of the serious issues confronting scholarly staff all over the planet (Brown et al., 2008; Carney & Merrell, 2010).

Bullying in schools, according to Shafqat (2015), is conceivable in or close to the school office, including restrooms, school transports, and keeping in mind that sitting tight for school transports, as well as classes that incorporate gathering work or after-school exercises. School tormenting is a continuous issue that impacts kids in numerous parts of their lives, including academics, mental health, education, and employment. Bullies, unlike non-bullies, have been exploited in the past, according to Sekol and Farrington (2016). Bullying in school contributes to learning development because bullied children feel intimidated and powerless, as well as students' personal qualities and self-esteem. As a result, abused children may not be capable of following or paying close attention to their academics, and they may even dislike going to school.

Bullying is the repeated physical or psychological persecution of a less powerful individual or group in a school context by an all the more influential individual or

gathering (Rigby, 2006). Tormenting is a not kidding issue among school-matured kids and youngsters; it has both short-and long haul suggestions for the person who is harassed, the individual who menaces others, and the observer present at the hour of the tormenting occurrence (National Academies of Sciences, 2016). Teasing, taunting, threatening, striking and taking of the victim's possessions are all examples of bullying in a school setting, as can forcing a student being socially isolated as a result of intentional exclusion (Limo, 2015). These take the form of a variety of psychological has an effect on the sufferer, interfering with their feelings and perceptions of the learning environment Anger, tension and anxiety, panic, depression, and suicidal ideation are just a few of the negative effects..

Bullying has also had an impact on the victim's capacity to learn and attitude toward learning. Butler (2011), for example, claims that bullying victims develop poor focus habits, which lead to their low academic achievement. This occurs as a result of the victim's preoccupation with how to avoid or cope with bullying. As a result, many bullying victims feel like they can't 'fit in' or aren't welcomed and are enrolled in the institution but opt to leave. This is an issue since the casualties might pass up a chance to upgrade their schooling as a result of this, which could lead to a more prosperous life.

School bullying has a variety of causes; In this regard, according to Omoteso (2010), personality features and general reaction patterns in boys, when combined with physical strength or weakness, may assist with making sense of the beginning of tormenting issues in certain pupils. Apart from natural factors, what about the attitude of the teacher, the conduct, and the administrative procedures, which all play a function in determining such matters in the classroom? Furthermore, parents have a strong influence; assuming that

they use viciousness to accomplish their objectives, or utilize harmful or brutal nurturing rehearses, their kids will become hostile or aggressive.

Bullying is suggested by the shortfall of the very defensive qualities that describe substance misuse, according to Harlow and Roberts (2010). "Bullying is a major threat not only to those involved, but also to the entire school environment," Smokowski and Kopasz (2005) concluded after reviewing bullying and intervention books (pg, 15). "Bullying has both short- and long-term implications for both the victim and the aggressor," they discovered. Victims may experience low confidence, depression, despairing, nervousness, non-attendance, and educational hardships." (21st page) Peer harassment, or bullying, is linked to a bad relationship with school and academic progress, according to Eisenberg and Perry (2003). They point out that harassed adolescents are bound to be missing from school, resulting in a sense of failure of disconnection and missed educational opportunities.

Bullying is a widespread issue that is becoming more prevalent in many aspects of society, including schools. Bullying incidents have always occurred they happen every once in a while, and they have negative ramifications, particularly for children' educational, emotional, and social development over the school year. Other incidents include a gradual increase in violence, which can lead to fatalities (Kartal, 2009). Bullying has become a global issue that affects all schools. Many incidents have been documented in a variety of countries, each with its own distinct features or, in some circumstances, commonalities.

Transition times are troublesome for secondary school adolescents, according to Bukowski, Sippola, and Newcomb (2000), since they encounter two big transitions: adolescence also, beginning another school. They presently have another companion bunch and another educational system therefore (Pellegrini & Long, 2002). Secondary school pupils encounter increasingly complex rules, as well as a curriculum and evaluation regime that is less integrated and more discrete (Bukowski, 2000). According to Beran and Li (2007), a child who is harassed at school might turn into an internet based harasser to vindicate against the domineering jerk at school. In auxiliary schools, rough way of behaving is as yet an issue. Because violence is today's most common source of anxiety among secondary school kids, a deliberate exertion from instructors and guardians is basic to controlling or disposing of it from schools.

Glew (2015) investigated the short and long-term effects of bullying on student achievement. He found that the relationship among harassing and scholarly execution varied relying upon the scholastic accomplishment of the understudy. Nadine (2014) explored the impact of harassing on an understudy's scholastic execution. As per Nadine, harassed understudies are reluctant to come to school since they are unreliable; subsequently, they can't focus, which negatively affects their academic achievement. The association between bullying and primary school in Denmark was investigated by Mundbjerg Eriksen, Nielsen, and Simonsen (2014). Bullied students had more regrettable scholarly outcome in ninth grade, and the impacts of tormenting are more noteworthy assuming that it is more serious. Actual tormenting was distinguished as a predominant harassing highlight by Placidius (2013). Tormenting is more well known among young men than among young ladies.

According to a study conducted by Baron and Bryne (2005), approximately 30% of more than 15000 public school students polled in the United States revealed being engaged with harassing consistently, as a domineering jerk, a casualty, or both. The British School Health Education unit found that a fourth of kids in the United Kingdom (UK) do not receive adequate health education of children aged 10 to 11 were bullied on a daily or frequent basis (Bonke, 2009). According to a research published by Omoteso (2010), 15% of Australian On a weekly basis, youngsters admit to being bullied. It cannot be different if suitable statistics can be produced in Kenya. According to a bullying study conducted in Turkey, approximately 30% of pupils are associated with harassing, either as menaces or casualties, or both as menaces and casualties (Nansel *et al.*, 2001). Bullying was shown to be common in 15 percent to 20 percent of the time in investigations led in the United States (US), England, and Germany (Wolke & Feinberg, 2005).

In a study of bullying behaviors among US teenagers conducted in North America, Nansel *et al.* (2001) found that 29.9% of the sample had a moderate or general commitment in inabilities, either as a domineering jerk (13%), a casualty (10.6%), or both (6.3 percent). They took a representative sample of (15,586) from all throughout the United States. The study's authors discovered that there was a significant frequency of bullying among US kids, especially considering the related behavioural and emotional challenges, as well as the potential of students' long-term poor academic performance.

Bullying is common in Africa, according to Asamu (2006), who discovered that 22.5% of the students she surveyed in Ibadan, Nigeria, were under the age of 15. Bullying, she realized, was exclusive to junior secondary schools. In 21% of cases, male students

bullied other students. Bullying is widespread in Tanzanian secondary schools, for example, also, fundamentally affects understudies' on the right track to learn in a free from even a hint of harm climate. Mgalla, Schapink, and Boenna (2008) led a review in country and metropolitan Tanzania, and their discoveries demonstrated that tormenting is genuine and that a few students lock in in it have been harmed as a result of behaviors that are commonly perpetrated against both male and female students.

Townsend, Flisher, et al. (2008) investigated the connection among tormenting and secondary school dropouts in Cape Town, South Africa. Harassing was accounted for by 52% of young men and 36% of young ladies among secondary school understudies and dropouts, as indicated by their information. The examinations likewise uncovered that young ladies who were the two harassers and casualties performed badly in class and were more likely to quit out. According to the documentation of a case that occurred in Tanzania's Ruvuma Region, Chindiye, as recounted by Moris (2008), Bullying is not limited to bullying your schoolchildren; instructors may also be victims or bullies.

Bullying has resulted in poor interpersonal skills as a result. Bullying victims are typically shy, preferring to be alone and finding it difficult to make friends. When someone is bullied, for example, they acquire a great suspicion of others, which leads to isolation and bad social relationships. Bullying can cause social isolation, Shame, sleep difficulties, dietary changes, low self-esteem, school avoidance, anxiety symptoms, in the short term (Kowalski & Robin, 2011). On the other side, bullying's long-term impacts on victims can result in chronic melancholy, anxiety problems.

Abuse, both physical and psychological, is highly widespread in Kenya (Okwemba, 2018). Bullying occurs most frequently when kids are unsupervised in their dorms, playgrounds, corridors, or on their way to and from school, according to the research. Bullying can also take root when the offenders threaten the victims whether they report the occasion to the school organization or the in-control discipline official According to Farrington (1993), most of menaces happen among understudies around the same time or class.

Bullying has a long history in Kenya, according to studies, as indicated by a rise in violent occurrences in schools. According to Poipoi (2011), it was a form of compulsory discipline in many schools until the late 1970s. In 1999, four prefects and their dormitories were locked up by a group of male students at Nyeri High School and sprayed with gasoline, killing them immediately. In 2001, Two students at a school in Bombolulu utilized fuel to set fire to their dormitories, killing 68 students and wounding many more. Bullying accounted for around 30% of all beatings. Because of its aggressive nature, which not only results in death and severe damage among pupils, but also has negative impacts on learning, Government of Kenya (GoK) through Department of Education (MoE) shut down all schools in 2003 (Ajowi, 2005). Bullying of students, however, continues despite the ban. In May 2006, a 15-year-old Form One student at a Kiambu County high school district in Nyeri died from ox-to-head injuries (October, 2007). Later in 2008, Mathiu (2008) reported that violence had taken place in more than 254 high schools in Kenya, with Kititui County ranked in the top ten with 54 incidents.

1.2 Statement of the Problem

Bullying has become more common in Kenyan public secondary schools. On a daily basis, many students face bullying and other forms of violence at school. School administrators, according to Kiplagat (2008), would prefer to downplay the presence of bullying instances due to their importance and consequences, but it still occurs. According to Affulo (2005), Bullying accounted for 67 percent of disciplinary problems in secondary schools in Nyanza Province's Bondo sub-county. As a result, the study's goal was to bridge the gap between secondary and secondary schools. On the other side, Nyasato (2009) reported an incident in which six teachers were kicked out of from high school in Kisii County's Manga Sub-county, for viciously tormenting one of their classmates, one of whom was critically injured and brought to a nearby district hospital. To overcome this vacuum in research, this project will examine how bullying affects students in integrated public schools.

