

**RELATIONSHIP BETWEEN PARENTAL CONFLICT, FAMILY
STRUCTURE AND BULLYING AMONG PUBLIC SECONDARY SCHOOL
STUDENTS IN KIAMBU COUNTY, KENYA**

MAGANGI EVELYN BOCHERE, BED

C50/CE/11340/08

**A PROJECT SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF THE DEGREE OF MASTER OF ARTS IN COUNSELING
PSYCHOLOGY OF KENYATTA UNIVERSITY**

2018

DECLARATION

This is my original work and has not been presented for any of the study programmes in this or any other university.

MAGANGI EVELYN BOCHERE



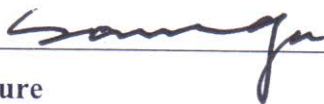
12/07/2018

Signature

Date

This project has been submitted for examination with our approval as the University supervisors.

DR. CHRISTINE WASANGA
DEPARTMENT OF PSYCHOLOGY



12/07/2018

Signature

Date

DEDICATION

This work is dedicated to my family for their love, support and encouragement. It is also a dedication to God for giving me the determination, strength, courage and insight to do this important work.

ACKNOWLEDGEMENTS

I most sincerely thank God for helping me to complete this study. I also acknowledge all those who immeasurably contributed to the successful completion of this study.

Special appreciation goes to Dr. Christine Wasanga, Dr. Robert Kipnusu and Dr. Samson Oteyo who tirelessly offered their academic guidance at various stages of my work. Dr. Beatrice Kathungu for tirelessly encouraging me to soldier on. Their commitment, quest for excellence and continuous encouragement saw me through it all.

I also wish to thank school principals and teachers who allowed me to do the study in their schools and all the respondents for accepting to participate in this study.

Special thanks to my family, friends and colleagues in the department of counselling psychology who gave me moral and material support all through.

Lastly but not least I wish to thank Mr. Stephen Muchiri who assisted in data analysis.

ABSTRACT

Bullying, as a form of school violence is a big challenge and there is evidence that it is happening in many parts of the world including Kenya. Most past studies in Kenya have focused on prevalence, causes, forms and effects of bullying. However, not so much has been done on the influence of family especially parents on bullying. The purpose of this study was to investigate the relationship between family structure, parental conflict and bullying among public secondary school students in Kiambu County. The social dominance and dominance formed the theoretical basis of the study. The study employed the correlation research design. The target population was 55 secondary schools with a student population of 13,772 students in Kikuyu Sub County of Kiambu County. A sample of 13 schools was determined and the specific schools where chosen using stratified sampling technique. The schools were stratified based on criteria of school gender category (mixed, boys only and girls only), school accommodation (boarding only, day only and boarding-day). Simple random sampling method was used to select respondents (n=346). The study used a questionnaire to collect data. Reliability of the questionnaire was established using split-half method from data of a pilot study that was carried out in Lari Sub-County. Descriptive statistics in form of frequency tables and means were used to analyze the demographic characteristics, while chi-square was used to establish relationships between parental conflict, family structure and prevalence of bullying. Statistical Package for social Sciences version 23 was used in data analysis. The study established a statistically significant relationship between school type by accommodation and being a perpetrator of bullying, $\chi^2(1) = 21.486, p=.001$. Majority of the respondents (65.8%) were living with both parents, 18.6% were living with single mothers, while 6.6% were living with a guardian who was a relative, with the relationship between family structure and bullying was not statistically significant, $p>0.05$. The study further established a significant relationship between parental conflict and being a bullying victim and a bullying perpetrator, $p<0.05$. There is need to establish programs that are responsive to school type by gender and accommodation and that focus on counseling the students on the effects of bullying. Also, there is need for sensitization programs to be conducted among the parents of high school students on the effects of exposing children to parental conflicts and the same be conducted in the communities to act as a preventive measure for future students

TABLE OF CONTENTS

DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	xii
ACRONYMS AND ABBREVIATIONS.....	xiii
OPERATIONAL DEFINITION OF TERMS.....	xiv
CHAPTER ONE: 1INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study.....	5
1.4 Objectives of Study	5
1.5 Research Questions.....	5
1.6 Hypotheses of the Study	6
1.7 Justification and Significance of the Study	6
1.8 Scope of the Study.....	6
1.9 Limitations of the Study	7
1.10 Assumptions of the Study.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.1 Introduction	8
2.2 Theoretical Framework.....	8
2.3 Review of Related Literature.....	10
2.3.1 Prevalence of Bullying in schools	10
2.3.2 Parental Conflict and Bullying.....	13
2.3.3 Family Structure and Bullying	16
2.4 Summary of Literature Review	18
2.5 Conceptual Framework.....	19
CHAPTER THREE:RESEARCH METHODOLOGY	20
3.1 Introduction	20
3.2 Research Design	20
3.3 Study Variables.....	20
3.4 Site of the Study	20

3.6 Sample size and sampling techniques	21
3.7 Instrumentation	24
3.8 Validity and Reliability	24
3.9 Pilot Study	25
3.10 Data Collection Procedures	25
3.11 Data Analysis and Presentation	25
3.12 Data Management and Ethical Considerations.....	25
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION	
OF THE FINDINGS	27
4.1 Introduction	27
4.2 Demographic Characteristics of the Respondents	27
4.3 Presentation of the Findings	28
4.3.1 Prevalence of Bullying among Public Secondary School students in Kiambu County	28
4.3.2 Relationship between Family Structure and Bullying among Public Secondary School Students in Kiambu County	50
4.3.3 Relationship between Parental Conflict and Bullying among Public Secondary School Students in Kiambu County	57
4.4 Discussion of Results.....	64
4.4.1 Relationship between Demographic Characteristics and Prevalence of Bullying.....	64
4.4.2 Relationship between Family Structure and Prevalence of Bullying.....	66
4.4.3 Relationship between Parental Conflict and Prevalence of Bullying	66
CHAPTER FIVE:	68
SUMMARY, CONCLUSION AND RECOMMENDATIONS	68
5.1 Introduction	68
5.2 Summary of Findings	68
The following were summary of the findings	68
5.2.1 Prevalence of Bullying	68
5.2.2 Family structure and Bullying.....	69
5.2.3 Parental conflict and Bullying.....	70
5.3 Conclusions of the Study	70
5.4 Recommendations of the Study.....	71
5.5 Suggestions for Further Research.....	71

REFERENCES.....	73
APPENDICES	77
Appendix A: Student’s Questionnaire.....	77
Appendix B: Required Size for Randomly Chosen Sample.....	84
Appendix C: Procedures to Address Ethical Issues among Participants.....	85
Appendix D: Informed Consent Form.....	86
Appendix E: Letter of authorization from NACOSTI.....	87
Appendix F: Letter of authorization from Ministry of Education	88

LIST OF TABLES

Table 3.1: Students Enrolment in Kikuyu Sub-County	21
Table 3.2: Sample Size	23
Table 3.3: Reliability Results.....	24
Table 4.1 Distribution of Respondents by Age, Gender and Grade (form).....	27
Table 4.2 Distribution of Respondent by School Type in terms of Accommodation and Gender	28
Table 4.3 Prevalence of Witnessing Bullying.....	29
Table 4.4 Descriptive Statistics on Prevalence of Witnessing Bullying.....	30
Table 4.5 Distribution of respondents by Witnessing Specific Bullying Behaviors ...	30
Table 4.6 Prevalence of Being a Victim of Bullying.....	31
Table 4.7 Descriptive Statistics on Prevalence of Being a Victim of Bullying.....	31
Table 4.8 Distribution of Respondents by Being a Victim of Specific Bullying Behaviors	32
Table 4. 9 Incidence of Bullying Perpetration	33
Table 4.10 Frequency of Bullying Perpetration.....	33
Table 4.11 Chi-Square of Association Cross tabulation between Gender and Prevalence of Witnessing Bullying.....	34
Table 4.12 Chi-Square of Association Results between Gender and Prevalence of Witnessing Bullying.....	35
Table 4.13 Chi-Square of Association Cross tabulation between School type by Accommodation and Prevalence of Witnessing Bullying	36
Table 4.14 Chi-Square of Association Results between School type by Accommodation and Prevalence of Witnessing Bullying	37
Table 4.15 Chi-Square of Association Cross tabulation between School type by gender and Prevalence of Witnessing Bullying	38
Table 4.16 Chi-Square of Association Results between School type by Gender and Prevalence of Witnessing Bullying.....	39
Table 4.17 Chi-Square of Association Cross tabulation between gender and Prevalence of being a victim of Bullying	40
Table 4.18 Chi-Square of Association Results between Gender and Prevalence of being a victim of Bullying	40

Table 4.19 Chi-Square of Association Cross tabulation between School type by Accommodation and Prevalence of being a victim of Bullying	41
Table 4.20 Chi-Square of Association Results between School type by Accommodation and Prevalence of being a victim of Bullying	42
Table 4.21 Chi-Square of Association Cross tabulation between School type by Gender and Prevalence of being a victim of Bullying	43
Table 4.22 Chi-Square of Association Results between School type by Gender and Prevalence of being a victim of Bullying	44
Table 4.23 Chi-Square of Association Cross tabulation between Gender and Prevalence of being a victim of Bullying	45
Table 4.24 Chi-Square of Association Results between Gender and Prevalence of being a Perpetrator of Bullying	45
Table 4.25 Chi-Square of Association Cross tabulation between School type by Accommodation and Prevalence of being a victim of Bullying	47
Table 4.26 Chi-Square of Association Results between School type by Accommodation and Prevalence of being a Perpetrator of Bullying	48
Table 4.27 Chi-Square of Association Cross tabulation between School type by Gender and Prevalence of being a victim of Bullying	49
Table 4.28 Chi-Square of Association Results between School type by Gender and Prevalence of being a Perpetrator of Bullying	50
Table 4.29 Distribution of Respondents by Type of Family Structure	51
Table 4.30 Chi-Square of Association Cross tabulation between Family Structure and Prevalence of Witnessing Bullying	52
Table 4.31 Chi-Square of Association Results between Family Structure and Prevalence of Witnessing Bullying	53
Table 4.32 Chi-Square of Association Cross tabulation between Family Structure and Prevalence of being a victim of Bullying	54
Table 4.33 Chi-Square of Association Results between Family Structure and Prevalence of Witnessing Bullying	54
Table 4.34 Chi-Square of Association Cross tabulation between Family Structure and Prevalence of Witnessing Bullying	56
Table 4.35 Chi-Square of Association Results between Family Structure and being a Perpetrator of Bullying	57
Table 4.36 Distribution of Respondents by Levels of Parental Conflict	58

Table 4. 37 Chi-Square of Association Cross tabulation between Parental Conflict and Prevalence of Witnessing Bullying	59
Table 4.38 Chi-Square of Association Results between Parental Conflict and Witnessing of Bullying	60
Table 4.39 Chi-Square of Association Cross tabulation between Parental Conflict and Prevalence of Being a Victim of Bullying	61
Table 4.40 Chi-Square of Association Results between Parental Conflict and Prevalence of being a Victim of Bullying.....	62
Table 4.41 Chi-Square of Association Cross tabulation between Parental Conflict and Prevalence of Being a Perpetrator of Bullying	63
Table 4.42 Chi-Square of Association Results between Parental Conflict and Prevalence of Perpetrating Bullying	64

LIST OF FIGURES

Figure 2.1: Relationship between family factors and bullying	19
--	----

ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
GSBSHS	Global School Based Students Health Survey.
IP	Internet Protocol
NACOSTI	National Commission of Science, Technology and Innovation
PBT	Problems Behavior Therapy
SPSS	Statistical Package for Social Sciences

OPERATIONAL DEFINITION OF TERMS

The following terms are defined in the way they were used in this study.

Bullying Bullying is when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student repeatedly. It is not bullying when two students of about the same strength or power argue, fight, or tease each other in a friendly way.

Bully A student who is the perpetrator of bullying and who physically or verbally hurts another student and wants to be in control of the other.

Bystander A person who is present during a particular even but does not take part in it.

Family structure Refers to various aspects of the family, including its organization, power relations and its size.

Parental conflict Domestic disputes and violent behaviors that involve parents.

Sibling influence Refers to modeling of aggressive behaviors by older sibling

Victim A student who is bullied, victimized, or repeatedly exposed to negative actions by one or more students.

Intact Family Household with both parents living together with the children

Non-Intact Family Household with only one parent living with the children

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Bullying is a type of forceful conduct which can occur among any human group, with Scandinavia documenting a lot of research on bullying. Olweus (1993), who was among the prior researchers in this area, characterizes bullying to occur when a person is exposed, more than once and after some time, to negative activities with respect to one or more persons. This definition focuses on the direct physical nature of the conduct (hitting, pushing) and additionally its direct verbal nature (teasing, threatening and calling names). Moreover, bullying may present as indirect practices, similar to social avoidance and spreading of rumors. Olweus, (1993) suggested that in order to utilize the term bullying, there ought to be an imbalance of strength, where the student who gets the negative actions can't shield him/herself and is defenseless against the bully.

Bullying, as a type of violence in schools is a worldwide general healthcare challenge and there is proof that it is going on in many parts of the world. School bullying is a global disaster with many countries experiencing more bullying and school violence than others depending on facilitating factors. According to a study done by UNESCO in 2017 on school violence and bullying, more than one billion children are in school going age. The research found out that physical, psychological and sexual violence and bullying are rampant in schools across the world. The global study indicated that school bullying can be done either by students, teachers or non-teaching staff working in the school. Globally, girls are more likely to experience sexual bullying while boys, on the other hand, get more bullied physically (UNESCO, 2017). Studies show that children from minority cultures, ethnic groups, poor backgrounds, refugees or immigrants are more likely to be bullied as compared to their counterparts. Bullying in school can take place in different places like; washrooms play fields, in classes, to and from school and changing rooms among other isolated places around the school environment. Another type of school bullying that is growing by the day is the cyber or internet bullying where the perpetrators abuse their victims through threatening messages and videos.

UNESCO 2017 estimated that 246 million children and adolescents are bullied in schools across the world on annual bases. The study indicated that 16 to 65 % of children are bullied on basis of their sexual orientation which is three to five times higher in gay, lesbianism, bisexual and transgender as compared to heterosexual students. The 2017 UNESCO study found out that the proportion of LGBT students experiencing school violence and bullying ranged from 16% in Nepal to 85% in the USA and the prevalence of violence was higher among LGBT students than among their non-LGBT peers. For example, a New Zealand study in 2014 found that lesbian, gay and bisexual students were three times as likely to be bullied as their heterosexual peers and transgender students were five times as likely to be bullied. Data collected in Norway in 2015 found that between 15% and 48% of LGBT students were bullied compared to 7% of heterosexual students. In Asia, studies show that the proportion of LGBT students who experience bullying in school ranges from 7% in Mongolia to 68% in Japan. Cyber bullying which is gradually replacing other forms of school bullying takes about 5% to 21% of all the children bullied in the world. The statistics also show that girls are more likely to experience cyber bullying than boys. Taking Europe as an example, over 80% of those aged 5-14 years use mobile telephones, 57% it is reported that, between 2010 and 2014, the proportion of children and adolescents aged 9-16 years who had been exposed to cyber bullying increased from 8% to 12%, especially among girls and children at younger ages, and this age group is increasingly likely to be exposed to hate messages, pro-anorexia sites, self-harm sites and cyber bullying.

A study done in the 2016 UNICEF U-Report/SRSG-VAC opinion poll on the experience of bullying to which 100,000 young people from 18 countries across the world responded, among those who had experienced bullying, 25% reported that they had been bullied because of their physical appearance, 25% because of their gender and sexual orientation and 25% because of their ethnicity and national origin. The study found that 30% of those who had been bullied did not tell anyone, 30% told an adult and more than 30% told a friend or a sibling; less than 10% told a teacher (UNESCO, 2017). Reasons for not telling anyone included being afraid, ashamed, not knowing who to tell and thinking that bullying is normal.

According to Cohn and Conter (2003) 15% and 30% of the students in the US are

victims or perpetrators of bullying, while Slee (2006) reported that 15-20% of Australian students had been bullied. The study by Derek (2000) in UK shows that 75% of the pupils were harassed however, serious and repeated bullying was probably going to be executed and experienced by around 7% of students. In Benin City, Edo State of Nigeria, Egbochuku (2007) study in government and schools privately owned found that 78% of the kids have been victims of bullying more than once and 71% had lashed out on others once or more. Moreover, boys more than girls were observed to be both victims and perpetrators of bullying. In Kenya, in 2003 the Global school based student Health Survey (GSBSHS) showed 57.1% of students were harassed Nationally (GSHS) 2003. Ngunjiri (1999) did a research on bullying in Tetu Division in Nyeri district and findings uncovered that 75% of students indicated to have been harassed with the rate of young men harassed being higher than that of young ladies, 86.4% and 68.5% respectively. Similar study conducted by Ndetei, Ongecha, Khasakhala, Syanda, Mutiso, Othienyo & Kokonya (2007), in Nairobi County found out that 63.2% to 81.8% of students indicated having been bullied both directly and indirectly, with variations in age, gender, sex, year of study and type of school.

family is a primary socializing agent where individuals learn how to conduct themselves. The learning of aggression in the family occurs from early childhood, and it can continue for three generations (Eron and Husmann, 1990). Many parents who are associated with domestic disputes are unconscious of how profoundly their children are influenced by witnessing of violence between their parents. These children are much more prone to have personality and mental issue of various sorts, and to wind up as victims or perpetrators of brutality in adulthood. Parents may teach children aggressive behavior from the way they themselves carry on or from reinforcing aggressive behavior. Olweus, (1984) found a positive relationship between a boy's hostility and his mother's tolerance for forceful conduct, use of power – assertive disciplinary techniques, physical discipline and strong threats. Children, who are victimized at home, may attempt to discharge their sentiments of misery and outrage by victimizing other kids who they consider weaker than themselves (Sanders and Phye, 2004).

Various factors have prompted the increase of single parenthood and step families. Rigby (2013) established that individuals living in step families were either more

prone to be harassed or would probably report dangers of violence or actual occurrence of violence. Comparative studies were found by Mann (2011) who clarified that young people who have more obligations in their family unit and who are from family structures that are related with chaos and periods of upheaval would probably report being harassed at school. Increasing financial related requests have likewise expanded both the quantity of families with two working parents and the number of kids being raised with non-relatives. These have incredibly come about to lost family values thus prompting kids' maladjusted behaviors.

Siblings' relationships also have the potential to affect children's development. Younger siblings often tend to learn from their older siblings and imitate both negative and positive behaviors. It has been noted that younger children who have older siblings, can experience a higher level of aggression, assimilate and transfer this problematic behavior into the school context (Rigby, 2013). Bullying at home is often perpetrated by older brothers who often provide their younger brothers and sisters with modeling and reinforcement of the same behavior in school.

Sibling relationships additionally can possibly influence children's development. More siblings regularly have a tendency to learn from their elder siblings and copy both positive and negative practices. It has been noticed that younger kids who have older siblings, can encounter a larger amount of animosity, absorb and transfer this problematic conduct into the school setting (Rigby, 2013). Bullying at home is frequently executed by older siblings who regularly provide their younger ones with modeling and support of a similar conduct in school.

1.2 Statement of the Problem

Globally, it is estimated that 246 million children and adolescents are bullied in schools on annual bases (UNESCO, 2017). School environments ought to be safe and secure yet occurrences of school violence including bullying have been accounted for. Reports of interruption in classrooms, fights in the play area, and verbal and physical mistreatment towards different students normally are issues of extraordinary worry as they may influence mental wellbeing of students and even academic performance. In Kenya, a study conducted by Ndeti et al (2007) established that between 63.2% and 81.8% of students reported various types of direct and indirect forms of bullying. With the high prevalence rates and incidences of bullying, proper interventions needs

to be conducted to mitigate the negative consequences on the bully, victim, witness, family and nation. However, majority of past studies in Kenya have concentrated on prevalence, causes, structures and impacts of bullying (Wanyiri, 2011; Ndeti et al. 2009; Poipoi, 2011), with very few studies focusing on the family related factors influencing bullying. This study therefore seeks to explore the relationship between parental conflict, family structure and bullying among public secondary school students in Kiambu County, Kenya, with an aim of filling this gap and therefore form point of reference for interventions geared towards mitigating bullying.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between parental conflict, family structure and bullying among public secondary school students in Kiambu County.

1.4 Objectives of Study

This study was guided by the following objectives

- i. To determine the prevalence of bullying among public secondary school students in Kiambu County.
- ii. To find out the relationship between family structure and bullying among public secondary school students in Kiambu County.
- iii. To establish the relationship between parental conflict and bullying among public school students in Kiambu County

1.5 Research Questions

The following research questions were formulated from the study objectives.

- i. What is the prevalence of bullying among public secondary school students in Kiambu County?
- ii. What is the relationship between family structure and bullying among public secondary school students in Kiambu County?
- iii. What is the relationship between parental conflict and bullying among public secondary school students in Kiambu County?

1.6 Hypotheses of the Study

H₀1: There is no statistically significant relationship between respondents with various demographic characteristics and prevalence of bullying among public secondary school students in Kiambu County.

H₀2: There is no statistically significant relationship between family structure and bullying among public secondary school students in Kiambu County.

H₀3: There is no statistically significant relationship between parental conflict and bullying among public secondary school students in Kiambu County

1.7 Justification and Significance of the Study

Reports from schools indicate that bullying still exists in schools. Bullying, similar to any other type of violence has profound results on the bully, victim, observer, guardians, school and society. The family being a primary socializing agent where kids learn behavior, there is a need to examine the degree to which family factors add to bullying. It is visualized that the outcomes of the investigation will give empirical evidence for educators and health care experts concerned about students in designing family intervention techniques to advance positive practices in schools. The findings of this study may help grow existing information on behavioral theories that state that the family is a critical setting in which behavior is learnt. The findings may likewise help schools, youth, religious institutions and the Ministry of education to discover methods for recognizing, stopping or alleviating the bullying vice in schools by coming up with anti-bullying policies in schools.

1.8 Scope of the Study

The study was conducted in Kiambu County and focused on public secondary school students. The independent variables were family factors (family structure and parent conflict) and the dependent variable was bullying. The study focused on form two and three students because by the time of the survey they might have been perpetrators, victims or witnesses of bullying.

1.9 Limitations of the Study

The following were the limitations of the current study.

- i) The current study focused on the relationship between parental conflict, family structure and bullying as opposed to any other factor that may affect bullying.
- ii) The current study was conducted in public secondary schools. The findings will therefore be generalized to other public secondary schools, as private schools and other institutions may have unique features that influence bullying in those institutions.

1.10 Assumptions of the Study

The following assumptions guided the study:

- i. Most of the respondents would cooperate and readily give honest information on questions asked in the questionnaire.
- ii. There were manifestations of bullying among some students in the secondary schools selected.
- iii. The respondents came from a variety of family structures
- iv. There existed family conflicts in the respondents' homes

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews Literature on the major issues related to bullying: theoretical framework, prevalence and forms of bullying and relationship between parental conflict and bullying are reviewed in this chapter. Conceptual framework also marks the end of the section.

2.2 Theoretical Framework

The researcher utilized social learning, social dominance theory and dominance theories to analyze and explain the relationship of family factors and bullying.

Social learning theory advanced by Albert Bandura, emphasizes on social establishments as the setting in which behavior is learnt. While recognizing that behavior can happen through direct encounters, Bandura (1977) stresses that learning can occur by watching the behaviors of others. These reactions he alluded to as modeling or observational learning. By watching a model demonstrating an act, a child will probably do the same; along these lines kids learn social behavior by watching significant individuals in their lives. This theory delves into how grown-ups and kids work cognitively on their social encounters and how these impact behavior and development. In the event that behavior is observed, leads to model being visibly reinforced; there is an increase in the probability that the observer will start to demonstrate a similar behavior, Besag (1969). Bullying as behavior could be learnt or unlearned. Guardians and older sibling with aggressive conduct give models from where other relatives take in this behavior and imitate them in schools. In the event that a bully who has learnt these behaviors from home prevails with regards to domineering over the victim, other studies in the peer group will likewise want this sort of predominance. In this way the bully turns into a model to be imitated thus importance of the theory to current study.

The researcher used social dominance theory and dominance theory together to explain foundation and continuation of bullying. The social dominance theory centers

on groups that have power over other groups (Sidanius & Pratto, 2004) while dominance theory focuses on individuals who have powers over the other (Long & Pellegrini, 2003). The two theories explain how individuals acquire and use power over others which significantly fuels bullying in schools. According to social dominance theory, societies are made up of groups that dominate each other in one or another. For instance, as per gender, many societies view men as more powerful women, adults stronger than children, leaders powerful than their followers among others (Sidanius & Pratto, 2004). This perception of the theory leads the powerful groups to discriminate, dominate, humiliate and commit injustices against the less privileged groups. The case is the same in dominance theory with individuals viewed as powerful against the others ending up taking advantage of them, for instance, parents to children, teachers to pupils, older siblings to younger siblings, strangers and children among others (Long & Pellegrini, 2003). The two theories contribute greatly to school bullying and other forms of bullying because the dominant parties use their power to do anything they want to other parties. When children are dominated by parents and guardians in their home, they also end up practicing the same to other children less powerful than them. The less powerful submit to their oppressors thinking that it is their fault and they have to bare it without telling. the chain of dominating and submitting continue being passed from one party to the other hence fueling bullying in homes, schools and workplaces.

2.3 Review of Related Literature

Literature review was done on the prevalence of bullying in schools and parental conflict.

2.3.1 Prevalence of Bullying in schools

Rigby (2013) conceptualizes bullying in schools as negative, repeated activities committed by at least one student against other students. These activities might be either verbal or physical in nature or may likewise include indirect activities like controlling friendships or barring other students purposively from various activities. As referred to by Burton and Leoschut (2013), the British lawful definition, bullying is long-standing violence, physical or mental, led by an individual or group and coordinated against a person, who can't shield himself in the actual circumstance, with a cognizant desire to hurt, undermine or startle that person.

As indicated by Sanders and Phye (2004) and Besag (1989), bullying is a conduct which can be characterized as the repeated attack- physical, mental, social or verbal- by those in a position of power. This definition pushes particularly the part of the bullies' expectation. Rigby (2013), additionally depicted bullying as an exceptional sort of aggression, that one physically assaults or debilitates a person, who is frail and feeble, to influence the individual to feel frightened, restricted or irritated with an extensive time allotment, both in light of the enthusiastic trauma following such an assault yet additionally because of the dread of renewed assaults.

As indicated by the above definitions, bullying is a complex issue and a social conduct that happens in generally stable groups and includes the participation of others in regular capacities. It is a type of aggression that happens at school or at a working spot. It includes an imbalance of strength and power, leaving the casualties unable to guard themselves effectively against the negative conduct. A bullying behavior is executed by an individual and by a group that the victim likewise has a place with. A prevailing individual or group more than once displays aggressive conduct expected to make trouble to a less dominant individual in an association. Unlike other forceful acts that include one-off or here and now assaults, bullying

commonly happens persistently over extended periods, leaving the victim in a sustained condition of anxiety and intimidation.

Bullying is a worldwide phenomenon influencing numerous students in the world. As indicated by (Nansel, Pilla, Ruan, Simons-Morton, and Scheidt, 2001) in the previous years, empirical information on bullying relies on the work by Olewus (1978). Other research has additionally been done in different Western and Asian nations. In Sweden, a longitudinal study conducted with 900 young men in Stockholm established that there was a high stability of individual differences in forceful conduct after some time. It was additionally noticed that 60% of young men who were observed to be bullies in secondary schools had been sentenced no less than one enlisted crime by age 24 years. In Norway, a study conducted by (Sanders and Phye, 2004) discovered that different students bullied around 9% of students and another 7% were classified as bullies. Studies done in Germany additionally discovered that 9.2% of the students were victims in any event once in seven days. While in Italy, the circumstance was observed to be more serious as 41.6% pupils and 26.4% students revealed that they had been bullied in school. Besides, 28% pupils and 10.8% students were observed to be bullies.

Researches done in the Asian Countries have shown the prevalence of bullying. In Japan, between 1994 and 1995 the researchers' conference With respect to Risky Conduct among kids examined a survey study about bullying issues. In the study around 9420 students going to elementary, middle and secondary schools, 9420 guardians and 557 teachers were included (Nansel, Pilla, Ruan, Simons-Morton, and Scheidt, 2001). The results of this countrywide study demonstrated that 21.9% elementary school students, 13.2% middle school students, and 3.9% secondary school students had been bullied. 25.5% of elementary, 20.3% of middle, and 6.1% of secondary school students revealed that they tormented others around then or they had harassed others the earlier year (Beran and Li, 2007).

In Korea, Samsung insurance (1997) conducted a study, which included 2,565 middle and secondary school students in Seoul. In the study, 11.0% of the respondents reported that they had encountered being bullied and 16.0% of the members revealed

having experienced bullying others Mann (2011). The Korean Educational Development Institute did another study with 6,893 elementary, middle, and secondary school students from 57 schools in Korea. In the study, 24.2% of the participants had the experience of being bullied by other students. The issue was most serious in middle schools (26.9%), elementary school (25.1%) and secondary schools respectively. The Korean Teacher Union conducted a study to establish the circumstance of bullying in Seoul and metropolitan region in 1999. 1,100 middle and secondary school students from Seoul and the metropolitan zone were surveyed with a questionnaire, which got some information about their experience on bullying. 4.7% of the respondents participating in this survey detailed their encounter with bullying by other students. As referred to by (Arseneault, Milne, Taylor and Felicity, 2008) Kim, Park, and Cho (1997) discovered that 48.1% of the students that partook in this research, had ever harassed others and 30% had ever been bullied by others at school (Burton and Leoschut, 2013).

Research in Africa on bullying has generally been done in South African Schools. A report by Alfreds (2013) expressed that 57% of school kids had been harassed in the South African schools. This is an as per a study that was done in 2013 with 2064 students of ages 13 and 21 years and 1015 members of the family aged between 18 and 34 years. In Kenya, an investigation led by (Ndetei, et al., 2007) discovered that 63.2% to 81.8% students indicated different sorts of bullying in boarding and day schools. The bullies were for the most part from an indistinguishable class from their casualties, trailed by parallel classes and after that by a higher class. Boys were more exposed to bullying of the direct sort, while ladies were more predisposed to indirect bullying. Girls were harassed by both genders, unlike boys who were bullied by fellow boys. There was a high commonness of both borders and day scholars being beaten and having their effects taken away. However, the borders had their things taken considerably more every now and again than the day scholars.

In Benin City, Edo province of Nigeria, Egbochuku (2007), a research in government and private schools found that 78% of the kids had been subjected to bullying on no less than one event and 71% had lashed out on others in any event once. Be that as it may, more young men than young girls were observed to be both victims and bullies. Boys indicated being kicked or hit more regularly than girls. A study on Free State

South Africa found that 95% of the teachers and 84% of the pupils thought harassing was an issue De wet, (2005). A similar report shows that a large number of students had in particular seen episodes of verbal bullying.