Most pupils in Kitui County's government high schools have been harassed or know those that have been bullied. Kitui High and Matinyani Boys' High School, for example, which has been on strike every year for the past three years, has never been one of the 100 best performing schools in Kenya in the Kenya Certificate of Secondary Education (KCSE) 2013 and 2012, as they did before. That's why an investigation was conducted to see whether there was a correlation between aggressive behavior and educational achievement at elementary level in Kenya's Kitui Central District

1.4 Purpose of the Study

To ascertain the effect of harassment on educational achievement among pupils enrolled in integrated elementary high schools in Kitui.

1.3 Objectives of the Study

- i. To ascertain the frequency with which students in integrated public secondary schools in Kitui County, Kenya, are bullied.
- ii. To examine the effect of bullying on academic achievement in integrated public secondary schools in Kitui County.
- iii. To ascertain the steps taken by the school to combat bullying among students enrolled in integrated public secondary schools in Kitui County.

1.4 Research Questions

- i. How prevalent is bullying among students attending integrated public secondary schools in Kitui County?
- ii. What impact does bullying have on academic success in integrated public secondary schools in Kitui County?
- iii. What actions should the school take to combat bullying among students attending integrated public secondary schools in Kitui County?

1.5 Significance of the Study

The research could help researchers better comprehend school bullying and its effects on secondary school students' academic achievement. This research is also predicted to assist raise awareness of school bullying among all stakeholders (principals, teachers, parents, etc.) and how to help these youngsters adapt to school life, hence enhancing their

academic performance. The Ministry of Education and County Education Officers would profit from the study since the findings would be used to implement regulations about the impact of bullying on academic achievement in secondary schools. Similarly, educational planners will profit from the study because it will serve as one of the reference points for their development plans to solve educational disparities.

1.5 Limitations and Delimitations of the Study

1.5.1 Limitations

To obtain the data, the researchers used a list of questions that contained both closed and open questions. Closed questions have a detrimental impact on responses because the respondent is forced to answer questions in the manner of a researcher. To counteract this, the researcher has made certain that the questions are well thought out and thorough enough to cover all of the crucial areas of the investigation. Because of fear of reprisals, respondents were unable to disclose certain details. The researcher solved this by assuring respondents that any information they submitted would be kept anonymous and explained the goal of the study.

1.5.2 Delimitation of the Study

The research was conducted in Kitui Central District, Kitui County, Kenya, in integrated public secondary schools. It looked into the frequency of bullying, the relationship between bullying and academic accomplishment, as well as the actions schools are doing to reduce bullying among secondary school students. Principals were included in the study, teachers, parents, and students. There were 31 integrated public secondary schools serving the population, including 9 boy's boarding schools, 7 girl's boarding schools, 3

mixed day schools, and 11 mixed boarding schools. The study employed a descriptive survey research approach.

1.6 Assumptions of the Study

This research was based on the assumption that the respondents would be willing to provide accurate information without fear of being victimized, and that public secondary schools in Kitui County are facing issues in managing bullying behavior's impact on academic performance.

1.7 Theoretical and Conceptual Framework of the Study

1.8.1 Theoretical Framework

Social Identity Theory was used to guide the research (Tajfel & Turner, 1979). SIT is a group behavior perspective that began with an attempt to characterize group prejudice in the minority paradigm (Tajfel, 1972). According to the SIT, when we interact with people, we frequently regard them as members of a specific community or group. We also divide ourselves into categories, through our group connection that encapsulates the core of our identity or social identity. According to SIT (Tajfel & Turner, 1979), individuals are urged to create and maintain a positive social environment, and in accomplishing this goal, comparisons between in-group and out-groups are necessary.

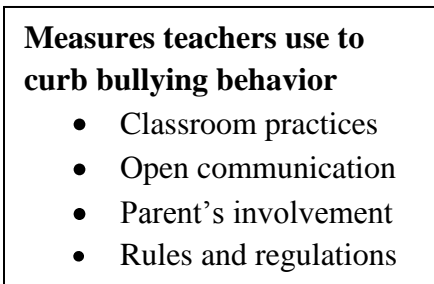
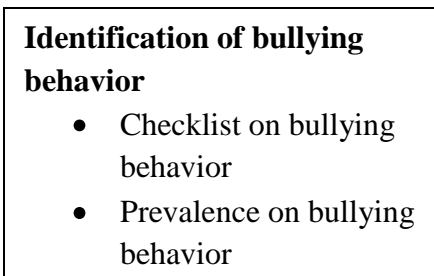
The demand for high self-esteem is also said to drive the desire to preserve according to social identity theory, a positive social identity (Tajfel & Turner, 1979). To put it another way, the desire for social self-esteem is the driving force underlying intergroup behavior. Hogg and Abrams (1990) extended this concept, dubbed the self-esteem hypothesis, by

proposing two related corollaries. Inter-group discrimination, in other words, boosts self-esteem by enhancing social identity.

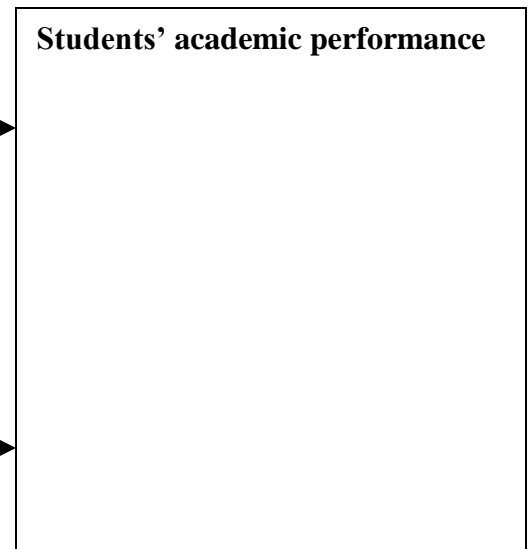
Evidence suggests that a social identity viewpoint helps increase knowledge of group phenomena that occur in children, such as bullying, according to Duffy (2004). Students respond with heightened stereotyping and in-group favoritism when categorization is made prominent. Students also seem to be aware of group status, showing strong loyalty and bias in the middle class where it has a higher status than the lowest. If group practices encourage such behavior, students are more closely related to the group, and / or the outside group poses a threat, SIT states that favoritism may change to the dislike of the external group.

1.8.2 Conceptual Framework

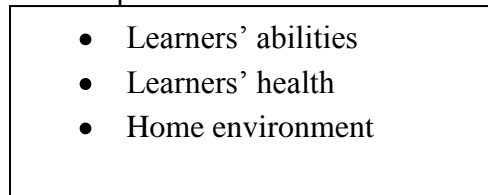
Independent Variables



Dependent Variable



Intervening Variables



1.9 Definition of Operational Terms

Influence A change that occurs as a result or outcome of a task or other reason.

Academic performance The educational result, or the level the student, lecturer, or institution has achieved their educational objectives.

Bullying Forceful way of behaving is intended to cause pressure or injury and involves a lopsidedness of solidarity or power between the attacker and the person in question, which frequently happens after some time.

Integrated public secondary school Refers to traditional secondary schools that also accept students with exceptional needs.

CHAPTER TWO: LITERATURE REVIEW

2.1 Prevalence of Bullying

Bullying, according to Rigby (2008), is "the systematic abuse of authority in interpersonal relationships." alternatively, bullying happens when a person is frequently directed by someone or a group with significant authority, either physically or socially. Rigby contends that maltreatment of force isn't limited to authoritative or "official" activities, but that it occurs in many areas of life "power to control over someone" is a possibility for almost everyone. As a result, there Physical and psychological imbalances appear to exist between the domineering jerk and the person in question (Olweus & Solberg, 2009).

Bullying in schools, according to Moon (2008), it is a global issue that could have a devastating effect on the school environment as a whole and children's rights to learn in a secure, fear-free environment. It's a common occurrence, and it's also one of the most under-reported school safety issues. Until recently, most bullying researchers focused solely on school bullying, despite the fact that other Bullying in various forms has been thoroughly researched. The justification behind this is that harassing has turned into a typical and normal event among children adolescents during their school years. In this regard, Sampson (2002) claims that "bullying occurs most frequently in elementary school, slightly less frequently in middle school, and less frequently, but still regularly, in high school."

Jones et al. (2008) reported that a 2004 World Health Organization (WHO) national survey found that 28 percent of pupils who were harassed 30 days prior to the research reported being beaten, kicked, shoved, pushed, or. Boys reported physical abuse at a

higher rate (35.8 percent) than girls (22.2 percent). Malematsa (2005) concurred with WHO (2004) in a South African study that physical abuse is harmful includes assault, damage to property, slapping, cheating, stripping of another student's property, assault, in addition to intentional assault and stumbling.

Saito (2011) discovered that Zanzibar Island has a high frequency of all types of tormenting, with 73-98 percent of youngsters utilizing harmful language, in an assessment of brutality in grade schools in Eastern Africa from 2000 to 2007. Ndibalema (2013) found that harassing went on in schools in Tanzania, and that children were tormented by peers and teachers, citing an incident in which a 20-year-old male fourth grade student was severely injured by a teacher while researching teachers and teachers. Students' perspectives on bullying conduct at Dodoma Municipality high schools. Moris (2012) did a research among high school students in Dar-es-Salaam while I was in Tanzania, discovering that teachers bullied pupils as well. Additionally, students reported that 74.3 percent of classmates engage in gossiping, 70 percent spread rumors, and 70.2 percent engage in group exclusion.

Bullying has a long history in Kenya, according to studies, as indicated by a rise in violent occurrences in schools. According to Poipoi (2011), it was a form of compulsory discipline in many schools until the late 1970s. Because of its aggressive nature, which not only results in death and severe damage among pupils, but also has negative impacts on learning, Bullying was prohibited in all Kenyan schools by the Government of Kenya (GoK) through the Department of Education (MoE) in 2003. (Ajowi, 2005) Despite the restriction, student exploitation persists. Later that year, Mathiu (2008) reported that

violence had occurred in more than 254 Kenyan high schools, with Kisumu Province leading the way with 68 instances and Nyanza Province coming in third with 27.

Students at public secondary schools in Nairobi Province encounter significant levels of bullying, according to research findings from the Africa Mental Health Foundation (AMHF) (). According to Ndeti et al., (2007), this trend affects students' attentiveness in class and inclination to continue in school, as well as their academic achievement and self-esteem. Sang' (2007) found that bullying behaviors resulted in a high prevalence of school dropout in both primary and secondary schools in Nandi district, Baringo County. The Daily Nation (2012) reported on an incidence of harassment at a public high school in Kangundo, Machakos Province, where Form Two pupils set fire to a booth in protest of adult students seizing their things.

Bullying is a big concern among secondary school pupils, according to Moris (2008). Bullying occurs when children are taken advantage of by their peers and tutors. Godwin (2006) described a case of harassment involving a 20-year-old male fourth-grade student. A student was seriously injured and died as a result of the punishment of his teacher. When the instructor realized the youngster had passed out, He locked him in his office and solicited the assistance of other students in transporting her to the hospital for treatment. Asked, the boy said he was blamed for unfortunate behavior at a school party.

Bullying can take in high school, there are an assortment of structures, including physical, verbal, and composed and psychological abuse. Physical aggression includes injuring or threatening to injure someone, while verbal abuse includes mocking or insulting someone, as well as psychological harassment entails humiliating or isolating a

victim through peer rejection or exclusion (Moris, 2008). The term bully refers to a wide range of violent or antisocial physical or verbal ways of behaving, including annoying, prodding, verbal and actual maltreatment, undermining, embarrassing, pestering, and mobbing.

In a research, Simatwa (2007) discovered that public secondary schools in the Bungoma district of Western Province, Kenya, had 100% actual assaults among male and female understudies per term. Physical bullying is more widespread in boarding schools than in day schools, according to Ndeti et al., (2007). This comes after more than 63% of secondary school students in Kenya's Nairobi Province reported being assaulted or hit. Mwangi (2008) also stated that physical beatings occurred in a high-profile instance at Gilgil High School in Kenya's Rift Valley Province, in which a Form Two student died of his injuries after Form Four students beat him and his classmates in high gear. 'the practice of exploitation. Statistically, physical violence has caused one-third of all types of bullying, with some children being hospitalized following severe physical abuse (Nyasato, 2009).

Examples include name-calling, threats, insults, and sarcasm of verbal bullying, and relationship abuse includes gossip, aggressive touch, humiliation, and isolation. Verbal abuse, according to Bohanon et al. (2006), included mockery, sarcasm, and mockery, as it were called by calling a teacher 'a pet.' Such derogatory and derogatory remarks are intended to amuse, grieve, or hurt. Young ladies are more probable than young men to be casualties of violence (Batsche, 2007). In a study of responses by school counselors on three types of school bullying incidents in the United States, Jacobsen and Bauman (2007) found that verbal bullying 46.5 percent of all bullying falls into this category. In

Austria, a study of 1,910 students from 86 essential and optional school homerooms found that boisterous attack was more normal (4,4-26.4 percent) than actual savagery (between 5.4-12,8 percent).

Whenever casualties are isolated from a gathering of companions or companions, or from their play or exercises, relational bullying happens. Relational bullying, according to Batsche (2007), The utilization of a personal relationship is defined as to harm another individual. It is reputational in nature because it degrades a person's social standing in class or school. According to Malematsa (2005), relationship bullying involves spreading rumors, neglecting someone, informing and/or writing letters containing nasty things about an individual, and so on, just like physical and verbal bullying. Gossip, intimidation, and intimidation by stalking, and concealing one's belongings are examples of other activities.

In April 2007, Florida hosted the second yearly tormenting counteraction gathering. USA, uncovered that, while men were bound to utilize physical and verbal brutality than ladies, ladies were likewise bound to utilize physical and verbal violence to be socially abusive than men (Batsche, 2007). Victims of bullying, according to Brank, Hoetger, and Hazen (2012), are weak, indifferent, and anxious. They further said that the literacy rate of the victims was low, and they tried to avoid going to school to avoid being bullied. Harassment can adversely affect academic achievement and contribute to unemployment. Bullying experiences, according to Konishi, Hymel, Zumbo, and Li (2010), in both direct and indirect ways, sufferers' academic achievement is harmed. An abused child may cease participating in class or have difficulties concentrating on classwork due to his fear

of being teased by his peers. They went on to suggest that adolescents who are regularly intimidated at school by their peers are less likely to achieve.

Murillo & Roman (2011) discovered that school hostility negatively affected scholastic advancement in Latin America. According to them, students who have been physically or verbally mistreated do poorly. As indicated by Marcela and Javier (2011), harassing is an extreme issue all through Latin America peer-audited students did worse with literacy and numeracy than non-bullying students; and students in more violent or verbal classrooms do worse than students in less aggressive environments. The study also discovered that bullying in school had a detrimental impact on academic performance.

Bullying, as per Chaux (2012) lowers school attendance, peer contact, and scholastic accomplishment while raising actual wounds and the commonness of wretchedness. Tormenting likewise diminishes inspiration to learn and adds to nervousness issues. According to Craig and Harel (2014), bullying is a global phenomena with a high rate of variation, with somewhere in the range of 2 and 32 percent of 15-year-old understudies being harassed a few times each month, and between 6 and 36 percent of 11-year-old children being tormented two to three times a month. This data suggests that there is a widespread problem with international diversity, highlighting the significance of concentrating on the outcomes of harassing in specific nations, like Colombia.

2.2 Bullying Behaviour and Academic Performance

"Bullying aggression and other types of violence in schools can tarnish student experiences of formal education and their capacity to make the most of the chances they have," Dunne et al. (2012) write. Medlen (2012) has similar sentiments when discussing

the impact of cyber bullying, stating that "a lot of youngsters will go home distressed from school, which is a shame because school should be a good component of a child's life." The West Australian School Teachers Union, on the other hand, has expressed concern about the level of bullying on virtual entertainment, it is a school-related issue, and how it ought to be managed at home.

The majority of bullying incidents occur in schools with insufficient resources. Furthermore, students in schools with a poor climate are negatively influenced by their peers. Picking on others, according to Gendron, Kirk, and Nancy (2011), is related with schools that lack a supportive and nurturing environment. Positive school climate perceptions, in essence, fostered high levels of confidence among understudies and anticipated lower cases of tormenting. Schools must drastically alter their timetables in order to eliminate free time, which is when vandalism and confrontations are most likely to occur. Stealing, vandalism, rape, fighting, sneaking, and taking drugs were recognized as significant disciplinary instances in a study by Ndambiri (2013) on the causes and strategies used to control indiscipline in Kirinyaga District. Bullying in schools is a clandestine activity that occurs without adult witness.

Bullying has social, physical, and psychological consequences for the victims in addition to being harsh (MacNeil, 2004). Bullied students not only regard school to be hazardous, but they also have a significant risk of depression and substance exploitation. As kids become older, bullied victims are more likely to suffer from poor self-esteem. (Mutie & Ndambuki, 2001). Bullying-related incidences in schools, according to Mobegi (2007), further interrupt study, resulting in poor academic achievement.

Bullying victims may develop depression, especially if the bullying continues for an extended moment (Laneaux, 2010). It must be mentioned that the emotional impacts of bullying do not only affect the abused; they also affect the bullies. According to Omoteso (2010), persons who engage in long-term and substantial bullying of others suffer from a variety of mental health, academic, and social issues. When a youngster is persistently bullied, he or she he may start refusing to attend school. His grades may endure because of his nonappearance and failure to think.

Bullies, victims, schools, and communities are all harmed by violence (Omoteso, 2010). Academic performance may be negatively affected as a consequence of victims' inability to focus on their academics. They have greater absenteeism and dropout rates than the general population, and they may exhibit indicators of loneliness, such as the difficulty of finding social and emotional changes, making new friends, and dealing with peers (Lumsden, 2002). Bullying victims are frequently humiliated, insecure, and insecure, and may be afraid to go back to school (Shellard, 2002).

Bullying's impact on student achievement at the elementary level in Sindh was investigated by Ahmed *et al.* (2012). For the data collection, twenty male Heads and one hundred male teachers were chosen at random using a simple random sample procedure. For information gathering, 2 surveys were created, one for Heads and the other for Teachers. Data was tallied and evaluated using appropriate statistical methods once information was obtained from the heads and teachers. Based on the findings, it was resolved that being bullied is more pervasive in elementary schools than in other districts of Sindh.

Kibriya et al. (2015) assessed the effect of harassing on school accomplishment in Ghana utilizing an inclination diminishing matching methodology. We additionally found proof that harassing greatly affects female understudies. Our investigation of the information shows, nonetheless, that having a female educator in the homeroom decreases the adverse consequences of harassing on female understudies. The examination utilizes semi exploratory inclination score coordinating and OLS techniques, which are trailed by a progression of strength tests that help the unconfoundedness and covering suppositions. The review's findings are motivating policymakers to implement gender-sensitive anti-bullying programs in educational settings.