In 2003 the Global school based student Health Survey (GSHS) showed 57.1% of students were bullied nationally GSHS, (2003). In their study on bullying in Nairobi, Kenya on public secondary schools (Ndeti al, 2009) investigated the commonness and recurrence of harassing in Nairobi public secondary schools in particular. The outcomes demonstrated that between 63.2% and 81.8% of students indicated different sorts of bullying both indirect and directly, with huge variations found for sex, age, class and year of study, regardless of whether in day or boarding schools and the place where bullied. Being harassed was fundamentally connected with turning into a bully. Poipoi, (2011) in his research conducted in Western Province determine the Psycho-physiological reasons for bullying among public secondary school students in Western Province as perceived by teachers and students found that bullying existed around there. Ngunjiri (1999) did a study on bullying in Tetu Division whose focus was to find out the existence of bullying among the students, the types of bullying, the spots and the time this bad habit happened. The study uncovered that 75% of students indicated as having been bullied with the rate of boys harassed being higher than that of girls 86.4% and 68.5% respectively. From accessible research, there was no study that concentrated on bullying in Kiambu County.

2.3.2 Parental Conflict and Bullying

Majority of parents are unaware of how deeply their domestic disputes impacts on their children, when they witness the violence between them. Personality and mental disorders are more likely to affect these children as a result of the trauma from witnessing violence between their parents, as well as becoming perpetrators of domestic violence in adulthood Burton & Leoschut, (2013). More likely than not, they may bully other children out there, in an effort to express their anger, sadness and frustration. Classifications have begun to be made by some governmental organizations on the exposure of children to domestic violence as a form of child abuse. Sadly, there are instances where the perpetrator intentionally abuses the victim

to the child, wishing to create two victims simultaneously Swearer, Spelage, & Napolitano, (2009). When the adult victim develops post-traumatic stress disorder, then the long term damage to the child is most severe, making them unable to help the child negotiate their own traumas and stress of observing the violence.

There is a consensus among many researchers that physical violence in the home setup translates to bullying behavior in the school setup. Witnessing or being subjected to such abuse produces feelings of rage, helplessness and hopelessness. Victimization of children at home makes them want to release their feelings of anger by also subjecting other children that are considered to be weaker the same victimization Sanders & Phye, (2004). Additionally, adult conflict in the family may easily bring out a child's aggressive behavior. As cited by Nansel, Pilla, Ruan, Simons-Morton, & Scheidt, (2001) Patterson (1982) established that in families where members struggled with one another, children brought up there were more likely to be aggressive. They also found out that there is no difference between victim group and normal group on home environment variable, but the aggressive group had greater exposure to adult aggression and conflict.

In reference to Olewus (1978), children learn aggressive behavior in the family from a considerable early stage in their development, which may persist for at least three generations. Eron & Husmann (1990). Emergence of bullying in both male and females can be explained by use of threats and punishments (Eron et al, 1991). Children may learn from their parents' aggressive behavior from the reinforcement given from such behaviors. Children who model aggressive behavior from their parents may begin to behave aggressively: there is a tendency to imagine that aggression is normal both at home and outside there. Besag (1989) further notes that children growing up in a coercive environment commonly (but not always) develop into coercive people who in turn rear children likely to repeat the pattern. On the other hand a coercive environment may sap young children's confidence as they become anxious and fearful and manifest other characteristics that make them subjects to bullies.

A child becoming a bully or being bullied is determined mostly by the parent or the guardian they identified within a conflicting family. In families where the father abuses the mother before the children, there is a high likelihood that the boy child in

the family will turn into a bully while the young girls in the family will entertain other people bullying them. This is so because children learn from their environment from early ages. The boy child in most cases identifies with the father learning that it is alright to abuse others. Some boy children may pick up their male rights to beat or verbally abuse the females. In the above discussed scenario, the boy will start bullying girls in schools even without noting the harm their action is causing on the victim. On the other hand girls who come from such a family may entertain bullying from boys in schools thinking that it is normal for them to endure pain (Baldry & Farrington, 1998). This explains why many incidents of bullying in schools end up unreported because the victims are okay and fear further reactions from their abusers.

children from authoritative parenting are also likely to endure bullying without reporting to authorities especially in the cases where they are bullied by someone in authority for instance the teachers or the school leaders. Authoritative parents make punishment a norm for their children when they make mistakes hence when a child from this family is being bullied they might not differentiate it from being punished. Taking it as their mistake the child feels guilt for the happening hence hiding the truth from the people who can help them (Georgiou, 2008). The reason as to why authoritative parenting contributes to bullying is because many parents in this category are not able to differentiate between punishment and abuse and end up abusing their own children in terms of disciplining them.

In some other cases, parents are not there for their children and they let the children be brought up by other people who abuse them under their parent's roofs. In many cases, such individuals blackmail these children hence they are not able to tell their parents what they are going through. The children will start acting out as a form of seeking their parent's attention and a way of expressing their pains. Bullying others at school or in the neighborhood is one of the ways many children use to catch their parents attention (Williams, 2011). These children will keep on abusing others until the issues blow up and their parents are able to sit them down and talk. Though not many of these young ones will directly express the causes of their behavior, therapy can help these parents in identifying the real causes of these behaviors.

According to Williams (2011) divorce is also another contributor of child bullying in schools and in this case many children from broken homes are likely to bully others.

Many parents never take children into consideration when separating to the extent that they never explain anything to their children. With piled up emotions, anger and guilt, the children are likely to take out their anger on other students in their school. The stronger characters will bully while the weaker characters from a broken home might seek refuge in people who will bully them due to their emotional weakness.

2.3.3 Family Structure and Bullying

From previous studies a relationship between family structure and bullying behavior has been established. From the studies, even though it may be difficult to establish why children brought up in blended or single parent homes may experience bullying more often than not, this may be accounted by the instabilities occasioned during family breakups and the chaos that some of the children may be currently or previously have experienced. Related concerns are shared by Patchin (2013) who reiterated a possibility of the children living those particular family structures feeling more vulnerable and also lacking confidence, these may result to them being more sensitive to bullying as well as becoming victims.

Mann (2011) posits that children who are more likely to report having been bullied at school had more responsibilities at home and their families were associated chaos and instability in some periods. High divorce incidences and sociological developments have resulted to an increase in the number of single parents. Growing financial demands have also increased both the number of families with two working parents and the number of children being raised with non- family members. These instances have occasioned erosion in family values thereby leading to maladjustment in behaviors among children Georgiou & Stavirinides, (2013). Additionally, these researchers have pointed out those children who view their families as being less caring and cohesive, will more likely be involved in bullying at school Georgiou & Stavirinides, (2013). As discussed above there are family structures more stable than others with the stable families reducing incidences of bullying while the instability in families increase the cases of bullying. A family with a nuclear family with father mother and children is conspired more stable than other families (Georgiou & Stavirinides, 2013). Blended, single parenthood, divorced families are considered instance hence rising bullying in school going children. Blended families have been proved to cause a lot of family conflicts and abuse especially sexual and physical

abuse. There have been cases of abuse in this type of the family across the globe. Many of the children abused in these families might turn up to be victims or abusers. In the cases where the abuse in the family lowers the self-esteem and self-worth of the child, the child will not be able to defend their honor hence exposing him/her to all manner of school bullying. Single parenting is associated with low social economic class for most parents are not able to cater for the needs for their children without an upper hand. A study by Jansen and other scholars in (2012) indicated that children from low social economic classes are highly likely to be either victims or perpetrators of school bullying. Other researchers indicated that children from single parents develop low self-esteem especially when they are challenged by children with both parents, the esteem issues the defenselessness make them victims of school bullying. Divorced families and home going through a divorce process expose children to emotional difficulties they are not able to handle. These children file up anger, guilt, and sadness among other negative emotions. Because of the fact that the parents are going through emotional difficulties, they are not able to concentrate on their children hence the kids turn their aggression on other children in their schools. Separated families also expose children to bullying either as victims or bullies. When parents are separated, children go through difficult moments with the efforts of coping with the absence of one of the parents. During the separation period, the present parent does not pay the required attention to the children leaving them exposed to predators who might bully them (Jansen et al, 2012). Secondly, the children are also prone to bullying others in the quest to express their emotions. Orphans taken in by relatives or well-wishers after their parent's death also experience school bullying to a greater extent. Some of the people who take these young ones in treat them badly. These children suffer either as bullies or victims with most of them being victims due to broken self-esteem and confidence (Georgiou, 2008). Extended families that stay together under one roof also expose children to abuse hence a significant contributor to school bullying. Researchers have it that many children who go through abuse especially sexual are abused by their close relative who they happen to stay together in the same house. Most of the victims are not able to talk to other people about their horrific experiences of blackmail. The children then express their negative emotions to others of their age (Jansen et al, 2012). Those who do not become bullies end up being bullied by others because they are not able defend themselves.

2.4 Summary of Literature Review

It is clear that school bullying is global disaster and every part of the world has experienced the consequences. It is also evident from past studies that secondary school students from Asian Countries, Europe, Africa and even Kenya have engaged in a number of bullying behaviors (Nansel, Pilla, Ruan, Simons-Morton, & Scheidt, 2001; Sanders & Phye, 2004; Beran & Li, 2007; Arseneault, Milne, Taylor, & Felicity, 2008; Alfreds, 2013; GSHS, 2003). A majority of studies conducted in Kenya have put their focus on prevalence, causes, forms and effects of bullying (Wanyiri, 2011; Ndetei et al. 2009; Poipoi, 2011). As the basic socializing agent for modeling behavior, family factors and structures have been related to bullying (Eron&Husmann, 1990; Sanders & Phye, 2004; Rigby, 2013; Patchin, 2013; Mann, 2011). Some of the family dynamics that have been found to contribute to bullying include; blended family, single parenthood, extended families, orphans and homeless children (Georgiou, 2008). Other factors that contribute to bullying globally are poverty, gender roles, gender stereotypes, sexual orientation, ethnicity and culture among others (UNESCO, 2017). Nevertheless, very little has been done on the relationship between parental conflict, family structure and bullying. There is a high likelihood to find dual career/earner parents in Kiambu County, considering that it is in a semi-urban area, with an increase of children brought up in single parent households being witnessed. Children have been left under the care of house helps as a result of the life demands in those families and they are more likely vicariously learn and be exposed to aggressive behaviors not known by the parents. Consequently, there was a necessity to conduct a research on the relationship between parental conflict, family structure and bullying among public secondary school students in Kiambu County.

2.5 Conceptual Framework

Figure 2.1 presents the Dependent, independent and extraneous variables

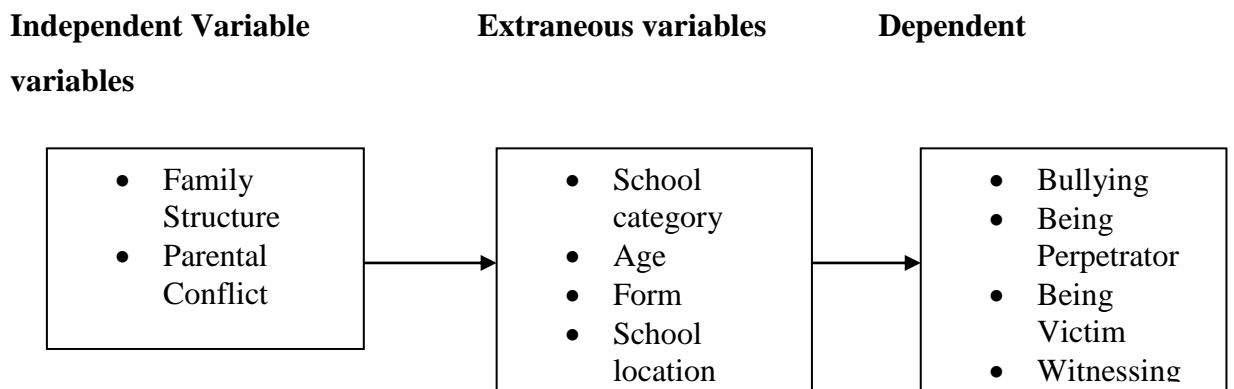


Figure 2.1 Relationship between Parental Conflict and Bullying

Family structure and parental conflict were the independent variables of the study, whereas the various forms of bullying were the dependent variable. The independent variables were conceptualized to predict the dependent variable. School location, age, school location and religion were indicated as extraneous variables that would confound the relationship between the independent and dependent variables. The extraneous variables have moderated or intervened effects on relationship between independent and dependent variables. Partial correlation was used to control the extraneous variables.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

Research design, location of the study, population of the study, sampling procedure and sample size, instrumentation, data collection procedures and data analysis are dealt with in this chapter.

3.2 Research Design

Correlational research design was employed to determine the relationship between parental conflict, family structure and bullying among secondary school students of Kikuyu sub county, Kiambu County. This design was appropriate for the study as correlational research design focuses on the relationship among variables (Mugenda and Mugenda, 2003). This will allow the researcher to assess the relationship between parental conflict, family structure and bullying among secondary school students of Kikuyu sub county, Kiambu County.

3.3 Study Variables

Family structure and parental conflict were the independent variables in the study, while bullying was the dependent variable. Consequently, the concepts that explained family structure, includes; single parent families, nuclear families and absentee parents, while parental conflict was conceptualized as verbal and physical abuse. Bullying was conceptualized by various forms of behavior such as physical harassment, verbal abuse and sexual harassment.

3.4 Site of the Study

Kikuyu, which is among the ten sub counties in Kiambu, was the location of the study. Kikuyu, Sub-County was purposively selected due to the diversity of school types included the National, public, day and co-educational schools. The sub-County has three educational zones (Muguga, Kabete and Karai) with about 55 high schools.

This allowed the researcher to collect data from a sample with various socio-demographic characteristics.

3.5 Target Population

There were 13772 students enrolled in the 55 secondary schools in Kikuyu sub-County in Forms I to IV as at February 2013 (Kikuyu sub-county Education Office, 2013).

Table 3.1:

Students Enrolment in Kikuyu Sub-County

Form	Male students	Female students	Total
Form I	1847	1516	3363
Form II	2006	1745	3751
Form III	1953	1702	3655
Form IV	1618	1385	3003
Total	7424	6348	13772

Source: Kikuyu Sub county Education Office

3.6 Sample size and sampling techniques

A total of 13 schools with an enrolment of 3490 students, of which 53.9% were males were the focus of this study

The formula proposed by Nassiuma (2000) was used to obtain the sample size of the 13 schools. This formula was suitable due to the small size of the target population of schools.

$$n = \frac{NC^2}{C^2 + (N - 1) e^2} = \frac{55 \times (0.2)^2}{(0.2)^2 + (55 - 1) (0.05)^2} = 13$$

schools

Where ‘n’ is the required sample size of schools, ‘N’ is the total number of secondary schools in the Kikuyu sub county, ‘C’ is the coefficient of variation and ‘e’ is the margin error (Nassiuma, 2000). For the study N=55 schools, C=20% and e=0.05.

The 13 participating schools and students schools were chosen from Strata based on ward which the school was from, the type of school which was based on; population of students, accommodation and gender. Simple random sampling was used to

determine the sample size of each stratum proportionately to the strata population but a representative of the Kikuyu sub-county schools.