The impacts of conventional tormenting on grade school children's scholarly accomplishment in Guyana were explored by Sherwin, Dale, and Roslyn (2018). At Diamond Primary School, 33 students (ages 9-11) exhibiting maladaptive behavior participated in this randomized controlled trial. Students that participated in this study included bullies, victims, and observers. Bullying and academic performance were found to have a substantial association, according to the findings. According to a study, customary tormenting has been and keeps on being an issue in schools.

Okoth (2014) conducted a study in Kisumu East District, Kenya, on instructors' and bullying attitudes among pupils in elementary secondary schools. The research was conducted using a descriptive survey design. Bullying was shown to be prevalent among 31% of the study's participants. Name-calling, group segregation, and the usage of technology visual signals were the most common kinds of bullying. The conclusion was that, in order to handle verbal and developing cyber-bullying, school guidance and counseling should be improved by having qualified teacher-counselors.

Bullying's effect on academic success in adolescents with and without special needs was studied by Block (2014). The data for this study was gathered via face-to-face interviews. According to the findings, because abused children are terrified to come to school, they are unable to concentrate, and their academic development suffers as a result is hampered. Furthermore, pupils with exceptionalities are bullied more frequently than children without, putting them at a disadvantage double over.

Faryadi (2011) taken a gander at the gamble perspectives and attributes connected to harassing ways of behaving in an example of 11-14-year-olds. As per the information, tormenting happens in youths who are dependent on TV and watch it routinely, as well as the people who need instructor support and grounding. Dijkstra, Lindenberg, and Veenstra (2014) investigated whether high school bullying was affecting student performance during their first college semester. According to these findings, there is a link between the two. In their study, Malik and Mehta (2016) focused on knowledge of school bullying and the impact of gender inequality. According to these findings, boys are more prone than girls to commit sexual misconduct..

Wimmer (2016) gave insight into the effect of gender differences in bullying through his research. Females are bullied more than men, according to the study; Females are bullies, and both genders bully them equally; males bully more than females. It was also revealed that females are mostly bullied verbally and emotionally, and that bullying decreases with age. Bullying pupils are also shown to be less compassionate, uncooperative, unsociable, and hostile, according to the study. Bullying usually occurs when they are in their adolescent years, and they use it to shape their relationships and faith with their peers, forcing them to follow bullying.

As per Nansel et al. (2001), roughly 30% of understudies in the example revealed moderate or incessant harassing. In a 2011 worldwide investigation of north of 300,000 youngsters from 48 created and emerging nations, the greater part of the kids announced being bullied at school; additionally, 33% of the sample reported being tortured "basically on a regular basis" (Mullis, 2012).

Education is fundamental for both business and public profits from human resources, according to a significant body of literature (see Card 1999 for an overview). As a result, investigating effective approaches to increase educational quality is a worthwhile endeavor. Individual, household, school, and teacher variables, In the literature, factors such as student gender, school quality, enrolment, geography, and instructor gender, experience, and education level are increasingly emphasized (Dearden et al., 2002). Be that as it may, up to this point, barely any investigations had investigated the impact of harassment on scholastic execution (Ponzo 2013). Plus, the impacts of tormenting on educational achievement in underdeveloped countries by gender have not been studied till now.

Bullying has a variety of effects on academic achievement. Victims of bullying often feel dissatisfied and lonely at school, in addition to having good friends (Boulton & Underwood, 1992). Bullying victims are more prone than non-abusive youth to develop new psychological and psychological disorders (Fekkes et al., 2006), leading to the negative impact of loneliness, anxiety, and depression at school and in everyday life. Bullying and psychological issues are linked, according to neurobiological evidence. According to Ouellet-Morin (2011) physical abuse, for example, has long-term impacts on HPA response, which is connected with social, enthusiastic, and conduct hardships.

Bullying, according to Hemphill et al. (2011), is strongly linked to binge drinking and sadness. Academic performance is also harmed by school avoidance and poor attendance. Based on a heterogeneous sample of 5730 LGBT youth from high school in the US, Kosciw et al. (2013) discovered that casualties of tormenting had more unfortunate confidence and subsequently lower scholastic achievement. Barrett et al. (2012) use the School Crime Supplement from the 2007 National Crime Victimization Survey to argue that kids who are afraid of crime in school are more likely to miss class and less likely to strive for higher grades. Ripski and Gregory (2009) and Dunne (2013), among others, have established the link between school violence and low participation. Except for a few outliers, most studies found direct relations amongst intimidation and educational attainment, attributable to the pervasiveness and seriousness of school bullying documented worldwide. According to the majority of studies, bullying conduct is associated with poor academic achievement.

Le et al. (2005) studied a group of twins born at the same time in Australia and discovered that youth lead jumble is common, such as that observed in bullies, can have a negative impact on an individual's scholastic achievement and labor market competency. Brown and Taylor (2008) use a sample of information from the British National Child Development Study to investigate similar issue their discoveries are reliable with those of Le et al. Besides, they observed that the effects of tormenting offset the impacts of class size, which has for quite some time been viewed as a critical component of scholastic progress in the financial aspects research writing.

This empirical conclusion shows that More research is required to completely get the causal relationship among harassing and wretchedness and scholastic achievement.

Ammermueller (2012) examined the factors of bullying and its consequences on student achievement using a considerably larger dataset that included 11 European countries. Bullying has also been discovered to have a major negative influence on current and future learners' academic and labor-market performance. Despite the fact that the preceding study discovered a robust correlation between bullying and academic achievement, the direction of causation remains unexplained. In other words, a student's academic performance may decline as a result of being a victim, and a student's chance of being bullied increases if he performs poorly. Ponzio's (2013) used a non-parametric method (propensity score matching) to handle the reverse causality problem in Italian schools.

2.3 School Measures on Curbing Bullying Behaviour

The whole school system, which includes classroom activities, curriculum implementation, and individual student needs, is the most effective way for schools to raise awareness and avoid bullying behavior (Cheever, 2010). The objective of minimizing bullying has two parts: proactive or preventive measures and reactive measures with appropriate intervention approaches. The proactive or preventive part concerns how schools may assist students in developing and maintaining more positive connections with one another, as well as dealing more effectively with interpersonal conflict. It includes classroom work with students to help them develop better empathy, assertiveness when needed, resilience, and the ability to help those who are being bullied, for example, by the good behavior of the spectator.

One of the foundations behind an effective Code of Behaviour is the development of constructive mutual respect and support connections among students, faculty, and parents

(James, 2010). As a result, schools must think about the policies and initiatives that should be set up to guarantee the creation and advancement of a positive school culture and environment. Schools that have an elevated degree of trust in their responsibility, according to Ofsted (2012), and problem-solving skills are more sensitive to students' perceptions of behavior and bullying experiences and take action to respond, provide students with a range of formal opportunities to commit to others at school, and systematically teach students how to manage their relationships (Ofsted, 2012).

In the USA, Unnever and Cornell (2004) found 898 out of 2,437 kids who had been bullied in a survey to explore the frequency and kind of bullying in six middle schools, although 40 percent due to a lack of care, he had not reported to anyone. According to Batsche (2007), amongst fifteen to thirty percent of scholars in the US are bullied. Ahmed (2005) found in a Bangladeshi study that 30 percent of students had abused a person at the very least once. The study also discovered that school-based intervention programs are effective were not in place, compared with Kenya's school-based guidance and counseling program. According to Daphine II (2008), bullying is expected to cause more than 1.5 million students in the United Kingdom, approximately 20% of the school population.

Bullying will be reduced in the school with effective monitoring and management. Bullying behavior can only be effectively addressed if there is a high level of school-wide vigilance and openness (DES, 2013). Whether through in-school initiatives or through expert agencies, a solid support structure in a school can be a critical first step in addressing challenges. The goal of the school-wide approach should be to modify behavior and encourage kids to report bullying while also changing anti-bullying

sentiments into anti-bullying behavior. While any student can be bullied, it is known that some students are at greater risk or are more prone to being bullied. Students with disabilities or special needs, students of minority and immigrant groups, students from the nomadic community, gays, lesbians, bisexuals, or transgender (LGBT) and so-called LGBT students, and students of minority religions are all role models of vulnerable groups (DES, 2013).

2.4 Summary

Examining the origins, types, and consequences of bullying in the classroom on students' educational achievement is the focus of this chapter. In Kenyan schools, bullying is a widespread issue (Gachigua, 2005). Despite the fact that past study has demonstrated the impact of bullying on each individual student (Nansel, 2001; Nakamoto & Schwartz, 2010), the impact of bullying on school success as a whole has received little attention. Bullying has an impact on all kids in the school, counting the people who are not straightforwardly involved as menaces or casualties, on an important basis for bullying. The problems that schools and educational institutions face are varied, complex, general, and complex.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

A descriptive research approach was used in this study. A group of individuals is given a set of questions to discuss or distribute as part of a descriptive research design in order to gather data (Saunders et al, 2009). As per Mugenda and Mugenda (2003), combines research with fact-finding questions and is used when research uses comparative comparisons in the field of research, the present case cannot control dynamics, and the researcher can only report an incident or incident. The design was used to describe how bullying affects school achievement in their studies at high schools included in this study. This forced and led the researcher to remain focused on the stated research objectives.

3.1.1 Study Variables

A variable is a measurable trait among the subjects, according to Mugenda & Mugenda (1999). It's also a quantitative attribute that can take two or more values (Ordho, 2009). The outcome is influenced by independent variables. The influence of independent variables, on the other hand, resulted in a dependent variable. The bullying conduct was the independent variable, while the student's academic performance was the dependent variable.

3.2 Location of the Study

The survey was undertaken in Kitui County. The eastern boundary is Kititui West District, the south is Kititui District, and the west is Kititui Rural District. Kitui serves as the country's administrative center. There were 31 high schools in the district, which was split into three sections: Kyangwithya, Kalundu and Miambani. According to Singleton (1993), the ideal setting for any study should be freely accessible to the researcher and

allow for intimate and informed interactions to be established between participants. The researcher chose the sub-district of Kitui Central because it has more integrated high schools bullying is more widespread in the Sub-county as associated to other sub-counties.

3.3 Target Population

The target audience for the study were affiliated high schools in Kitui County. The small district of Kitui Central has 31 integrated high schools, including 9 boys 'schools, 7 girls' schools, 3 mixed schools, and 11 mixed schools. A total of 1302 people were elected, including 31 principals, 31 lecturers and directors, and 1294 third-grade pupils.

Table 3.1: Population Distribution

Category	Schools	Headmasters	G &C Tutors	Form 3 pupils	Target Populance
Boy's School	9	1	1	376	378
Girls School	7	1	1	292	294
Mixed Schools	11	1	1	460	462
Mixed Day School	4	1	1	166	168
Total	31	31	31	1294	1302

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling Procedure

The school categories were sampled using stratified sampling. Stratagenes for this research included integrated public secondary schools that offered Boys' boarding, Girls' boarding, mixed boarding schools, and mixed day schools, among other options. Principals and teachers of guidance and counseling were chosen via census sampling. Pupils from Form 3 were selected using a simple random selection method.

3.4.2 Sample Size

The sample size, according to Mugenda (2003), was a small group taken from the present population. According to Mugenda (2003), the investigator sampled from schools with a 40% sample size. By descriptive research, the sample size of 10% to 50% is appropriate. 14 of the 31 public high schools were evaluated, four for boys, three for girls, two mixed schools, and five mixed schools. According to the findings, the research received responses from 92 participants., including 14 principals, 14 counselors, and 64 third-grade pupils.

Table 3.2: Sample Size Distribution

Category	No. of Schools	Sample Size
Boys Schools	4	24
Girls Schools	3	22
Mixed Schools	5	26
Mixed Day schools	2	20
Total	14	92

3.5 Research Instrument

Questionnaires for instructors and students, as well as interviews with principals, were the primary data gathering instruments for this study.

3.5.1 Questionnaires

It is advantageous to use a questionnaire to gather information since it enables the researcher to reach out to a larger number of individuals in a short period of time. It also ensures confidentiality, resulting in more honest and impartial responses. Guidance counseling teachers and three students were given closed and open-ended questionnaires. In order to gather information from guidance and counseling instructors as well as

students on the incidence of bullying, its impact on academic progress, and the processes that should be followed in order to manage the behavior, questionnaires were administered.

3.5.2 Interviews

Interview is a very helpful in learning more about participant information. The interviewer has the opportunity to learn more about the topic in depth. Discussions may be as helpful as following the respondents' questions, for example, to read their answers progressively (McNamara, 1999). The researcher used informal interviews to gather information about the principals' perspectives and ideas, allowing them to speak freely about the subject.

3.6 Pilot Study

Prior to gathering real information, the researcher directed a pilot review with two directors, two teachers, and ten structure three understudies from two public secondary schools in the encompassing Kitui West District. Past tests were done to decide the accuracy of the survey things, so any that were viewed as dubious or deficient might be killed or remedied to work on the nature of the examination devices.

3.6.1 Validity

Based on test results, befuddling or messy things like inquiries, incorrect responses, or recognized weaknesses were adjusted or taken out to get legitimate reactions from the respondents. As indicated by Borg and Gall (1989), well-qualified assessment works on the substance legitimacy of an instrument, accordingly, the specialist enrolled my

managers' assistance in determining if the instruments measured what they were meant to measure.

3.6.2 Reliability

A research tool's ability to precisely measure the components of interest is always called reliability. Refers to how well a research tool produces results or consistent data after multiple tests. If the researcher gives the person a double test and gets the same result from the second treatment as the first, the tool is reliable (Mugenda and Mugenda, 1999). Nachmias and Nachmias (1996) define honesty as the similarity, integrity or if it was consistent with what it was supposed to measure. A re-testing method was utilized to decide the unwavering quality of the device. This included giving similar test to similar arrangement of individuals chose for this reason two times.

3.7 Data Collection Procedure

The surveys were delivered by the investigator directly to the respondents, who were informed that their replies would be handled with the utmost confidentially. The surveys were handed to the respondents after they had been given about a week to complete them before they were collected. Interviews with the sampled school principals were done by the researcher directly.

3.8 Method of Data Analysis

The researcher assessed the study's findings both quantitatively and qualitatively. The content analysis technique was utilized to examine the subjective information gathered through interview plans and revealed in story structure. The descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to analyze the quantitative data in the SPSS program, which was used. In order to assist successful communication, the findings of the data analysis were presented to the customers in the form of frequency distribution tables, pie charts, and bar graphs, among other formats.

3.9 Ethical Consideration

The university provided me with a letter of authorization. It was necessary to contact the office of the Sub-district Education Officer prior to the commencement of the study. Prior to traveling to the study area, the researcher got permission from the university via a letter of authorization. Participants were provided sufficient information about the research's goals, the technique to be followed, the researcher's credibility, and how the results would be used. Participants had the option to settle on an all around informed choice about regardless of whether to take part in the study as a result of this. Participants' privacy was not jeopardized because their names were not included in the data gathering equipment.

CHAPTER FOUR: FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter depicts the research findings, as well as the presentation, analysis, and debate of the field findings. First, the response rate is given, then demographic information on the respondents, and finally descriptive data.

4.2 Response Rate

Table 4.1: Response Rate

Category	F	%
Response	85	92.4
Non-response	7	7.6
Total	92	100

According to Table 4.1, those who responded account for 92.4 percent of the total, while those who did not account for 7.6 percent. As indicated by Baruch and Holtom (2014), a reaction pace of more noteworthy than or equivalent to 80% is adequate for information examination. Subsequently, the general return pace of 92.4 percent was extraordinary. This was credited generally to the specialist's ability to connect with the respondents.

4.3 Reliability Observation

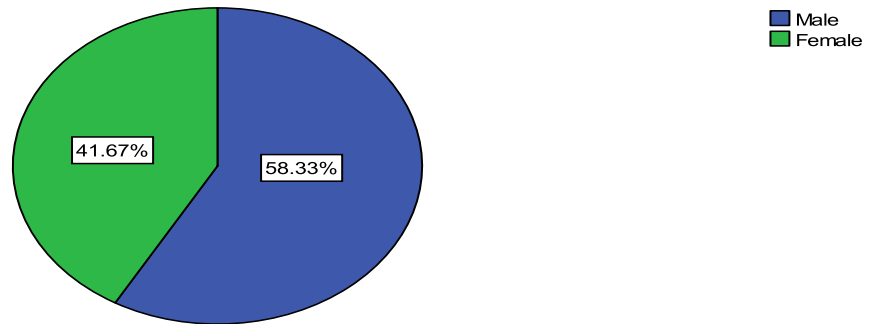
Table 4.2: Reliability Observation

Variable	Alpha value (α)	No. of questions	Conclusion
Prevalence of Bullying behaviour	0.802	8	Reliable
Types of bullying behaviour	0.754	13	Reliable
Measures to curb bullying	0.697	9	Reliable
Bullying behaviour	0.874	18	Reliable
Aggregate Score	0.782	48	Reliable

The indicators of bullying behaviour had the highest reliability (= 0.874), followed by the prevalence of bullying behaviour (=0.802), categories of bullying behaviour (=0.754), and ways to stop bullying (=0.697), as shown in Table 4.2. As per Mugenda and Mugenda (2003), A worth of 0.7 for the alpha co-productive shows that the instruments are reliable. In accordance with this, the reliability test results from the pilot research were 0.782, indicating good reliability.

4.4 Background Information

Figure 4.1: Gender



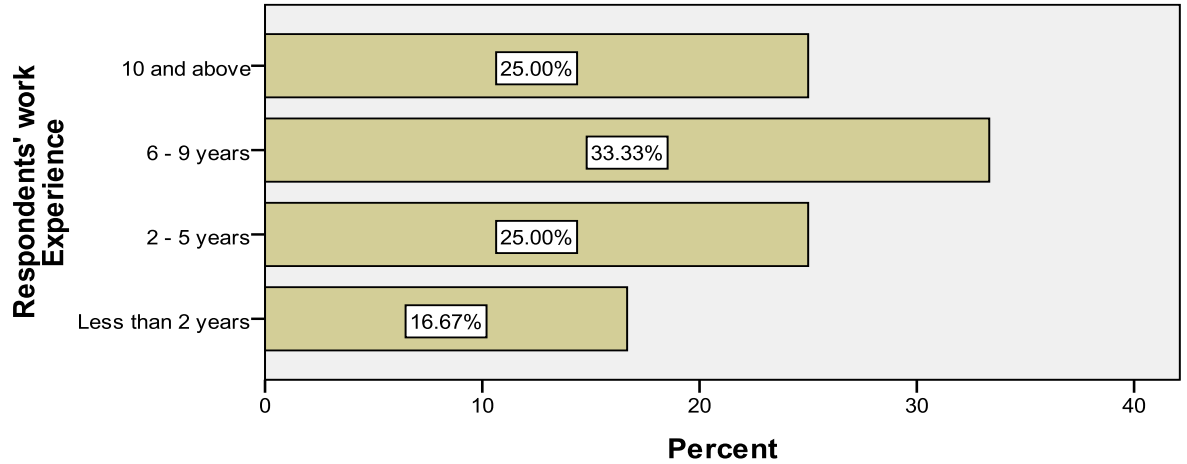
As shown in Figure 4.1, male participants accounted for 58.33 percent of the total responses, while female respondents accounted for 41.67 percent of the total responses. This demonstrates that both men and women were fairly represented.