A figure of 346 students, which was the sample size, was determined using Kathuri and Pals (1993) formula for sample size determination.

$$n = \frac{\chi^2 NP (1-P)}{\sigma^2 (N - 1) + \chi^2 P (1 - P)}$$

Where:

n = required sample size

N = the given population size from the sampling frame, in this case is 3490

P = Population proportion, assumed to be 0.50

σ^2 = the degree of accuracy whose value is 0.05

χ^2 = Table value of chi-square for one degree of freedom, which is 3.841

$$n = \frac{3.841 \times 3490 \times 0.5 (1-0.5)}{0.0025 (3490-1) + 3.841 \times 0.5 (1-0.5)}$$
$$n = 346$$

Table 3.2

Sample Size

School Category	ward	Target Population				Sample size			
		Boys		Girls		Boys		Girls	
		F ii	Fiii	Fii	Fiii	F ii	Fiii	Fii	Fiii
Girls boarding									
	Uthuru	-	-	166	189	-	-	13	15
	Alliance	-	-	400	395	-	-	32	31
	Musa gitau	-	-	118	110	-	-	9	9
Boys boarding									
	Alliance	412	386	-	-	33	31	-	-
	Kahuho	239	181	-	-	19	15	-	-
Mixed day									
	Gichuru	47	48	41	36	4	4	3	3
	Mai aihii	33	25	26	33	3	2	1	3
	Kanyiriri	53	46	48	40	4	4	4	5
	Rungiri	138	148	86	94	11	12	7	7
	Muhu	57	50	48	54	5	4	4	6
	Karai	94	75	36	33	8	6	5	3
	St Kevin	54	42	43	33	4	3	3	3
Mixed day/boarding									
	Gathiga	44	47	46	24	3	4	4	2
Total		1171	1048	1058	1041	94	84	85	83

Source: Kikuyu Sub county Education Office

The sample size of 346 respondents to be in each stratum was established proportionately to population. These included the Type of school (boarding, Day, mixed day/boarding, mixed day etc.). Considering the school has students from form I-IV. The study targeted only form two and three classes, Students from the classes were more likely to have experienced bullying and to be perpetrators of bullying as well. The form I's having just joined the school may not have experienced bullying as much, whereas most of the form IV's were more preoccupied with completing their school to engage in bullying. In choosing the respondents, respondents in each stratum were determined using simple random sampling as shown in table 3.2 above.

3.7 Instrumentation

The researcher designed a questionnaire that was administered to get findings on the demographic characteristics (questions 1-5) , structure of the family (questions 6-7); categories and frequencies of witnessing bullying in schools (questions 8-10), being subjected to bullying (questions 11-12), perpetrating bullying (question 13) and conflict among the parents (question14). A questionnaire was relevant since it captured the key variables the study sought out to investigate and it was efficiently administered among the students.

3.8 Validity and Reliability

3.8.1 Validity

Content validity was ensured by constructing variety of items for each objective. The contents of the questionnaire were examined by experts and peers from the psychology department to ascertain that they measured the intended variables. Recommendations received were then incorporated by the researcher in the final tool.

3.8.2 Reliability

A pilot study was conducted among 43 students from 3 schools and the reliability test established using split-half method. The questionnaire was divided into two halves and correlation conducted in each half to determine its reliability.. Results are as presented in Table 3.3

Table 3.3

Reliability Results

Cronbach's Alpha	Part 1	Value	.785
		N of Items	40 ^a
	Part 2	Value	.798
		N of Items	40 ^b
		Total N of Items	80
	Correlation Between Forms		.755
Spearman-Brown Coefficient	Equal Length	.786	
	Unequal Length	.786	
	Guttman Split-Half Coefficient	.786	

Findings in table 3.3, found the research instrument to be reliable. For a tool to be construed as being reliable, a value of 0.8 is required Mugenda and Mugenda (2003),

and so was the case for the current instrument since the values obtained when rounded off amounted to 0.8.

3.9 Pilot Study

The researcher conducted a pilot study in Lari Sub-County in 3% of the schools which were also assumed to have similar characteristics of those in Kikuyu Sub-County. Ambiguous items in the questionnaire were rephrased or expunged to enhance understanding by all participants. Analysis was conducted on the data to determine the appropriateness of the methods of analysis.

3.10 Data Collection Procedures

An introduction letter from the University together with a research permit from the National Commission of Science, Technology and Innovation (NACOSTI), were given to the County commissioner, County Education Officer and principals of schools respectively in order to be allowed to gather information. Participation in the study was on voluntary basis and anonymity was assured. The participants were given up to 1 hour for them to sufficiently fill the questionnaires and then afterwards put them at the classroom entrance inside a box.

3.11 Data Analysis and Presentation

Prior to beginning analysis, data was coded, entered into SPSS software version 23 and then edited to remove any inconsistencies. Descriptive data was analyzed using frequencies, percentages and means, standard deviation. In establishing whether a relationship existed between the dependent and independent variables, Chi square of association was used.

3.12 Data Management and Ethical Considerations

The current study was approved by the Ethics Review Committee of Kenyatta University in order to guarantee that the data collected met all the ethical standards. The rationale for conducting the study was expounded to the participants to facilitate

them make informed choice to take part in the research. Participants were assured that the information given was to be used only for the study. Names of the participants were not written in the questionnaires as a way of guaranteeing anonymity and the findings were not presented as per the various schools. The participants were only those who were able to fill the consent form.

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The current study sought to find out the relationship between parental conflict and bullying among public secondary school students in Kiambu County, Kenya. In this chapter, the demographic characteristics of the respondents are first presented, followed by the study findings in line with the objectives.

4.2 Demographic Characteristics of the Respondents

A total of 333 respondents participated in this study by filling questionnaires. Age, grade (form), gender, type of school by accommodation and gender were the demographic characteristics captured by the study.

Table 4.1

Distribution of Respondents by Age, Gender and Grade (form)

Characteristic	Frequency	Percent
Gender		
No response	4	1.2
Male	176	52.9
Female	153	45.9
Total	333	100.0
Age		
No response	2	0.6
13-14	17	5.1
15-16	199	59.8
17-18	106	31.8
19-20	7	2.1
21 and older	2	0.6
Total	333	100.0
Form		
No response	1	0.30
Form two	166	49.85
Form three	166	49.85
Total	333	100.0

Table 4.1 indicated that 59.8% of the participants were males of ages 15 to 16 years. The number of students in forms two and three were found to be equal (49.85%).

Table 4.2

Distribution of Respondent by School Type in terms of Accommodation and Gender

Characteristic	Frequency	Percent
School type by Accommodation		
no response	6	1.8
boarding only	182	54.7
day only	83	24.9
Boarding day	62	18.6
Total	333	100.0
School type by Gender		
no response	3	0.90
boys only	98	29.43
girls only	92	27.63
Mixed	140	42.04
Total	333	100.0

Table 4.2 indicate that at least 54.7% of participants were borders, whereas 42% came from mixed schools.

4.3 Presentation of the Findings

Findings and discussions of the study in line with the study objectives are presented in sub sections 4.31 to 4.33 that follow.

4.3.1 Prevalence of Bullying among Public Secondary School students in Kiambu County

Objective one sought to establish the prevalence of bullying among secondary school students. The first objective aimed at establishing the prevalence of bullying. This was assessed in three ways: witnessing bullying, being a victim and a being a perpetrator of bullying. Descriptive statistics were conducted to establish the prevalence of bullying.

Objective one further sought to determine relationship between demographic characteristics and prevalence of bullying among public secondary school students by testing the following null hypothesis:

H01: There is no significant relationship between demographic characteristics and prevalence of bullying among public secondary school students in Kiambu County.

To test the hypothesis, Correlation between the demographic characteristics and incidences of bullying was measured using chi-square of association cross tabulations.

4.3.1.1 Prevalence of Witnessing Bullying

Witnessing bullying refers to observing bullying behaviors as they take place. To assess the prevalence of witnessing bullying, participants were provided with 18 items that indicated various forms of bullying. They were required to respond yes or no on whether they had witnessed the type of bullying. NO responses were given a score of 1, while YES responses were given a score of 2. Since there were 18 items, the highest possible score was 36 (18x2) and the lowest possible score was 18 (18x1). An individual's total score was derived from the addition of the total 18 items. The scores were then categorized into 2 levels, where scores between 18 and 27 represented low prevalence, while scores between 28 to 36 represented high prevalence of witnessing bullying. Table 4.3 presents the frequency of prevalence of witnessing bullying.

Table 4.3

Prevalence of Witnessing Bullying

Level of Prevalence	Frequency	Percent
Low prevalence	306	91.9
High prevalence	27	8.1
Total	333	100.0

According to results on Table 4.3, majority of those who participated in the study (91.9%) indicated a low prevalence in witnessing bullying, with 8.1% of the respondents indicating a high prevalence.

Data on prevalence of witnessing bullying was further analyzed descriptively in terms of means and standard deviation. The findings are presented on the subsequent table.

Table 4.4

Descriptive Statistics on Prevalence of Witnessing Bullying

	N	Minimum	Maximum	Mean	Std. Deviation
Witnessing Bullying	333	19	34	22.61	3.097
Valid N (listwise)	333				

As shown in Table 4.4, the lowest prevalence score attained by the respondents was 19, while the highest score was 34. The prevalence means score was 22.61 (SD= 3.097), signifying that the average level of prevalence for witnessing bullying was in the low level.

Table 4.5 presents the frequency of various forms of bullying witnessed by the respondents.

Table 4.5

Distribution of respondents by Witnessing Specific Bullying Behaviors

Type of Bullying Behavior	Frequency	Percentage
Items stolen	257	77.2
Spreading rumors	154	46.2
Gossiping (Saying bad things about me)	153	45.9
Property damaged	95	28.5
Verbally abused	92	27.6
Kicking or hitting	81	24.3
Harassment	78	23.5
Insulting jokes about my color or tribe	66	19.8
Humiliation	62	18.6
Made faces at me	45	13.5
Writing mean notes about me	40	12
Leaving me out of a group	32	9.6
Pouring cold water	31	9.3
Sexual abuse/harassment	18	5.4
Tripping	14	4.2
Sent harassing messages via the internet	14	4.2
Spat on	6	1.8

From table 4.5, the most prevalent forms of bullying witnessed were items stolen (77.2%), spreading rumors (46.2%) and gossiping (witnessing=45.9%).

4.3.1.2 Prevalence of being a Victim of Bullying

Respondents were required to indicate their experiences with bullying behavior for the past twelve months. To assess the prevalence of being a victim of bullying, participants were provided with 18 items that indicated various forms of bullying. They were required to respond yes or no on whether they had experienced the particular type of bullying. NO responses were given a score of 1, while YES responses were given a score of 2. Since there were 18 items, the highest possible score was 36 (18x2) and the lowest possible score was 18 (18x1). An individual's total score was derived from the addition of the total 18 items. The scores were then categorized into 2 levels, where scores between 18 and 27 represented low prevalence, while scores between 28 to 36 represented high prevalence of witnessing bullying. Table 4.6 presents the frequency of prevalence of being a victim bullying.

Table 4.6

Prevalence of Being a Victim of Bullying

Level of Prevalence	Frequency	Percent
Low prevalence	325	97.6
High prevalence	8	2.4
Total	333	100.0

From Table 4.6, 97.6% of the respondents indicated a low prevalence in being a victim of bullying, with 2.4% of the respondents indicating a high prevalence.

Data on prevalence of witnessing bullying was further analyzed descriptively in terms of means and standard deviation. The findings are presented on Table 4.7

Table 4.7

Descriptive Statistics on Prevalence of Being a Victim of Bullying

	N	Minimum	Maximum	Mean	Std. Deviation
Witnessing Bullying	333	19	36	20.89	2.637
Valid N (listwise)	333				

As shown in Table 4.7, the lowest prevalence score attained by the respondents was 19, while the highest score was 36. The prevalence means score was 20.89 (SD=

2.637), signifying that the average level of prevalence for being a victim of bullying was in the low level.

Table 4.8 presents the frequency of various forms of bullying experienced by the respondents.

Table 4.8

Distribution of Respondents by Being a Victim of Specific Bullying Behaviors

Bullying Behavior	Frequency	Percentage
Items Stolen	205	61.6
Spreading rumors	140	42
Gossiping (Saying bad things about me)	130	39
Kicking or hitting	87	26.1
Property damaged	85	25.5
Verbally abused	83	24.9
Harassment	79	23.7
Humiliation	68	20.4
Teasing	62	18.6
Insulting jokes about my color or tribe	59	17.7
Made faces at me	40	12
Leaving me out of a group	35	10.5
Writing mean notes about me	32	9.6
Pouring cold water	31	9.3
Others	16	4.8
Sexual abuse/harassment	13	3.9
Sent harassing messages via the internet	12	3.6
Tripping	11	3.3
Spat on	10	3

The results in Table 4.17 indicated that most prevalent forms of bullying experienced by respondents were; items being stolen (61.6%), spreading rumors (42%) and gossiping (39%).

4.3.1.3 Prevalence of Bullying Behavior

Respondents were required to indicate whether they had bullied anyone in the last 12 months and the frequency with which they had perpetrated bullying.

Table 4.9 presents the response of respondents on the occurrences of bullying in the schools.

Table 4.9

Incidence of Bullying Behavior

Incidence of bullying	Frequency	Percent
no response	15	4.5
No	233	70.0
Yes	85	25.5
Total	333	100.0

As shown in table 4.9, 70% of the respondents indicated that they had not bullied anyone in the past twelve months, while 25.5% indicated having bullied someone.

Table 4.10 presents the frequency of bullying.

Table 4.10

Frequency of Bullying Behaviors

Frequency of bullying	Frequency	Percent
no response	117	35.1
Never	133	39.9
Rarely	39	11.7
Sometimes	31	9.3
Often	6	1.8
very often	7	2.1
Total	333	100.0

From Table 4.10, 11.7% of the respondents noted that they rarely bullied someone, while 9.3% indicated that they bullied people sometimes.

4.3.1.4 Hypothesis Testing

Hypothesis testing was guided by the following objectives:

- i. To determine the prevalence of bullying among public secondary school students in Kiambu County.
- ii. To find out the relationship between family structure and bullying among public secondary school students in Kiambu County.

- iii. To establish the relationship between parental conflict and bullying among public school students in Kiambu County

The first hypothesis was generated from the following objective: To determine the prevalence of bullying among public secondary school students in Kiambu County.

This hypothesis was stated in null form as follows: H₀1: There is no significant relationship between demographic characteristics and prevalence of bullying among public secondary school students in Kiambu County.

Table 4.11 and 4.12 presents the chi-square of association findings between gender as a demographic characteristic and witnessing bullying.

Table 4.11

Chi-Square of Association Cross tabulation between Gender and Witnessing Bullying

		<u>Prevalence of witnessing bullying</u>			
		Low prevalence	High prevalence	Total	
Gender	Male	Count	161	15	176
		Expected Count	161.7	14.3	176.0
		% within Gender	91.5%	8.5%	100.0%
		% within witnessing bullying	52.6%	55.6%	52.9%
		% of Total	48.3%	4.5%	52.9%
	Female	Count	142	11	153
		Expected Count	140.6	12.4	153.0
		% within Gender	92.8%	7.2%	100.0%
		% within witnessing bullying	46.4%	40.7%	45.9%
		% of Total	42.6%	3.3%	45.9%
Total	Count	306	27	333	
	Expected Count	306.0	27.0	333.0	
	% within Gender	91.9%	8.1%	100.0%	
	% within witnessing bullying	100.0%	100.0%	100.0%	
	% of Total	91.9%	8.1%	100.0%	

As shown in Table 4.11, for male respondents, the actual count was more than the expected by 0.7 for high prevalence of witnessing bullying, while for females the expected count was more than the actual count by 1.4 for high prevalence in

witnessing bullying. This finding implies that male respondents were more likely to witness bullying than females.

Table 4.12

Chi-Square of Association Results between Gender and Witnessing Bullying

	Value	Df	Asymptotic Significance (2- sided)
Pearson Chi-Square	1.746 ^a	2	.418
Likelihood Ratio	1.253	2	.534
Linear-by-Linear Association	.642	1	.423
N of Valid Cases	333		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .32.

Chi-square test for association was conducted between Gender and Witnessing Bullying. Only two cells had frequencies less than five. The association between gender and witnessing bullying and smoking behavior was not statistically significant, $\chi^2(1) = 1.746, p > 0.05$. This implies that although males were more likely to witness bullying as shown in Table 4.11, the association was not significant and therefore either gender had equal chances of witnessing bullying.

Table 4.13 and 4.14 presents the chi-square of association findings between type of school by accommodation as a demographic characteristic and witnessing bullying

Table 4.13

Chi-Square of Association Cross tabulation between School type by Accommodation and Witnessing Bullying

		Prevalence of witnessing bullying		
		Low prevalence	High prevalence	Total
boarding only	Count	160	22	182
	Expected Count	167.2	14.8	182.0
	% within Type of school accommodation	87.9%	12.1%	100.0%
	% within witnessing bullying	52.3%	81.5%	54.7%
	% of Total	48.0%	6.6%	54.7%
day only	Count	81	2	83
	Expected Count	76.3	6.7	83.0
	% within Type of school accommodation	97.6%	2.4%	100.0%
	% within witnessing bullying	26.5%	7.4%	24.9%
	% of Total	24.3%	0.6%	24.9%
Boarding/day	Count	60	2	62
	Expected Count	57.0	5.0	62.0
	% within Type of school accommodation	96.8%	3.2%	100.0%
	% within witnessing bullying	19.6%	7.4%	18.6%
	% of Total	18.0%	0.6%	18.6%
Total	Count	306	27	333
	Expected Count	306.0	27.0	333.0
	% within Type of school accommodation	91.9%	8.1%	100.0%
	% within witnessing bullying	100.0%	100.0%	100.0%
	% of Total	91.9%	8.1%	100.0%

As shown in Table 4.13, for respondents in boarding schools, the actual count was more than the expected by 7.2 for high prevalence of witnessing bullying, while for respondents in day and day/boarding schools the expected count was more than the actual count by 4.7 and 3 for high prevalence in witnessing bullying respectively. This

finding implies that respondents in day and day/boarding schools were less likely to witness bullying than those in boarding schools.

Table 4.14 presents the findings on the chi-square of association between School type by Accommodation and Prevalence of Witnessing Bullying

Table 4.14

Chi-Square of Association Results between School type by Accommodation and Prevalence of Witnessing Bullying

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.060 ^a	3	.018
Likelihood Ratio	11.285	3	.010
Linear-by-Linear Association	7.919	1	.005
N of Valid Cases	333		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is .49.

A chi-square test for association was conducted between school type by accommodation and prevalence of witnessing bullying. Only one cell had expected frequencies less than five. There was a statistically significant relationship between school type by accommodation and witnessing bullying, $\chi^2(1) = 10.06$, $p = .018$. This indicates that school type by accommodation was significant in pointing out the type of schools likely to witness bullying.

Table 4.15 and 4.16 presents the chi-square of association findings between type of school by gender as a demographic characteristic and witnessing bullying.

Table 4.15

Chi-Square of Association Cross tabulation between School type by gender and Witnessing Bullying

		Prevalence of witnessing bullying			
		Low prevalence	High prevalence	Total	
Type of School Gender	boys only	Count	86	12	98
		Expected Count	90.1	7.9	98.0
		% within Type of school by gender	87.8%	12.2%	100.0%
		% within witnessing bullying	28.1%	44.4%	29.4%
		% of Total	25.8%	3.6%	29.4%
	girls only	Count	82	10	92
		Expected Count	84.5	7.5	92.0
		% within Type of school by gender	89.1%	10.9%	100.0%
		% within witnessing bullying	26.8%	37.0%	27.6%
		% of Total	24.6%	3.0%	27.6%
	Mixed	Count	136	4	140
		Expected Count	128.6	11.4	140.0
		% within Type of school by gender	97.1%	2.9%	100.0%
		% within witnessing bullying	44.4%	14.8%	42.0%
		% of Total	40.8%	1.2%	42.0%
Total	Count	306	27	333	
	Expected Count	306.0	27.0	333.0	
	% within Type of school by gender	91.9%	8.1%	100.0%	
	% within witnessing bullying	100.0%	100.0%	100.0%	
	% of Total	91.9%	8.1%	100.0%	

As shown in Table 4.15, for respondents in boys only schools and girls only schools, the actual count was more than the expected by 4.9 and 2.5 respectively for high prevalence of witnessing bullying, while for respondents in mixed schools the expected count was more than the actual count by 7.4 for high prevalence in witnessing bullying. This finding implies that respondents in schools having boys only were more likely to witness bullying than schools having girls only and mixed schools.

Table 4.16

Chi-Square of Association Results between School type by Gender and Witnessing Bullying

	Value	Df	Asymptotic Significance (2- sided)
Pearson Chi-Square	10.936 ^a	3	.012
Likelihood Ratio	11.144	3	.011
Linear-by-Linear Association	9.075	1	.003
N of Valid Cases	333		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .24.

A chi-square test for association was conducted between school type by gender and prevalence of witnessing bullying. All expected cell frequencies were greater than five except two. There was a statistically significant association between school type by gender and witnessing bullying, $\chi^2(1) = 10.936$, $p = .012$. This implies that the school type by gender was a significant indicator of witnessing bullying.

Based on the above findings, the supplementary null hypothesis was rejected for the relationship between demographic characteristics of type of school by gender and accommodation and prevalence of witnessing bullying. However the null hypothesis was accepted for the relationship between gender and prevalence of witnessing bullying. The level of significance was measured at 0.05.

Table 4.17 and 4.18 presents the chi-square of association findings between gender as a demographic characteristic and being a victim of bullying.

Table 4.17

Chi-Square of Association Cross tabulation between gender and being a victim of Bullying

		Being a victim of bullying			
		Low prevalence	High prevalence	Total	
Gender	Male	Count	173	3	176
		Expected Count	171.8	4.2	176.0
		% within Gender	98.3%	1.7%	100.0%
		% within Being a victim of bullying	53.2%	37.5%	52.9%
		% of Total	52.0%	0.9%	52.9%
	Female	Count	148	5	153
		Expected Count	149.3	3.7	153.0
		% within Gender	96.7%	3.3%	100.0%
		% within Being a victim of bullying	45.5%	62.5%	45.9%
		% of Total	44.4%	1.5%	45.9%
Total		Count	325	8	333
		Expected Count	325.0	8.0	333.0
		% within Gender	97.6%	2.4%	100.0%
		% within Being a victim of bullying	100.0%	100.0%	100.0%
		% of Total	97.6%	2.4%	100.0%

As shown in Table 4.17, for female respondents, the actual count was more than the expected by 1.3 for high prevalence of being a victim of bullying, while for male respondents the expected count was more than the actual count by 1.2 for high prevalence in being a victim of bullying. This finding implies that female students were more likely to witness bullying than their male counterparts.

Table 4.18

Chi-Square of Association Results between Gender and being a victim of Bullying

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.953 ^a	2	.621
Likelihood Ratio	1.041	2	.594
Linear-by-Linear Association	.950	1	.330
N of Valid Cases	333		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .10.

A chi-square test for association was conducted between gender and being a victim of bullying. Four cells had expected frequencies less than five. The association between

gender and being a victim of bullying was not statistically significant, $\chi^2(1) = 0.953$, $p > 0.05$. This implies that either gender were likely to be bullied on equal measures.

Table 4.19 and 4.20 presents the chi-square of association findings between school type by accommodation as a demographic characteristic and being a victim of bullying.

Table 4.19

Chi-Square of Association Cross tabulation between School type by Accommodation and being a victim of Bullying

		Being a victim of bullying			
			Low prevalence	High prevalence	Total
School type by accommodation	boarding only	Count	175	7	182
		Expected Count	177.6	4.4	182.0
		% within Type of school accommodation	96.2%	3.8%	100.0%
		% within Being a victim of bullying	53.8%	87.5%	54.7%
		% of Total	52.6%	2.1%	54.7%
	day only	Count	83	0	83
		Expected Count	81.0	2.0	83.0
		% within Type of school accommodation	100.0%	0.0%	100.0%
		% within Being a victim of bullying	25.5%	0.0%	24.9%
		% of Total	24.9%	0.0%	24.9%
	Boarding/day	Count	61	1	62
		Expected Count	60.5	1.5	62.0
		% within Type of school accommodation	98.4%	1.6%	100.0%
		% within Being a victim of bullying	18.8%	12.5%	18.6%
		% of Total	18.3%	0.3%	18.6%
Total	Count	325	8	333	
	Expected Count	325.0	8.0	333.0	
	% within Type of school accommodation	97.6%	2.4%	100.0%	
	% within Being a victim of bullying	100.0%	100.0%	100.0%	
	% of Total	97.6%	2.4%	100.0%	

As shown in Table 4.19, for respondents in boarding schools, the actual count was more than the expected by 2.6 for high prevalence of being a victim of bullying, while for respondents in day and day/boarding schools the expected count was more than the actual count by 2.0 and 0.5 for high prevalence in being a victim of bullying respectively. This finding implies that students in boarding schools were more likely to be victims of bullying than those in day and day/boarding schools.

Table 4.20 presents the findings on the chi-square of association between School type by accommodation and Prevalence of being a victim of bullying.

Table 4.20

Chi-Square of Association Results between School type by Accommodation and being a victim of Bullying

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	3.974 ^a	3	.264
Likelihood Ratio	5.887	3	.117
Linear-by-Linear Association	1.578	1	.209
N of Valid Cases	333		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .14.

A chi-square test for association was conducted between school type by accommodation and prevalence of being a victim of bullying. Four cells had expected frequencies less than five. The association between school type by accommodation and being a victim of bullying was not statistically significant, $\chi^2(1) = 3.974, p > 0.05$. This indicates that the type of school by accommodation could not be significantly associated with being a victim of bullying.

Table 4.21 and 4.22 presents the chi-square of association findings between school type by gender and being a victim of bullying.

Table 4.21

Chi-Square of Association Cross tabulation between School type by Gender and being a victim of Bullying

		Being a victim of bullying			
		Low prevalence	High prevalence	Total	
School type by Gender	boys only	Count	96	2	98
		Expected Count	95.6	2.4	98.0
		% within Type of school by gender	98.0%	2.0%	100.0%
		% within Being a victim of bullying	29.5%	25.0%	29.4%
		% of Total	28.8%	0.6%	29.4%
	girls only	Count	87	5	92
		Expected Count	89.8	2.2	92.0
		% within Type of school by gender	94.6%	5.4%	100.0%
		% within Being a victim of bullying	26.8%	62.5%	27.6%
		% of Total	26.1%	1.5%	27.6%
	Mixed	Count	139	1	140
		Expected Count	136.6	3.4	140.0
		% within Type of school by gender	99.3%	0.7%	100.0%
		% within Being a victim of bullying	42.8%	12.5%	42.0%
		% of Total	41.7%	0.3%	42.0%
	Total	Count	325	8	333
Expected Count		325.0	8.0	333.0	
% within Type of school by gender		97.6%	2.4%	100.0%	
% within Being a victim of bullying		100.0%	100.0%	100.0%	
% of Total		97.6%	2.4%	100.0%	

From Table 4.21, for respondents in girl schools, the actual count was more than the expected by 2.8 for high prevalence of being a victim of bullying, while for respondents in boys and mixed schools the expected count was more than the actual count by 0.4 and 2.4 for high prevalence in being a victim of bullying respectively. This finding implies that students in girl schools were more likely to be victims of bullying than those in boy and mixed schools.

Table 4.22

Chi-Square of Association Results between School type by Gender and being a victim of Bullying

	Value	Df	Asymptotic Significance (2- sided)
Pearson Chi-Square	5.438 ^a	3	.142
Likelihood Ratio	5.216	3	.157
Linear-by-Linear Association	.601	1	.438
N of Valid Cases	333		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .07.

A chi-square test for association was conducted between school type by gender and prevalence of being a victim of bullying. Five cells had expected frequencies less than five. The association between school type by gender and prevalence of being a victim of bullying was not statistically significant, $\chi^2(1) = 5.438, p > 0.05$. This implies that students from either boys or girls school could experience bullying in equal measures.

Based on the above findings, the supplementary null hypothesis for the relationship between demographic characteristics of gender, type of school by gender and accommodation and being a victim of bullying was accepted. The level of significance was measured at 0.05.

Table 4.23 and 4.24 presents the chi-square of association findings between gender and being a perpetrator of bullying.

Table 4.23

Chi-Square of Association Cross tabulation between Gender and being a Perpetrator of Bullying

		Being a perpetrator of bullying			
		No	yes	Total	
Gender	Male	Count	118	48	176
		Expected Count	123.1	44.9	176.0
		% within Gender	67.0%	27.3%	100.0%
		% within Being a perpetrator of bullying	50.6%	56.5%	52.9%
		% of Total	35.4%	14.4%	52.9%
	Female	Count	113	35	153
		Expected Count	107.1	39.1	153.0
		% within Gender	73.9%	22.9%	100.0%
		% within Being a perpetrator of bullying	48.5%	41.2%	45.9%
		% of Total	33.9%	10.5%	45.9%
Total		Count	233	85	333
		Expected Count	233.0	85.0	333.0
		% within Gender	70.0%	25.5%	100.0%
		% within Being a perpetrator of bullying	100.0%	100.0%	100.0%
		% of Total	70.0%	25.5%	100.0%

From Table 4.23, respondents who indicated yes for having perpetrated bullying, the expected count was more than the actual count by 3.1 and 4.1 for male and females respectively. This finding implies that there was a small gender difference in perpetration of bullying.

Table 4.24 presents the chi-square findings on the statistical significance association between gender and Prevalence of being a perpetrator of bullying.

Table 4.24

Chi-Square of Association Results between Gender and being a Perpetrator of Bullying

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.584 ^a	4	.465
Likelihood Ratio	3.604	4	.462
Linear-by-Linear Association	.475	1	.491
N of Valid Cases	333		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .18.

A chi-square test for association was conducted between gender and prevalence of being a perpetrator of bullying. Three cells had expected frequencies less than five. The association between by gender and prevalence of being a perpetrator of bullying was not statistically significant, $\chi^2(1) = 3.584, p > 0.05$. This implies that gender of the student could not be significantly associated with being a perpetrator of bullying.

Table 4.25 and 4.26 presents the chi-square of association findings between school type by accommodation and being a perpetrator of bullying.

Table 4.25

Chi-Square of Association Cross tabulation between School type by Accommodation and being a Perpetrator of Bullying

		Being a perpetrator of bullying		
		No	yes	Total
School type by accommodation	Count	116	61	182
	Expected Count	127.3	46.5	182.0
	% within Type of school accommodation	63.7%	33.5%	100.0%
	% within Being a perpetrator of bullying	49.8%	71.8%	54.7%
	% of Total	34.8%	18.3%	54.7%
<hr/>				
	Count	65	12	83
	Expected Count	58.1	21.2	83.0
	% within Type of school accommodation	78.3%	14.5%	100.0%
	% within Being a perpetrator of bullying	27.9%	14.1%	24.9%
	% of Total	19.5%	3.6%	24.9%
<hr/>				
	Count	50	9	62
	Expected Count	43.4	15.8	62.0
	% within Type of school accommodation	80.6%	14.5%	100.0%
	% within Being a perpetrator of bullying	21.5%	10.6%	18.6%
	% of Total	15.0%	2.7%	18.6%
<hr/>				
Total	Count	233	85	333
	Expected Count	233.0	85.0	333.0
	% within Type of school accommodation	70.0%	25.5%	100.0%
	% within Being a perpetrator of bullying	100.0%	100.0%	100.0%
	% of Total	70.0%	25.5%	100.0%

As shown in Table 4.25, for respondents in boarding school, the actual count was more than the expected by 14.5 for being a perpetrator of bullying, while for respondents in day and day/boarding schools the expected count was more than the actual count by 9.2 and 6.8 for being a perpetrator of bullying respectively. This

finding implies that students in boarding schools were more likely to be perpetrators of bullying than those in day and day/boarding schools.