Table 4.3: Age

Years	Frequencies	Percentages
Below 25	0	0.0
25 – 35	2	16.7
36 - 45	4	33.3
More 45	6	50.0
Total	12	100.0

According to Table 4.3, the majority of respondents (50.0 percent) were over the age of 45, 33.3 percent were between the ages of 36 and 45, and 16.7 percent were amongst the ages of 25 and 35. These results show that the survey participants were of various ages. The age diversity of the workforce, according to Kunze, Boehm, and Bruch (2011), altogether affects worker execution and the general exhibition of the firm.

Figure 4.2: Experience



According to Figure 4.2, the vast majority of responders (33.3%) had job experience ranging from 6 to 9 years, with 25.0 percent working for 10 years or more, and 16.67 percent having been employed for fewer than two years. These findings show that the guidance and counseling instructors who contributed in this survey possessed the essential expertise to offer the information that the researcher was looking for. Work experience variety was proven to be a major factor in explaining employee performance variability in Magoshi and Chang's (2010) research of Kenyan secondary schools.

Table 4.4: Education Level

	Frequencies	Percentage
Diploma or College	1	0.8
Degree	5	41.7
Masters	2	16.7
Advance Diploma	4	33.3
Total	12	100.0

Table 4.4 shows that the majority (41.7%) had a Bachelor's Degree, 33.3 percent had a Post Graduate Diploma, 16.7% possessed a Master's Degree, and 0.8 percent possessed a Diploma. In this particular instance, the responder had the essential education necessary to participate in the review and provide the scientist with the information he or she requested. According to Kasika (2015), the greater the impact of education and skill on organizational management, the higher the educational level.

4.5 Prevalence of Bullying Behaviour

Table 4.5: Prevalence of Bullying Behavior

Statement	Mean (M)	Standard Deviation (SD)
Coming from a dysfunctional family the community's susceptibility	4.33	0.67
Feeling more powerful than others	4.08	0.92
Feeling elderly in comparison to others	3.33	1.67
Classroom management by teachers is weak	3.92	1.08
Coming from a family of monogamists	4.42	0.58
Taking after their parents	3.75	1.25
Being from a wealthy family	3.83	1.17
Seeing violent movies and obscene images	3.58	1.42
Aggregate Score	3.91	1.09

According to the data in Table 4.4, respondents believed that the bullying was prevalent among students, with an aggregate mean of 3.91 and a standard deviation of 1.09. This observation is consistent with Sampson's (2002) argument that "bullying occurs most frequently in elementary school, hardly less frequently in middle school, and less frequently, but still frequently, in high school."

The respondents strongly agreed being from a monogamous family, coming from a harmed home, being defenseless locally, and feeling more grounded than others are all factors that contribute to bullying behavior, as evidenced by mean scores of 4.42, 4.33, and 4.08, respectively, with significance variances of 0.058, 0.67, and 0.92. These findings are consistent with those of an investigation carried out by Moon (2008),

who affirms that tormenting in schools is an overall issue with severe repercussions for the overall school atmosphere and students' rights to be able to study in a fear-free atmosphere Olweus, similarly, claims to be the first Scandinavian researcher to address the topic. He conducted a thorough review in Norwegian and Swedish schools and it was seen that numerous understudies were tortured at school. As indicated by the information, around 7% of the Scandinavian understudies in the example take part in school tormenting, and somewhere in the range of 5% and 15% of understudies in different grades detailed being harassed.

It was agreed that watching violent films and pornographic pictures, emerging from well-to-do families, and copying class abuse of parents and teachers are factors that contribute to bullying behavior, as evidenced by mean scores of 3.92, 3.83, 3.75, and 3.58, respectively, with significance variances of 1.08, 1.17, 1.25, and 1.42. The outcome is consistent with those of Sang's (2007) study, which found that bullying activities resulted in a high percentage of school dropout in primary and in high schools. These findings are further confirmed by the findings of Moris (2012), who performed a study in Dar-es-Salaam, where it was discovered that children were bullied by their teachers as well.

The findings are also congruent with those of Moris (2008), who discovered that bullying was a big issue among high school pupils. Bullying is a term used to describe when pupils are harassed by their classmates or by their instructors. Godwin's (2006) study described an incident of harassment involving a 20-year-old male student in a fourth form. The student was severely injured and passed out as a result of his teacher's punishment. Simatwa (2007) discovered that Actual assaults on male and female pupils

occurred 100 percent of the time in a study. Physical bullying is more widespread in boarding schools than in day schools, according to Ndeti et al., (2007). This comes following more than 63 percent of Nairobi Province secondary school students, Kenya, were reportedly beaten up or punched.

The respondents were split on the assertion that the majority of bullying conduct stems from a sense of being older than others, as evidenced by a mean of 3.33 and a standard deviation of 0.492. These conclusions are congruent with Olweus' (2003) study, which discovered that around 7% of Scandinavian understudies in the example had been harassed in school, and that somewhere in the range of 5% and 15% of understudies in different grades had been involved in bullying.

4.6 Types of Bullying Behavior

Table 4.6: Types of Harassment Behavior

Types of Intimidation	Mean (M)	Standard Deviation (SD)
Verbal Bullying		
Teasing	3.2	1.8
Sarcasm	4.4	0.6
Name calling	4.1	0.9
Continually ignoring someone	3.5	1.6
Racist and sexist remarks	2.9	2.1
Aggregate Score	3.6	1.4
Physical Bullying		
Taking money or physical belonging	4.3	0.7
Pushing, hitting, kicking and punching	4.5	0.5
Sexual abuse	2.4	2.6

Unwanted physical contacts or comments	2.7	2.3
Aggregate Score	3.5	1.5
Indirect Intimidation		
The act of spreading gossip or initiating talk about another person.	4.0	1.0
Getting the individual into trouble for no real reason	3.7	1.3
Excluding the individual	4.2	0.8
Sending the individual hurtful messages via texts, emails or phones or letters.	2.3	2.7
Aggregate Score	3.6	1.4

There was a significant difference of 1.4 in the mean number of incidents of verbal and indirect bullying reported in this study, which is shown in Table 4.5. These findings are congruent with those made previously of Omoteso (2010), who found that people who engage in long-term bullying have a wide scope of mental, instructive, and social medical problems. Assuming that the casualties are underestimated in a gathering of colleagues or companions, or when they are disengaged in play or exercises, bullying occurs. These findings, however, contradict Batsche's findings (2007), suggesting that related bullying involves using personal relationships to hurt him. It is popular in nature because it lowers a person's social status in the classroom or at school. According to Malematsa (2005), relational abuse includes spreading rumors, neglecting someone, and informing them and / or sending letters containing hurtful personal information, such as physical and verbal abuse. Gossip, intimidation, and intimidation by stalking, and concealing one's belongings are examples of other activities.

The respondents strongly agreed on sarcasm and name calling when it came to verbal bullying, as evidenced by mean scores of 4.4 and 4.1, respectively, with significance

variances of 0.6 and 0.9. Constantly ignoring someone (M=3.5, SD=1.5), teasing (M=3.2, SD=1.8), and racist and sexist statements (M=2.9, SD=2.1) were the next most common behaviors. As indicated by Shellard (2002), who discovered that bullying victims usually experience humiliation, uneasiness, and loss of confidence, as well as fostering an anxiety toward going to class. Bullying victims, according to Brank, Hoetger, and Hazen (2012), they are weak, vulnerable, and anxious. They further said that the literacy rate of the victims was low, and they tried to avoid going to school to avoid being bullied. Harassment can adversely affect academic achievement and contribute to unemployment.

The respondents firmly agreed on pushing, striking, kicking, punching, and stealing money or physical belongings when it came to physical bullying, as evidenced by mean scores of 4.5 and 4.3, respectively, with significance variances of 0.5 and 0.7. Unwanted physical touch or comments (M=2.7, SD=2.3) and sexual abuse (M=2.4, SD=2.6) came next. Physical bullying is equally frequent in secondary schools, as evidenced by the aggregate score of 3.5. Jones et al., (2008) detailed that a WHO (2004) public investigation discovered that in excess of 33% of understudies who were manhandled 30 days before the review revealed being beaten, kicked, endlessly pushed, and 28 percent announced being beaten, kicked, and pushed, or locked in the house. Bullying experiences, according to Konishi, Hymel, Zumbo, and Li (2010), In both immediate and aberrant ways, sufferers' academic achievement is harmed. A bullied child may quit taking part in class or have difficulties concentrating on classwork due to his fear of being teased by his peers. They went on to suggest that adolescents who are regularly bullied at school by their peers are less likely to achieve.

In the case of indirect bullying, the respondents strongly agreed on excluding the individual, spreading rumors about the individual, and beginning chatter about the individual, as evidenced by mean scores of 4.2 and 4.0, correspondingly, with implication alterations of 0.8 and 1.0. Following that, putting the person into difficulty for no cause (M=3.7, SD=1.3) and sending the person hurtful messages via texts, emails, phones, or letters (M=2.3, SD=2.7) were used. These data support Omoteso's (2010) observation that bullying is widespread and extremely destructive to bullies, victims, schools, and communities. In Latin America, classroom aggressiveness has a detrimental impact on academic development, according to Murillo and Roman (2011). According to them, undergrads who have been physically or verbally assaulted are less productive. Besides, Javier and Marcela (2011) established that harassing was a significant issue in Latin America, expressing that understudies who were tormented performed more regrettable in learning and math than understudies who were not harassed; and understudies in more brutal or verbal homerooms performed more awful than pupils in less aggressive environments. Bullying in school was also found to have a negative impact on academic achievement, according to the study.