Table 4.26 presents the chi-square findings on the statistical significance association between school type by accommodation and being a perpetrator of bullying.

Table 4.26

Chi-Square of Association Results between School type by Accommodation and Prevalence of being a Perpetrator of Bullying

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.486 ^a	6	.001
Likelihood Ratio	21.466	6	.002
Linear-by-Linear Association	12.439	1	.000
N of Valid Cases	333		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .27.

A chi-square test for association was conducted to assess the relationship between School type by accommodation and prevalence of being a perpetrator of bullying. Five cells had expected frequencies less than five. There was a statistically significant relationship between school type by accommodation and being a perpetrator of bullying, $\chi^2(1) = 21.486$, $p=.001$. This implies that school types in terms of accommodation were associated with bullying perpetration.

Table 4.27 and 4.28 presents the chi-square of association findings between school type by gender and being a perpetrator of bullying.

Table 4.27

Chi-Square of Association Cross tabulation between School type by Gender and being a victim of Bullying

		Being a perpetrator of bullying			
		no	Yes	Total	
Type of school by gender	boys only	Count	68	27	98
		Expected Count	68.6	25.0	98.0
		% within Type of school by gender	69.4%	27.6%	100.0%
		% within Being a perpetrator of bullying	29.2%	31.8%	29.4%
		% of Total	20.4%	8.1%	29.4%
	girls only	Count	58	32	92
		Expected Count	64.4	23.5	92.0
		% within Type of school by gender	63.0%	34.8%	100.0%
		% within Being a perpetrator of bullying	24.9%	37.6%	27.6%
		% of Total	17.4%	9.6%	27.6%
	Mixed	Count	105	25	140
		Expected Count	98.0	35.7	140.0
		% within Type of school by gender	75.0%	17.9%	100.0%
		% within Being a perpetrator of bullying	45.1%	29.4%	42.0%
		% of Total	31.5%	7.5%	42.0%
Total	Count	233	85	333	
	Expected Count	233.0	85.0	333.0	
	% within Type of school by gender	70.0%	25.5%	100.0%	
	% within Being a perpetrator of bullying	100.0%	100.0%	100.0%	
	% of Total	70.0%	25.5%	100.0%	

As shown in Table 4.27, for respondents in boy school and girl school, the actual count was more than the expected by 2 and 8.5 for being a perpetrator of bullying respectively, while for respondents in mixed schools the expected count was more than the actual count by 10.7 for being a perpetrator of bullying. This finding implies that students in boys and girls schools were more likely to be perpetrators of bullying than those in mixed schools.

Table 4.28 presents the chi-square findings on the statistical significance association between school type by gender and being a perpetrator of bullying.

Table 4.28

Chi-Square of Association Results between School type by Gender and being a Perpetrator of Bullying

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.551 ^a	6	.073
Likelihood Ratio	11.743	6	.068
Linear-by-Linear Association	5.453	1	.020
N of Valid Cases	333		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .14.

A chi-square test for association was conducted between school type by gender and prevalence of being a perpetrator of bullying. Five cells had expected frequencies less than five. The association between school type by gender and being a perpetrator of bullying was not statistically significant, $\chi^2(1) = 11.551, p > 0.05$. This implies that students in both boys and girls school were likely to perpetrate bullying in equal measures.

Based on the above findings, the supplementary null hypothesis for the relationship between demographic characteristic of type of school by accommodation and prevalence of being a perpetrator of bullying was rejected and the alternative hypothesis accepted. However, the supplementary null hypothesis for the relationship between demographic characteristics of gender and type of school by gender was accepted. The level of significance was measured at 0.05

4.3.2 Relationship between Family Structure and Bullying among Public Secondary School Students in Kiambu County

The second objective aimed at establishing whether a relationship existed between family structure and bullying. Further, it sought to test the following null hypothesis:

H₀2: There is no significant relationship between family structure and bullying among public secondary school students in Kiambu County.

In establishing the type of family structure, respondents were required to indicate their type of family among the options provided with varying parental and sibling composition. The frequency of various family structure is presented in Table 4.29.

Table 4.29

Distribution of Respondents by Type of Family Structure

Family structure	Frequency	Percent
no response	1	.3
both parents	219	65.8
mother only	62	18.6
father only	6	1.8
biological mother and step father	5	1.5
biological father and step mother	6	1.8
siblings only	2	.6
relative guardian	22	6.6
non relative guardian	2	.6
Others	8	2.4
Total	333	100.0

From Table 4.29, majority of the respondents (65.8%) were living with both parents, 18.6% were living with single mothers, while 6.6% were living with a guardian who was a relative.

4.3.2.1 Relationship between Family Structure and Prevalence of Bullying

To assess the relationship between family structure and prevalence of bullying, chi-square of association was conducted as the variables were in the nominal scale. The findings are shown in Tables 4.30 and 4.31.

Table 4.30

Chi-Square of Association Cross tabulation between Family Structure and Prevalence of Witnessing Bullying

		Witnessing bullying			
		Low prevalence	High prevalence	Total	
Type of Family Structure	both parents	Count	203	16	219
		Expected Count	201.2	17.8	219.0
		% within Whom do you live with?	92.7%	7.3%	100.0%
		% within witnessing bullying	66.3%		65.8%
				59.3%	
		% of Total	61.0%	4.8%	65.8%
	mother only	Count	54	8	62
		Expected Count	57.0	5.0	62.0
		% within Whom do you live with?	87.1%	12.9%	100.0%
		% within witnessing bullying	17.6%	29.6%	18.6%
		% of Total	16.2%	2.4%	18.6%
	father only	Count	5	1	6
		Expected Count	5.5	.5	6.0
		% within Whom do you live with?	83.3%	16.7%	100.0%
		% within witnessing bullying	1.6%	3.7%	1.8%
	% of Total	1.5%	0.3%	1.8%	
Total	Count	306	27	333	
	Expected Count	306.0	27.0	333.0	
	% within Whom do you live with?	91.9%	8.1%	100.0%	
	% within witnessing bullying	100.0%	100.0%	100.0%	
	% of Total	91.9%	8.1%	100.0%	

From Table 4.30, for respondents who lived with a single mother or a single father, the actual count was more than the expected by 3 and 0.5 for high prevalence of witnessing bullying respectively, while for respondents with both parents, the expected count was more than the actual count by 1.8 and for high prevalence of witnessing bullying. This finding implies that students in single parent homes were more likely to witness bullying than those living with both parents.

Table 4.31 presents the chi-square findings on assessing the statistical significance association between family structure and Prevalence of witnessing bullying.

Table 4.31

Chi-Square of Association Results between Family Structure and Prevalence of Witnessing Bullying

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.760 ^a	9	.662
Likelihood Ratio	8.762	9	.460
Linear-by-Linear Association	.348	1	.556
N of Valid Cases		333	

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .08.

A chi-square test for association was conducted between family structure and prevalence of witnessing bullying. Twelve cells had expected frequencies less than five. The association between family structure and prevalence of witnessing bullying was not statistically significant, $\chi^2(1) = 6.76$, $p > 0.05$. This indicates that type of family that a student came from had no relationship with witnessing incidences of bullying in school.

Table 4.32 and 4.33 presents the chi-square of association findings between family structure and being a victim of bullying.

Table 4.32

Chi-Square of Association Cross tabulation between Family Structure and being a victim of Bullying

		Being a victim of bullying			
		Low prevalence	High prevalence	Total	
Family Structure	both parents	Count	216	3	219
		Expected Count	213.7	5.3	219.0
		% within Whom do you live with?	98.6%	1.4%	100.0%
		% within Being a victim of bullying	66.5%	37.5%	65.8%
		% of Total	64.9%	0.9%	65.8%
	mother only	Count	59	3	62
		Expected Count	60.5	1.5	62.0
		% within Whom do you live with?	95.2%	4.8%	100.0%
		% within Being a victim of bullying	18.2%	37.5%	18.6%
		% of Total	17.7%	0.9%	18.6%
	father only	Count	5	1	6
		Expected Count	5.9	.1	6.0
		% within Whom do you live with?	83.3%	16.7%	100.0%
		% within Being a victim of bullying	1.5%	12.5%	1.8%
		% of Total	1.5%	0.3%	1.8%
Total	Count	325	8	333	
	Expected Count	325.0	8.0	333.0	
	% within Whom do you live with?	97.6%	2.4%	100.0%	
	% within Being a victim of bullying	100.0%	100.0%	100.0%	
	% of Total	97.6%	2.4%	100.0%	

From Table 4.32, for respondents who lived with a single mother or a single father, the actual count was more than the expected by 1.5 and 0.9 for high prevalence of being a victim bullying respectively, while for respondents with both parents, the expected count was more than the actual count by 2.3 for high prevalence of being a victim of bullying. This finding implies that students in single parent homes were more likely to be victims of bullying than those living with both parents.

Table 4.33 presents the chi-square findings on assessing the statistical significance between family structure and Prevalence of being a victim of bullying.

Table 4.33

Chi-Square of Association Results between Family Structure and Prevalence of Witnessing Bullying

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.794 ^a	9	.457
Likelihood Ratio	6.198	9	.720
Linear-by-Linear Association	.288	1	.591
N of Valid Cases	333		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .02.

A chi-square test for association was conducted between family structure and prevalence of being a victim of bullying. Thirteen cells had expected frequencies less than five. The association between family structure and prevalence of being a victim of bullying was not statistically significant, $\chi^2(1) = 8.794$, $p > 0.05$. This indicates that the type of family a student comes from had no association with witnessing bullying in schools.

Table 4.34 and 4.35 presents the chi-square of association findings between family structure and being a perpetrator of bullying.

Table 4.34

Chi-Square of Association Cross tabulation between Family Structure and being a Perpetrator of Bullying

			Being a perpetrator of bullying		Total
			No	yes	
Family structure	both parents	Count	151	58	219
		Expected Count	153.2	55.9	219.0
		% within Whom do you live with?	68.9%	26.5%	100.0%
		% within Being a perpetrator of bullying	64.8%	68.2%	65.8%
		% of Total	45.3%	17.4%	65.8%
	mother only	Count	46	13	62
		Expected Count	43.4	15.8	62.0
		% within Whom do you live with?	74.2%	21.0%	100.0%
		% within Being a perpetrator of bullying	19.7%	15.3%	18.6%
		% of Total	13.8%	3.9%	18.6%
	father only	Count	2	3	6
		Expected Count	4.2	1.5	6.0
		% within Whom do you live with?	33.3%	50.0%	100.0%
		% within Being a perpetrator of bullying	0.9%	3.5%	1.8%
		% of Total	0.6%	0.9%	1.8%
Total	Count	233	85	333	
	Expected Count	233.0	85.0	333.0	
	% within Whom do you live with?	70.0%	25.5%	100.0%	
	% within Being a perpetrator of bullying	100.0%	100.0%	100.0%	
	% of Total	70.0%	25.5%	100.0%	

As shown in Table 4.34, for respondents who lived with both parents or a single father, the actual count was more than the expected by 2.1 and 1.5 for high prevalence of perpetrating bullying respectively, while for respondents living with a single mother, the expected count was more than the actual count by 2.8 for high prevalence of perpetrating bullying. This finding implies that students living with both parents and those living with a single father were more likely to be perpetrators of bullying than those living with a single mother.

Table 4.35 presents the findings on assessing the statistical significance association between family structure and Prevalence of perpetrating bullying.

Table 4.35

Chi-Square of Association Results between Family Structure and being a Perpetrator of Bullying

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.107 ^a	18	.842
Likelihood Ratio	12.536	18	.818
Linear-by-Linear Association	.097	1	.756
<hr/>			
N of Valid Cases	333		

a. 22 cells (73.3%) have expected count less than 5. The minimum expected count is .05.

A chi-square test for association was conducted between family structure and prevalence of perpetrating bullying. Twenty two cells had expected frequencies less than five. The association between family structure and prevalence of perpetrating bullying was not statistically significant, $\chi^2 (1) = 8.794, p > 0.05$. This indicates that the type of family structure a student comes from had no association with the likelihood of perpetrating bullying.

Based on the above findings, the null hypothesis stating there is no significant relationship between family structure and bullying among public secondary school students in Kiambu County was therefore accepted. Significance was measure at the 0.05 level.

4.3.3 Relationship between Parental Conflict and Bullying among Public Secondary School Students in Kiambu County

The third objective aimed at establishing whether a relationship existed between parental conflicts and bullying. This objective further sought to test the following null hypothesis:

H₀3: There is no significant relationship between parental conflict and bullying among public secondary school students in Kiambu County

In order to establish the levels of parental conflict, respondents were required to respond to five items in a likert scale format regarding the extent of family conflict at their homes. Composite scores were computed in relation to the responses given. The lowest possible score 5 (1x5), while the highest possible score was 25 (5x5). The scores were then sub divided into three levels, where score ranging from 5 to 12 represented low parental conflict, 13 to 17 moderate parental conflicts and 18 to 25 high parental conflict. Table 4.36 presents frequencies on the levels of parental conflict.

Table 4.36

Distribution of Respondents by Levels of Parental Conflict

Levels of Parental Conflict	Frequency	Percent
Low parental conflict	277	92.3
Moderate parental conflict	19	6.3
High parental conflict	4	1.3
Total	300	100.0

As shown in table 4.36, 92.3% of the participants indicated experiencing low parental conflict, with only 1.3% experiencing high parental conflict.

4.3.3.1 Relationship between Parental Conflict and Bullying

Chi square of association was conducted to establish whether there was a statistically significant association between parental conflict and bullying. Chi square of association was suitable as the scales were in nominal and ordinal levels. The findings are presented in the subsequent tables.

Table 4.37 and 4.38 presents the chi-square of association findings between parental conflict and prevalence of witnessing bullying.

Table 4. 37

Chi-Square of Association Cross tabulation between Parental Conflict and Prevalence of Witnessing Bullying

		Witnessing bullying			
		Low prevalence	High prevalence	Total	
Levels of parental conflict	Low parental conflict	Count	257	20	277
		Expected Count	253.9	23.1	277.0
		% within Levels of parental conflict	92.8%	7.2%	100.0%
		% within witnessing bullying	93.5%	80.0%	92.3%
		% of Total	85.7%	6.7%	92.3%
	Moderate parental conflict	Count	15	4	19
		Expected Count	17.4	1.6	19.0
		% within Levels of parental conflict	78.9%	21.1%	100.0%
		% within witnessing bullying	5.5%	16.0%	6.3%
		% of Total	5.0%	1.3%	6.3%
	High parental conflict	Count	3	1	4
		Expected Count	3.7	.3	4.0
		% within Levels of parental conflict	75.0%	25.0%	100.0%
		% within witnessing bullying	1.1%	4.0%	1.3%
		% of Total	1.0%	0.3%	1.3%
Total	Count	275	25	300	
	Expected Count	275.0	25.0	300.0	
	% within Levels of parental conflict	91.7%	8.3%	100.0%	
	% within witnessing bullying	100.0%	100.0%	100.0%	
	% of Total	91.7%	8.3%	100.0%	

As shown in Table 4.37, for respondents experiencing moderate and high parental conflicts, the actual count was more than the expected by 2.4 and 0.7 for high prevalence of witnessing bullying respectively, while for respondents experiencing low parental conflict, the expected count was more than the actual count by 3.1 for high prevalence of witnessing bullying. This finding implies that students experiencing moderate and high parental conflict were more likely to witness bullying than those experiencing low parental conflict.

Table 4.38 presents the chi-square findings on assessing the statistical significance association between parental conflict and Prevalence of witnessing bullying.

Table 4.38

Chi-Square of Association Results between Parental Conflict and Witnessing of Bullying

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	5.928 ^a	2	.052
Likelihood Ratio	4.395	2	.111
Linear-by-Linear Association	5.633	1	.018
N of Valid Cases	300		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .33.

A chi-square test for association was conducted between parental conflict and prevalence of witnessing bullying. Three cells had expected frequencies less than five. The association between parental conflict and prevalence of witnessing bullying was not statistically significant, $\chi^2(1) = 5.928$, $p > 0.05$. This indicates that conflict in the family had no association with witnessing bullying incidences.

Table 4.39 and 4.40 presents the chi-square of association findings between parental conflict and being a victim of bullying.

Table 4.39

Chi-Square of Association Cross tabulation between Parental Conflict and being a Victim of Bullying

		Being a victim of bullying				
		Low prevalence	High prevalence	Total		
Levels of parental conflict	Low parental conflict	Count	273	4	277	
		Expected Count	269.6	7.4	277.0	
		% within Levels of parental conflict	98.6%	1.4%	100.0%	
		% within Being a victim of bullying	93.5%	50.0%	92.3%	
		% of Total	91.0%	1.3%	92.3%	
		Moderate parental conflict	Count	15	4	19
			Expected Count	18.5	.5	19.0
			% within Levels of parental conflict	78.9%	21.1%	100.0%
			% within Being a victim of bullying	5.1%	50.0%	6.3%
			% of Total	5.0%	1.3%	6.3%
		High parental conflict	Count	4	0	4
			Expected Count	3.9	.1	4.0
		% within Levels of parental conflict	100.0%	0.0%	100.0%	
		% within Being a victim of bullying	1.4%	0.0%	1.3%	
		% of Total	1.3%	0.0%	1.3%	
Total		Count	292	8	300	
		Expected Count	292.0	8.0	300.0	
		% within Levels of parental conflict	97.3%	2.7%	100.0%	
		% within Being a victim of bullying	100.0%	100.0%	100.0%	
		% of Total	97.3%	2.7%	100.0%	

As shown in Table 4.39, for respondents experiencing moderate parental conflicts, the actual count was more than the expected by 3.5 for high prevalence of witnessing bullying, while for respondents experiencing low and high parental conflict, the

expected count was more than the actual count by 3.4 and 0.1 for low and high prevalence of being a victim of bullying. This finding implies that students experiencing moderate and high parental conflict were more likely to experience bullying than those experiencing low parental conflict.

Table 4.40 presents the findings on the chi-square association on assessing the statistical significance between parental conflicts and being a victim of bullying.

Table 4.40

Chi-Square of Association Results between Parental Conflict and being a Victim of Bullying

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.450 ^a	2	.000
Likelihood Ratio	12.374	2	.002
Linear-by-Linear Association	12.684	1	.000
N of Valid Cases	300		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .11.

A chi-square test for association was conducted between parental conflict and prevalence of being a victim of bullying. Three cells had expected frequencies less than five. The association between parental conflict and being a victim of bullying was statistically significant, $\chi^2(1) = 26.45, p < 0.05$. This shows that students who come from families with conflict are likely to become victims of bullying.

Table 4.41 and 4.42 presents the chi-square of association findings between parental conflict and prevalence of perpetrating bullying.

Table 4.41

Chi-Square of Association Cross tabulation between Parental Conflict and Prevalence of Being a Perpetrator of Bullying

		Being a perpetrator of bullying		
		No	yes	
Levels of parental conflict	Low parental conflict	Count	199	67
		Expected Count	192.1	74.8
		% within Levels of parental conflict	71.8%	24.2%
		% within Being a perpetrator of bullying	95.7%	82.7%
			66.3%	22.3%
	Moderate parental conflict	Count	9	10
		Expected Count	13.2	5.1
		% within Levels of parental conflict	47.4%	52.6%
		% within Being a perpetrator of bullying	4.3%	12.3%
			3.0%	3.3%
	High parental conflict	Count	0	4
		Expected Count	2.8	1.1
% within Levels of parental conflict		0.0%	100.0%	
% within Being a perpetrator of bullying		0.0%	4.9%	
		0.0%	1.3%	
Total	Count	208	81	
	Expected Count	208.0	81.0	
	% within Levels of parental conflict	69.3%	27.0%	
	% within Being a perpetrator of bullying	100.0%	100.0%	
	% of Total	69.3%	27.0%	

As shown in Table 4.41, for respondents experiencing moderate and high parental conflicts, the actual count was more than the expected by 4.9 and 2.9 respectively for being a perpetrator of bullying, while for respondents experiencing low parental conflict, the expected count was more than the actual count by 7.8 for prevalence for perpetrating bullying. This finding implies that students experiencing moderate and high parental conflict were more likely to perpetrate bullying than those experiencing low parental conflict.

Table 4.42 presents the chi-square findings on assessing the statistical association between parental conflict and Prevalence of perpetrating.

Table 4.42

Chi-Square of Association Results between Parental Conflict and Prevalence of Perpetrating Bullying

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.589 ^a	4	.001
Likelihood Ratio	18.124	4	.001
Linear-by-Linear Association	16.608	1	.000
N of Valid Cases	300		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is .15.

A chi-square test for association was conducted between parental conflict and prevalence of perpetrating bullying. Four cells had expected frequencies less than five. The association between parental conflict and prevalence of perpetrating bullying was statistically significant, $\chi^2(1) = 18.589, p=0.001$. This findings show that students who grow up in conflict families were likely to perpetrate bullying in schools.

Based on the above findings, the null hypothesis stating there is no significant relationship between parental conflict and prevalence of bullying among public secondary school students in Kiambu County was rejected for prevalence of being a victim of bullying and being a perpetrator of bullying and the alternative hypothesis accepted. However the null hypothesis on the relationship between prevalence of being a witness of bullying and parental conflict was accepted Significance was measured at the 0.05 level.

4.4 Discussion of Results

The discussion of results was guided by objectives as in case of analysis of results

4.4.1 Relationship between Demographic Characteristics and Prevalence of Bullying

The current study established low levels of prevalence in witnessing bullying, being a victim of bullying and perpetrating bullying, 91.9%, 97.6% and 70% respectively. A nationwide study conducted in Japan established that 21.9% elementary school

students, 13.2% middle school students, and 3.9% high school students had been bullied. 25.5% of elementary, 20.3% of middle, and 6.1% of high school students reported that they bullied others at that time or they had bullied others the previous year (Beran & Li, 2007). These findings concurred with the current study but differed on the margin.

The findings also established that there was no significant relationship between gender and witnessing bullying, being a victim of bullying and perpetrating bullying. This finding differed with a study conducted in Nigeria which established that boys more than girls were likely to be both victims and perpetrators of bullying. However, the findings established a significance association between being a bullying perpetrator and the type of school by accommodation. Specifically, students in boarding schools were more likely to perpetrate bullying as compared to those in day schools. A study by Ndetei et al, 2007, in Kenya found out that although there was a high prevalence of both boarders and day scholars being beaten and having their belongings taken away, the boarders had their belongings taken much more frequently than the day scholars did.

Girls are more likely to be bullied by both sexes, unlike boys who were bullied by boys only. The boys have been socialized to be aggressive as sign of masculinity which account for propensity to be perpetrators of bullying. These findings slightly contradicted with studies by Ngunjiri (1999) who carried out a research on bullying in Tetu Division in Nyeri district and findings revealed that 86.4% and 68.4% boys and girls were victims of bullying respectively. Similarly, a study by Egbochuku (2007), found out that more boys than girls were found to be both bullies and victims, with boys reporting being kicked or hit more often than girls. In term of prevalence by specific bullying behaviors, most prevalent three forms of bullying for all measures of prevalence of bullying (witnessing, being a perpetrator and a victim) were item stolen, spreading rumors and gossiping. In concurrence with these findings, a study by Dewet (2005), established that the most prevalent form of bullying was verbal bullying. Statistically significant relationships were established between school type by accommodation and gender with witnessing bullying and being a victim. Significant relationship was also established between school type by accommodation with being a perpetrator of bullying. These findings concurred with results of studies done in Kenya and Nigeria (Ndetei, et al., 2007; Egbochuku, 2007; Poipoi, 2011).

4.4.2 Relationship between Family Structure and Prevalence of Bullying

The findings of the current study pointed towards a relationship between family structure and the prevalence of witnessing bullying, being a victim of bullying and being a bullying perpetrator. However, there were no statistically significant relationships between family structure and prevalence of witnessing bullying, being a victim of bullying and being a perpetrator of bullying; $\chi^2(1) = 6.76, p > 0.05$, $\chi^2(1) = 8.794, p > 0.05$ and $\chi^2(1) = 8.794, p > 0.05$ respectively. Further, the victims of bullying were more likely to come from single parent families, while the perpetrators of bullying were likely to be from families with both parents. A past study conducted by Patchin (2013), indicated that children coming from certain family structures may feel more vulnerable and lack confidence thereby becoming predisposed to bullying, which may further explain why children from single parent family were more likely to be bullying victims. These findings further concurred with that conducted by Mann (2011), which established that young people who have more responsibilities in their household and who are from family structures that are associated with upheaval and periods of instability are more likely to report being bullied at school. Another study conducted by Jansen et al (2012), showed that children from low social economic status were likely to be either victims or perpetrators of bullying. These findings differed with past studies which established a relationship between family structure and bullying behavior. Although it is difficult to know exactly why various family structures may be associated with being a victim of bullying or perpetrating bullying, a combination of factors such as social economic status, psychosocial factors and history of abuse in the family.

4.4.3 Relationship between Parental Conflict and Prevalence of Bullying

The current findings established a significant relationship between parental conflict and prevalence of being a victim of bullying a perpetrating bullying, $p < 0.05$. Further the study established that respondents who experienced moderate and high parental conflict were more likely to witness and perpetrate bullying than those experiencing low parental conflict. Previous studies concur with the current findings, for instance, a study conducted by Sanders & Phye, (2004), indicated that victimization of children at home makes them want to release their feelings of anger on other children whom they consider weak. Parents with aggressive behavior provide models from where

other family members learn this behavior and reproduce them in schools. In relation to this, past studies by Burton & Leoschut (2013), showed that children who are exposed to parental violence are more likely to become perpetrators of bullying as an expression of anger, frustration and sadness. If a bully who has learnt these behaviors from home succeeds in dominating over the victim, other students in the peer group will also desire this kind of dominance. The findings also agree with Sanders & Phye, (2004) who asserted that the conflict between adults in the family can easily stimulate a child's aggressive inclination. The findings further agree with Patterson (1982) who found out that the highly aggressive children were from the family, of which members struggled with one another. On the other hand, children growing up with authoritative parents may experience being punished as a normal thing and therefore unable to speak out when they experience bullying (Georgiou, 2008). Children are also likely to learn from a certain parent that they identify with in the family during a conflict, be it the perpetrator or victim of the violence, which may in turn predispose them to becoming either bullying perpetrators or victims in the future. Past studies have also shown that children living with absentee parents may decide to act out in form of perpetrating bullying so as to get their parents attention (Williams, 2011).

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Summary of the crucial results, conclusion, suggested implication to interventions and recommendation for further studies are outlined in this chapter.

5.2 Summary of Findings

The following were summary of the findings

5.2.1 Prevalence of Bullying

Majority of respondents indicated low levels of witnessing bullying in their schools (91.9%), being victims (97.6%) and perpetrators (70%). Most prevalent three forms of bullying were item stolen, spreading rumors and gossiping. Male students were more likely to witness bullying than female respondents; also students in boarding schools were more likely to witness and perpetrate bullying than their counterparts in day and day/boarding schools.

The association between gender and witnessing bullying was not statistically significant, $\chi^2(1) = 1.746, p > 0.05$. This implies that although males were more likely to witness bullying, the association was not significant and therefore either gender had equal chances of witnessing bullying.

There was a statistically significant relationship between school type by accommodation and witnessing bullying, $\chi^2(1) = 10.06, p = .018$. This indicates that school type by accommodation was significant in pointing out the type of schools likely to witness bullying.

There was a statistically significant association between school type by gender and witnessing bullying, $\chi^2(1) = 10.936, p = .012$. This implies that the school type by gender was a significant indicator of witnessing bullying.

The association between gender and being a victim of bullying was not statistically significant, $\chi^2(1) = 0.953, p > 0.05$. This implies that either gender were likely to be bullied on equal measures.

The association between school type by accommodation and being a victim of bullying was not statistically significant, $\chi^2(1) = 3.974, p > 0.05$. This indicates that the

type of school by accommodation could not be significantly associated with being a victim of bullying.

The association between school type by gender and prevalence of being a victim of bullying was not statistically significant, $\chi^2(1) = 5.438, p > 0.05$. This implies that students from either boys or girls school could experience bullying in equal measures.

The association between by gender and prevalence of being a perpetrator of bullying was not statistically significant, $\chi^2(1) = 3.584, p > 0.05$. This implies that gender of the student could not be significantly associated with being a perpetrator of bullying.

There was a statistically significant relationship between school type by accommodation and being a perpetrator of bullying, $\chi^2(1) = 21.486, p = .001$. This implies that students in some school types in terms of accommodation such as boarding schools were likely to perpetrate bullying.

The association between school type by gender and being a perpetrator of bullying was not statistically significant, $\chi^2(1) = 11.551, p > 0.05$. This implies that students in both boys and girls school were likely to perpetrate bullying in equal measures.

5.2.2 Family structure and Bullying

Majority of the respondents (65.8%) were living with both parents, 18.6% were living with single mothers, while 6.6% were living with a guardian who was a relative.

The association between family structure and prevalence of witnessing bullying was not statistically significant, $\chi^2(1) = 6.76, p > 0.05$. This indicates that type of family that a student came from had no relationship with witnessing incidences of bullying in school.

The association between family structure and prevalence of being a victim of bullying was not statistically significant, $\chi^2(1) = 8.794, p > 0.05$. This indicates that the type of family a student comes from had no association with witnessing bullying in schools.

The association between family structure and prevalence of perpetrating bullying was not statistically significant, $\chi^2(1) = 8.794, p > 0.05$. This indicates that the type of family structure a student comes from had no association with the likelihood of perpetrating bullying.

5.2.3 Parental conflict and Bullying

92.3% of the participants indicated experiencing low parental conflict, with only 1.3% experiencing high parental conflict.

The association between parental conflict and prevalence of witnessing bullying was not statistically significant, $\chi^2(1) = 5.928, p > 0.05$. This indicates that conflict in the family had no association with witnessing bullying incidences.

The association between parental conflict and being a victim of bullying was statistically significant, $\chi^2(1) = 26.45, p < 0.05$. This shows that students who come from families with conflict are likely to become victims of bullying.

The association between parental conflict and prevalence of perpetrating bullying was statistically significant, $\chi^2(1) = 18.589, p = 0.001$. This findings show that students who grow up in conflict families were likely to perpetrate bullying in schools.

5.3 Conclusions of the Study

The current study has established low levels of prevalence of bullying in terms of witnessing, being a victim and perpetrating bullying. Despite the low prevalent levels, the findings indicated that male students and those in boarding schools are more likely to witness bullying and also perpetrate bullying compared to their female counterparts and the students in day or day/boarding schools.

The study findings established that the most prevailing family structure was still the traditional nuclear family. The findings from the chi-square cross tabulations also established that students from single parent homes were more likely to experience bullying than those living with both parents; however, the association between family structure and prevalence of experiencing bullying were not statistically established, therefore the null hypothesis indicating that there was no significant relationship between family structure and prevalence of bullying was not rejected. From the current study, bullying could therefore not be attributed to family structure.