4.7 Measures to Curb Bullying

Table 4.7: Measures to Curb Bullying

Statement	Mean (M)	Standard Deviation (SD)
Set Clear and Enforceable Rules and Expectations	4.0	1.0
Reward Positive Behavior	4.4	0.6
Have Open Communication	3.9	1.1
Deal with students individually	3.3	1.7
Get appropriate professional help	3.7	1.3
Teachers will be trained to deal with bullying situations	4.1	0.9
Get the parents of the children involved in the abuse process	3.6	1.4
In the context of learning, all teachers should work with students on resilience	3.8	1.2
Schools ought to guarantee that there is sufficient oversight of adults in the school to reduce and prevent bullying	3.4	1.6

Table 4.6 demonstrates that methods that respondents strongly agree may be used to stop bullying include rewarding positive conduct (M=4.4, SD=0.6), training instructors to deal with bullying situations (M=4.1, SD=0.9), and establishing Clear and Enforceable Rules and Expectations (M=4.0, SD=1.0). James (2010), who found that one of the concepts supporting an effective Code of Behavior is the development of healthy connections based on mutual respect and support among students, faculty, and parents. Bullying, according to Chaux (2012), reduces school attendance, peer contact, and academic achievement while increasing physical harm and depression occurrence. Bullying also affects learning motivation and leads to anxiety issues. With regard to the prevalence of bullying, Chaux (2012) estimates that 10 to 15 percent of youths worldwide are abused twice or more per month.

Open communication (M=3.9, SD=1.1), getting the children's parents involved in a bullying program (M=3.8, SD=1.2), getting appropriate professional help (M=3.7, SD=1.3), and in the classroom, all teachers should work with students on strength (M=3.6, SD=1.4) were all measures that the respondents agreed on. These findings support Cheever's (2010) conclusions that the whole school system, which includes classroom procedures, curriculum implementation, and individual student needs, is the most effective way for schools to promote awareness and reduce bullying behavior.

The respondents were split on whether schools ought to guarantee that there is sufficient checking of grown-ups in the school to diminish and prevent bullying (M=3.4, SD=1.6) and deal with pupils individually (M=3.3, SD=1.7). According to DES (2013), effective monitoring and supervision can help prevent bullying in the classroom. Bullying behavior can only be effectively addressed if there is a high level of school-wide vigilance and openness. These findings are backed up by Craig and Harel's (2014) findings, claiming that bullying is a global phenomenon with high rates of fluctuations. This data suggests that there is a widespread problem with widespread diversity in all countries, highlighting the significance of concentrating on the results of tormenting in specific nations, like Colombia.

Whole school system, which includes classroom activities, curriculum implementation, and individual student needs, is the most effective way for schools to raise awareness and avoid bullying behavior (Cheever, 2010). The objective of minimizing bullying has two parts: proactive or preventive measures and reactive measures with appropriate intervention approaches. The proactive or preventive part concerns how schools may

assist students in developing and maintaining more positive connections with one another, as well as dealing more effectively with interpersonal conflict. It includes classroom work with students to help them develop better empathy, assertiveness when needed, resilience, and the ability to help those who are being bullied, for example, by the good behavior of the spectator.

One of the foundations behind an effective Code of Behaviour is the development of constructive mutual respect and support relationships exist between students, faculty, and parents (James, 2010). As a result, schools must think about the policies and initiatives measures should be in place to promote and develop a positive school culture and climate. According to Ofsted (2012), Schools that demonstrate a high level of self-assurance in their desire and competence to address bullying issues pay close attention to students' perceptions of behavior and experiences of bullying and take accountable actions, providing students with a variety of strategies.

4.8 Bullying Behaviour

According to the children, bullying still occurs at their school, every single student has been bullied. Other students, however, expressed that a portion of these events were not answered to school organization. The pupils were given statements to indicate how many times they had done this activity or the number of times these events occurred in the preceding 30 days. The results are listed in the table below.

Table 4.8: Bullying Behavior

Statement	M	SD
For the sake of amusement, I irritate other students.	3.45	1.55

I teased other classmates in a group.	3.59	1.41
I battled students who I was confident I could easily defeat.	4.03	0.97
Other students targeted me.	3.75	1.25
Other students teased me.	3.92	1.08
Other classmates mocked me and called me names.	3.74	1.26
Other students pushed and hit me.	2.89	2.11
I assisted in the harassment of other pupils.	3.82	1.28
I made fun of other students.	3.15	1.85
I was involved in a physical altercation.	3.49	1.51
When I was upset, I threatened to harm or beat a fellow student.	3.75	1.25
I got into a violent altercation because I was angry.;	3.45	1.55
When I was upset, I was harsh to someone;	3.45	1.55
I spread rumors about other students;	3.81	1.19
I caused (instigated) disagreements or conflicts.	3.56	1.44
I started (instigated) arguments or conflicts	3.73	1.27
I urged people to take up arms.	3.74	1.26
Other students were excluded from my group of friends	3.62	1.38

Table 4.7 shows that respondents fought students they could easily beat, made fun of other students, helped harass other students, and were mean to someone when they were angry, as indicated by mean values of 4.03, 3.92, 3.82, and 3.81, respectively, with significance variances of 0.97, 1.08, 1.18, and 1.19. These findings are consistent with those of Omoteso (2010), who found that 15% of Australian youngsters admit to being bullied on a weekly basis. It cannot be different if suitable statistics can be produced in Kenya. According to a study on bullying in Turkey, Roughly 30% of children are

associated with harassing, either as menaces or as casualties, or both as menaces and casualties.

"Bullying aggression and other types of violence in schools can tarnish student experiences of formal education and their capacity to make the most of the chances they have," Dunne et al. (2012) write. Medlen (2012) has similar sentiments when discussing the impact of cyberbullying, stating that "a lot of youngsters will go home distressed from school, which is a shame because school should be a good component of a child's life." The West Australian School Teachers Union, on the other hand, has expressed concern about the level of bullying via online entertainment, which is a school-based issue, and how it ought to be managed at home.

The respondents indicated that they get into physical fights less frequently, that they got into physical fights because they were angry, that they hit back when someone hit them first, and that they were hit and pushed by other students, as evidenced by mean scores of 3.49, 3.45, 3.15, and 2.89, respectively, with significance variances of 1.51, 1.55, 1.85, and 2.11. These findings are consistent with those of according to Jones et al. (2008), a global research done by the World Health Organization (WHO) (2004) indicated that 28 percent of pupils who were abused 30 days before to the study revealed being beaten, kicked, pushed, pushed, or secured..

Bullying has social, physical, and psychological ramifications for victims in addition to being harsh (MacNeil, 2004). Bullied students not only regard school to be hazardous, but they also have a higher Depression and drug use are both risks (Ndetei et al., 2007). Bullying victims are more prone to struggle with low self-esteem as they become older

(Mutie & Ndambuki, 2001). Bullying-related incidences in schools, according to Mobegi (2007), further interrupt study, resulting in poor academic achievement.

Bullying victims may develop depression, especially if the bullying continues for an extended period of time (Laneaux, 2010). It should be mentioned that the emotional impacts of bullying do not only affect the abused; they also affect the bullies. According to Omoteso (2010), persons who engage in long-term and substantial bullying of others suffer from a variety of mental health, academic, and social issues. When a youngster is persistently bullied, he might start refusing to go to school. His grades may suffer due to his absence and inability to concentrate (Laneaux, 2010).

Bullying will be reduced in the school with effective monitoring and management. Bullying behavior can only be effectively addressed if there is a high level of school-wide vigilance and openness (DES, 2013). Whether through in-school initiatives or through expert agencies, a solid support structure in a school can be a critical first step in addressing challenges. The goal of the school-wide approach should be to modify behavior and encourage kids to report bullying while also changing anti-bullying sentiments into anti-bullying behavior. While any student can be bullied, it is known that some students are at greater risk or have a higher likelihood of getting bullied. Students with disabilities or special needs, students of minority and immigrant groups, students from the nomadic community, gays, lesbians, bisexuals, or transgender (LGBT) and so-called LGBT students, and students of minority religions are all role models of vulnerable groups (DES, 2013).

4.9 Qualitative Analysis

According to the school principals' interviews, Bullying was common in schools, influencing both young men and young ladies, with young men being more required than young girls. The most common sort of bullying was also discovered to be physical bullying. Boys appear to be more forceful and domineering than young ladies, depending on their actual strength, social standing, and height to menace others. Despite the notion that boys are more likely to be bullied, no substantial disparities in victimization exist.

In terms of ways to prevent bullying in secondary schools, respondents said that schools should have a bigger role in dealing with bullying because they are in a superior situation to safeguard and help youngsters and their parents. This is due to the fact that the majority of bullying occurs within the school's confines. A method should be in place for a youngster to report being bullied (anonymously if necessary) and receive quick assistance. To find a solution, a counselor and other specialists should meet with the children and their families. There should be school-wide events that bring bullying to the attention of the entire student body. To sharpen youngsters and encourage mindfulness, homeroom talks with respect to the rationale and impacts of harassing ought to be held.

CHAPTER FIVE: SUMMARY, RECOMMENDATION AND CONCLUSIONS

5.1 Summary of the Findings

5.1.1 Prevalence of Bullying Behaviour

Students at integrated public secondary schools in Kitui County, Kenya were asked to participate in the research in order to identify the frequency of bullying behavior among them and established a high extent of tormenting conduct among kids who emerged from monogamous families, vulnerability in the community as a result of a broken home, and some students feeling stronger than others. Due to my family's tradition of monogamy, coming from a wrecked home, feeling helpless locally while additionally feeling more grounded than others, watching brutal movies and explicit pictures, coming from well-off families, emulating guardians' and instructors' unfortunate homeroom the board, and feeling older than others are all factors that contribute to bullying behavior. According to the school principals' interviews, Bullying was pervasive in schools, influencing both young men and young ladies, with young men being more required than young girls. The most common sort of bullying was also discovered to be physical bullying. Boys appear to be more forceful and oppressive than young ladies, depending on their actual strength, social standing, and height to menace others. Despite the fact that young males are more likely than young women to be harassed and that young women are less likely than young men to be part in bullying, there are no statistically significant differences in victimization. Types of Bullying Behavior

Students at integrated public secondary schools were asked to participate in this research in order to find out what effect different sorts of bullying behavior had on their academic achievement. According to the findings of the research, verbal and indirect bullying were

the most often seen kinds of bullying behavior. When it comes to verbal bullying, the most prevalent kind was name-calling, which was the most common type of bullying. Pushing, hitting, kicking, punching, and stealing money or personal belongings were the most physical bullying is a common occurrence. The most typical types of indirect bullying, according to the respondents, were excluding the individual, spreading rumors, and beginning chatter about the individual.

5.1.2 Measures to Curb Bullying Behaviour

The study sought to establish strategies teachers use to curb bullying behavior among students in integrated high schools and The study recommended that others encourage positive behavior, that teachers be taught to deal with bullying situations, that clear and enforceable norms and expectations be made, that open communication be formed, and that children's parents be involved in a bullying program. Children and their parents should be protected by schools, which are better positioned to intervene in cases of bullying. This is due to the fact that the majority of bullying occurs within the school's confines. A method should be in place for a youngster to report being bullied (anonymously if necessary) and receive quick assistance. To find a solution, a counselor and other specialists should meet with the children and their families. There should be school-wide events that bring bullying to the attention of the entire student body. To sharpen youngsters and cultivate mindfulness, homeroom talks in regards to the thought process and impacts of tormenting ought to be held.

5.1.3 Bullying Behaviour

According to the students, bullying still takes place at their school, what's more, every understudy has been harassed. Different understudies, nonetheless, expressed that a

portion of these events were not answered to school organization. Many times, the respondents fought individuals they could easily defeat, other students made fun of others, assisted in harassing other students, and were cruel to someone when they were furious. The respondents also said that they get into physical fights less frequently, that they get into physical fights because they are upset, that they hit back when someone hits them first, and that they are struck and shoved by other students.

5.2 Conclusions

On prevalence of bullying, Bullying may be exacerbated by low self-esteem. Students made themselves feel strong by threatening others or considering others as victims. Bullying can happen to students who appear weak, unpopular, or incapable of defending themselves. Some bullies are famous and very much associated at school, and they menace others to keep up with their standing. To maintain their popularity, some students bully, while others act violently or threateningly to blend in. Being companions with a harasser might improve the probability that a child may be bullied may think and act in the same way as the bully. On the subject of bullying, however, there is no consensus. All schools, public or private, are affected by school bullying, according to the survey. Students' academic performance is negatively impacted by school bullying, regardless of whether they are the bullies or the bullied.

Although some children did report bullying to their teachers after being bullied, school principals and teachers were aware of the notion of bullying. Students suffer when schools do not take bullying seriously. Students may assume that their behavior is appropriate if a teacher, administrator, or other member of the school staff ignores

incidences of bullying. However, if they respond quickly to bullying and use these instances as teaching opportunities, the likelihood of violent behaviors is reduced.

5.3 Recommendations

The findings suggested that to reduce the amount of bullying, school administration and teachers must adopt various actions. Teachers should work with students of this bully. To reduce bullying in school, teachers and school administrators should provide bullying programs. Participating in extracurricular activities can help pupils enhance their academic performance by reducing the detrimental impact of bullying. Schools should also provide all of the necessary facilities for children to participate in these activities.

The study recommended that parents who believe their child is being bullied should treat it in a serious way and urge their kid to make some noise about it. Keeping a quiet and strong attitude while illuminating the young that the person isn't to blame for the exploitation can go far toward establishing a climate where the casualty of harassing has a solid sense of security enough to make some noise. Guardians ought to endeavor to find out about their youngster's tormenting and who is involved, as well as how to show their kid how to answer emphatically to being harassed without ending up being disturbed.

5.4 Suggestion for Future Research

The researchers investigated the effect of harassment on educational achievement in integrating public secondary schools in Kitui County, Kenya. As a result, additional research should be conducted concentrating on variables that have not been explored in other Kenyan counties.

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APPENDICES

Appendix I: A Letter of Transmittal

Dear Sir/Madam,

Re: Collection of Data

I'm doing research on the "Effects of Bullying Behavior on Educational Performance Among Students in Government High Schools in Kitui County, Kenya. Therefore, I respectfully request permission to conduct the research in the departments listed in the accompanying list.

Yours Faithfully

Mercy Muli

Appendix II: Questionnaires for Guidance and Counselling Tutors

This research is suggested for scholarly reasons. You are sympathetically requested to respond to these concerns as honestly and completely as possible. Replies to these enquiries will be kept under wraps.

Section A: Demographic Data

Gender	Male { }	Female { }
Age (Years)	Below 25 { }	25 – 35 { }
	36 - 45 { }	More than 45
Length of stay in present school	below 2 { }	2 – 5 { }
	6 – 9 { }	10 and more { }
Education	Diploma or college { }	Degree { }
	Master { }	Advance diploma { }

Section B: Occurrence of Intimidation Behaviour

The following statements pertain to the occurrence of intimidation behavior amongst secondary school pupils.

Statement	1	2	3	4	5
Coming from a dysfunctional family the community's susceptibility					
Feeling more powerful than others					
Feeling elderly in comparison to others					
Classroom management by teachers is weak					
Coming from a family of monogamists					
Taking after their parents					
Being from a wealthy family					

Seeing violent movies and obscene images					
--	--	--	--	--	--

Section C: Types of Bullying Behaviour

The following assertions are about bullying behavior and academic performance among secondary school students.

Verbal Bullying	1	2	3	4	5
Teasing					
Scarcasm					
Calling someone a name					
ignoring someone all the time					
Comments that are both racist and sexist are made					
Physical abuse					
Taking money or physical things					
People push, hit, kick, and punch each other.					
Sexual abuse is a crime.					
A physical contact or a comment that you don't want to make with someone.					
Bullying that is done in a different way					
Spreading rumors or making up a rumor about a person					
Getting someone in trouble for no reason					
Leaving aside the individual					
Sending nasty messages to the individual via texts, emails, phone calls, or letters.					

Section D: Measures to Curb Bullying

The following statements are about strategies to reduce bullying among secondary school students.

Statement	1	2	3	4	5
Make a set of ground rules and prospects that are both clear and enforceable.					
Positive Behavior Should Be Rewarded					
Maintain open lines of communication with students on a one-on-one basis.					
Seek expert assistance as soon as possible.					
Get appropriate professional help					
Teachers will be educated on how to handle bullying conditions.					
Involve the parents of the youngsters in a bullying prevention program.					
All teachers in the classroom should collaborate with children to address bullying.					
To reduce and prevent bullying, schools must ensure that there is sufficient adult supervision on campus.					

Appendix III: Questionnaires for the Students

Instructions:

- i. On this questionnaire, nowhere should you write your name or the name of your school.
- ii. Where appropriate, mark or fill in the blanks with the needed information.

Section A: Demographic Data

1. Is bullying still prevalent in your school? Yes No
2. Have you ever been a victim of bullying? Yes No
3. Have you ever been a victim of bullying? Yes No

Section B: Bullying Behaviour

For each of the following questions, choose how many times you have done this or how many times this has occurred to you in the last 30 days.

Use 1 = Never, 2= 1 or 2 times, 3 = 3 or 4 times, 4 = 5 or 6 times and 5=7 or more times

Statement	1	2	3	4	5
For the sake of amusement, I irritate other students.					
In a group, I taunted other students..					
I battled students who I was confident I could easily defeat.					
Other students chose to target me.					
Other pupils made fun of me..					
Other students made fun of me and called me names.					
Other students pushed and hit me.					
I assisted in the harassment of other pupils.					
I made fun of other students.					

I was involved in a physical altercation.					
When I was upset, I threatened to harm or beat a fellow student.					
I was enraged and got into a fight with someone;					
My anger caused me to be cruel to someone;					
I propagated rumors about my classmates;					
I caused disagreements or battles.					
I started (instigated) arguments or conflicts					
I urged people to take up arms.					
Other students were barred from joining my circle of buddies.					

Appendix IV: Research Approval Letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100

NAIROBI, KENYA

Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 17th August, 2018

TO: Mercy Muli
C/o Special Needs Education Department

REF: E55/CE/24272/2012

SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board 14th March, 2018 entitled "Influence of Bullying Behaviour on Academic Performance among Students in Integrated Public Secondary Schools in Kitui County, Kenya".

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

JACKSON LUVUSI
FOR: DEAN, GRADUATE SCHOOL


CC. Chairman, Special Needs Education Department

Supervisors:

1. Dr. Jessina Muthee
C/o Special Needs Education Department
Kenyatta University
2. Dr. Stephen Nzyoka
C/o Special Needs Education Department
Kenyatta University

JL/rwm

Appendix V: Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/68886/25457** Date: **13th October, 2018**

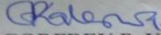
Mercy Irene Muli
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of bullying behaviour on academic performance among students in integrated public secondary schools in Kitui County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **11th October, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

Technology and Innovation is ISO9001:2008 Certified

Appendix VI: Research Permit

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/18/68886/25457**

MS. MERCY IRENE MULI **Date Of Issue : 13th October,2018**

of KENYATTA UNIVERSITY, 43844-100 **Fee Received :Ksh 1000**

Nairobi, has been permitted to conduct

research in Kitui County

on the topic: INFLUENCE OF BULLYING

BEHAVIOUR ON ACADEMIC

PERFORMANCE AMONG STUDENTS IN

INTEGRATED PUBLIC SECONDARY

SCHOOLS IN KITUI COUNTY, KENYA


for the period ending:

11th. October,2019

.....

Applicant's

Signature



Release

Director General

National Commission for Science

Technology & Innovation