The study found out that majority of the students experienced low levels of parental conflicts. Findings of the cross tabulation also established the respondents who experienced moderate and high parental conflict were more likely to witness and

perpetrate bullying than those experiencing low parental conflict. These findings were statistically significant as confirmed by chi square of association test, thereby rejecting the null hypothesis stating that there was no significant relationship between parental conflict and prevalence of bullying. The findings therefore conclude that the tendency of becoming a bullying victim or a bullying perpetrator could be associated with conflicts in the family.

5.4 Recommendations of the Study

The current study made the following recommendations:

- i. The study highlighted a significant occurrence of bullying among learners that were male and those in boarding schools. Therefore, programs should be put in place in the various public boarding and boys secondary schools to address the issue of bullying. The programs should focus on counseling the students on the effects of bullying while also establishing their root causes and preventing their occurrence.
- ii. The fact that incidents of bullying were experienced more in single family structures than nuclear family structures, there is therefore a need to consider family structure background in developing and implementing preventive and intervention program for bullying.
- iii. The fact that significant relationship was established between parental conflict and being a victim and a perpetrator of bullying, there is need for sensitization programs to be conducted among the parents of high school students on the effects of exposing children to parental conflicts and the same be conducted in the communities to act as a preventive measure for future students.

5.5 Suggestions for Further Research

The researcher recommends the following studies be conducted to address the limitations of the current study:

- i. This study focused on the relationship between parental conflict and bullying in public secondary schools in Kiambu County. Similar studies should therefore be replicated in other Counties in Kenya which may have varying social demographic characteristics.

- ii. The current study did not establish a significant relationship between family structure and prevalence of bullying in Kiambu County. Similar studies should be conducted in other regions to explore whether the relationship between family structure and prevalence of bullying exist.
- iii. The current study focused on the relationship between parental conflict and family structure with bullying. The researcher recommends that studies be conducted on other factors within and outside the family that may be associated with bullying.
- iv. The current study focused on bullying among public school students. The researcher also recommends that comparative studies be conducted between bullying in public secondary schools and private secondary schools.

REFERENCES

- Arseneault, L., Milne, B. J., Taylor, A., & Felicity, A. (2008). Being bullied as an environmentally mediated contributing factor to children's internalizing problems. *Arch Pediatric Adolescent MED Journal*, 162(2), 145-150.
- Beran, T., & Li, Q. (2007). The Relationship between cyberbullying and school bullying. *Journal of Student Wellbeing*, 1(2), 15-33.
- Besag, V. E. (1989). *Bullies and victims in schools: A guide to understanding and management*. Open University Press.
- Bisese, V. S. (1969). *Imitation Behavior as a Function of Direct and Vicarious Reinforcement.*[Carbondale, Ill.] 1965. University Microfilms.
- Burton, P., & Leoschut, L. (2013). School Violence in South Africa. *Centre for Justice and Crime Prevention*. Cape Town, Cape Town, South Africa. Retrieved June 15, 2014, from [http://cjcp.skinthecat.co.za/articles PDF/65/Monograph12-School-violence-in-South%20Africa.pdf](http://cjcp.skinthecat.co.za/articles/PDF/65/Monograph12-School-violence-in-South%20Africa.pdf)
- Cohn, A & Canter, A. (2003). *Bullying: Facts for schools and parents*.Bethseida: National Association of School Psychologists.
- Derek, W. (2000).Bullying in 25 secondary schools: Incidence impact and intervention.*Educational Research*. Available at [http:// www. T and f.co.uk/journals](http://www.Tandf.co.uk/journals). Retrieved on April 2013
- De wet, C. (2005).*Bullying rife in free state schools*. New York: Willey & Sons
- Egbochuku, E.O. (2007). Bullying in Nigerian schools: Prevalence study and implications for counseling. *Journal of Social Sciences*, 14(11): 65-71.
- Elliot, M. (2009).Bullying in middle school as a function of insecure attachment and aggressive attitudes. *School Psychology International*, 30, Pp. 201 – 214
- Eron, L. D., &Huesmann, L. R. (1990).The stability of aggressive behavior—even unto the third generation. In *Handbook of developmental psychopathology* (pp. 147-156).Springer US.

- Fraenkel, R.J. & Wallen, E. N. (2006). *How to design and evaluate research in education*. Boston: McGraw-hill.
- Georgiou & Stavrinides, P. (2013). Parenting at home and bullying at school. *Social Psychology of Education International Journal*, 43(4), 34-56.
- Georgiou, S. N. (2008). Parental style and child bullying and victimization experiences at school. *Social Psychology of Education*, 11(3), 213-227.
- Global School-Based student health survey. (2003). Kenya 2003 Fact Sheet. Nairobi: MOH.
- Jansen, P. W., Verlinden, M., Dommisse-van Berkel, A., Mieloo, C., van der Ende, J., Veenstra, R., ... & Tiemeier, H. (2012). Prevalence of bullying and victimization among children in early elementary school: Do family and school neighbourhood socioeconomic status matter? *BMC Public Health*, 12(1), 494.
- Kathuri, J.N & Pals D. A. (1993). *An Introduction to educational research*. Njoro Kenya: Egerton University Press.
- Long, J. D., & Pellegrini, A. D. (2003). Studying change in dominance and bullying with Linear Mixed Models. *School Psychology Review*, 32(3).
- Mann, D. (2011). Bullies and victims of bullying are more likely to be exposed to violence at home. Retrieved June 18, 2014, from WebMD Health News: <http://www.webMD.healthnews>
- Mugenda, A & Mugenda, O. (1999). *Research methods: Quantitative and qualitative approaches*. Nairobi. African Centre for Technological Studies Press.
- Nansel, T. R., Pilla, R., Ruan, J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Jama Journals*, 285(16), 19-28.
- Nassiuma, D. K. (2000). Survey sampling. *Theory and methods*.

- Ndetei, D. (2009). Bullying in public secondary schools in Nairobi, Kenya. *Journal of Child and Adolescent Mental Health*. Vol4(1).
- Ndetei, D. M., Ongecha, F. A., Khasakhala, L., Syanda, J., Mutiso, V., Othieno, C. J., et al. (2007). Bullying in public secondary schools in Nairobi Kenya. *Journal of Child and Adolescent Mental Health*, 19(1), 45-55.
- Ngunjiri, P. G., (1999). *Bullying in secondary schools in Kenya: A Case Study of Tetu*. Unpublished Sociology Project, Egerton University.
- Olweus, D. (1978). *Aggression in the schools: Bullies and whipping boys*. Washington, DC: Hemisphere.
- Olweus, D. (1993) *Bullying at school: What we know and what we can do*. Oxford: Blackwell Publishers.
- Patchin, J. W. (2013, June 17). Holding parents responsible for their child's bullying. Retrieved June 19, 2014, from Cyber Bullying Research Center Website: <http://www.Holding Parents Responsible for their Child's Bullying.Cyber Bullying Research Center.html>
- Poi Poi, W. M. (2011) Teachers' perceptions of the psycho-physiological cause of bullying among public secondary school students in Western Province, Kenya. *International Journal of Current Research* 3 (2) Pp. 115 – 123.
- Raiken, L. (1994). *Psychological testing and assesment*. Boston: Allyn and Bacon.
- Rigby, K. (2013, December 19). Bullying in schools and its relation to parenting and family life. *AIFS Journal*, 19(1), 43-50.
- Sanders, C. E., & Phye, G. D. (2004). *Bullying: Implications for the classroom*. New York: Academic Press.
- Sidanius, J., & Pratto, F. (2004). Social dominance theory: A new synthesis.
- Slee, P.T. (2006) Violence prevention: Schools and communities working in partnership. *International Journal on Violence and School*.
- Swearer, S. M., Spelage, D. L., & Napolitano, S. A. (2009). *Bullying Prevention and Intervention: Realistic strategies for schools*. Chicago: Guilford Press.

- UNESCO. (2017). School violence and bullying: Global status report. Retrieved from: <https://hihealthclearinghouse.unesco.org/library/documents/school-violence-and-bullying-global-status-report>
- Wanyiri, G. (2011). Causes, forms and effects of bullying in secondary schools in Othaya district. Unpublished MA Research Project, Kenyatta University.
- Williams, K. (2011). Bullying behaviors and attachment styles. *Electronic Theses & Dissertations*. Georgia Southern University
- Wolke, D., & Skew, A. J. (2011). Family factors, bullying victimisation and wellbeing in adolescents. *Longitudinal and Life Course Studies*, 3(1).

APPENDICES

Appendix A: Student's Questionnaire

Dear Respondent,

I am **Magangi Evelyn Bochere**, a post graduate student in Kenyatta University pursuing a Master of Arts degree in counseling psychology. Currently I am conducting a study on the relationship between family structure, parental conflict and bullying among public secondary school students in selected schools of Kiambu county, Kenya. You have been selected to participate in this study and I would highly appreciate if you assisted by responding to all questions as completely, correctly and honestly as possible. The Questionnaire consists of four sections. Your responses will be treated with utmost confidentiality and will only be used for research purposes. Your name and that of your school need not appear in this questionnaire unless you wish to.

Your cooperation will be highly appreciated.

Thanking you in advance.

Magangi Evelyn Bochere

Part 1: Demographic Characteristics

Please indicate the correct option by ticking (✓) or filling in the appropriate spaces provided.

1. Type of school by accommodation status

- A. Boarding only []
- B. Day only []
- C. Boarding/Day []

2. Type of school by gender

- A. Boys only []
- B. Girls only []
- C. Mixed []

3. Which class are you in?

- A. Form two []
- B. Form three []
- C. Form four []

4. Gender

- A. Male []
- B. Female []

5. Please indicate your age

- A. 13-14 []
- B. 15-16 []
- C. 17-18 []
- D. 19-20 []
- E. 21 or above []

6. Whom do you live with?

- A. Both parents and siblings []

- B. Mother only []
- C. Father only []
- D. Biological mother and step father []
- E. Biological father and step mother []
- F. Siblings only []
- G. Relative Guardian []
- H. Non-relative guardian []
- I. Other (specify) _____

7. If you do not live with both parents, in question 6, what are the reasons?

- A. Separated []
- B. Divorced []
- C. Single parent family []
- D. Parent working elsewhere []
- E. Other (specify) _____

Part 2; Incidences of bullying

Below are questions concerning bullying in schools.

8. What types of bullying have taken place in your school in the last 12 months preceding this survey? (Tick the most commonly evident in your school)

- A. Kicking or hitting []
- B. Harassment []
- C. Teasing []
- D. Gossiping (say bad things) about others []
- C. Leaving me out of a group []
- D. Pouring cold water []
- E. Spreading rumors []
- F. Humiliation []

- G. Made faces at you []
- H. Insulting jokes about my color or tribe []
- I. Writing mean notes about me []
- J. Sexual abuse/harassment []
- K. Pouring cold water []
- L. Tripping []
- M. Spat on []
- N. Made to fight` []
- O. Verbally abused []
- P. Items stolen []
- Q. Property damaged []
- R. Sent harassing messages via the internet []

S. Other (please specify)

9. Have you ever witnessed other students being bullied in the last 12 months preceding this survey?

Very often	Often	Sometimes	Rarely	Never

10. If YES to 9 above, how were they bullied? Choose from the list the ones you have witnessed in the last 12 months preceding this survey.

- A. Kicking or hitting []
- B. Harassment []
- C. Teasing []
- D. Gossiping (say bad things) about me []
- E. Leaving me out of a group []
- F. Pouring cold water []
- G. Spreading rumors []
- H. Humiliation []

- I. Made faces at you []
- J. Insulting jokes about my color or tribe []
- K. Writing mean notes about you []
- L. Sexual abuse/harassment []
- M. Tripping []
- N. Spat on []
- O. Verbally abused []
- P. Items stolen []
- Q. Property damaged []
- R. Sent harassing messages via the internet []

S. Other (specify) _____

11. Have you ever been bullied in this school in the last 12 months preceding this survey?

- A. Yes []
- B. No []

12. If YES to 11, how were you bullied? Choose from the list the type of bullying in the last 12 months preceding this survey.

- A. Kicking or hitting []
- B. Harassment []
- C. Teasing []
- D. Gossiping (say bad things) about me []
- E. Leaving me out of a group []
- F. Pouring cold water []
- G. Spreading rumors []
- H. Humiliation []
- I. Made faces at you []
- J. Insulting jokes about my color or tribe []
- K. Writing mean notes about you []
- L. Sexual abuse/harassment []

- M. Tripping []
- N. Spat on []
- O. Verbally abused []
- P. Items stolen []
- Q. Property damaged []
- R. Sent harassing messages via the internet []

S. Other (specify) _____

13. Have you ever bullied other students in the last 12 months preceding this survey?

- A. yes
- B. No

14. If yes to 13, how frequently have you bullied other students in the last 12 months preceding this survey?

Very often	Often	Sometimes	Rarely	Never

Part 3: Parental Conflict

15. The following are statements on parental conflict that occur in most families. Indicate the frequency in which the statements are true in your case in the last 12 months preceding this survey.

Statement	Very often	Often	Sometimes	Rarely	Never
My parents Insult or swear at each other					
My parents shout or yell at each other					
My parents fight with each other					
My parents threaten to					

divorce/separate					
My parents destroy personal items belonging to each other					

Thank you for taking time to answer the questions

Appendix B: Required Size for Randomly Chosen Sample

N	S	N	S	N	S	N	S
10	10	140	103	550	226	4500	354
15	14	150	108	600	234	5000	357
20	19	160	113	650	241	6000	361
25	24	220	140	700	248	7000	364
30	28	230	144	750	254	8000	367
35	32	240	148	800	260	9000	368
40	36	250	152	1200	291	10000	370
45	40	260	155	1300	297	15000	375
50	44	270	159	1400	302	20000	377
55	48	280	160	1500	306	30000	380
60	52	290	165	1600	310	50000	381
65	56	300	169	1700	313	100000	384
70	59	320	175	1800	317		
75	63	340	181	1900	320		
80	66	360	186	2000	322		
85	70	380	191	2200	327		
90	73	400	196	2400	331		
95	76	420	201	2600	335		
100	80	440	205	2800	338		
110	86	460	210	3000	341		
120	92	480	214	3500	346		
130	97	500	217	4000	351		

Source:Kathuri& Pals (1993).

N=Population size

S=Sample size

Appendix C: Procedures to Address Ethical Issues among Participants

The researcher did the following to ensure that subjects are protected from any foreseeable harm and be informed of any benefits of the research

- I. The researcher introduced herself to the participants and explained the purpose of the study for participants to make informed decisions be involved in the research
- II. The participants were informed that it was voluntary to participate in study and can withdraw any time they wished to do so
- III. The participants were informed that the information they gave was not to be linked to them, no name was written on research instruments and any information given was handled with utmost confidentiality
- IV. The participants were informed that the researcher would give feedback once the research was completed and findings may be used to put an interventional program in place to assist the participants and other people affected by the problem of study
- V. Reporting of results was not done mentioning schools where data had been collected from. The identity of schools was concealed.
- VI. Researcher confirmed to the participants that no foreseeable risk to them identified if they participate in the study
- VII. After all the above was done, the researcher requested the participants who were willing to participate to sign the consent form

Appendix D: Informed Consent Form

I do confirm that I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I am satisfied that the said study has no foreseen risks. Therefore, I consent voluntarily to participate as a participant in this research.

Name of Participant _____ **Signature of Participant** _____ **Date**

If illiterate

A literate witness selected must sign by selected by the participant and who have no connection to the research team). Participants who are illiterate should include their thumb-print as well.

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Name of witness _____ **and** **Thumb print of participant**

Signature of witness _____

Date _____



Statement by the Researcher/person reading the consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands:

- i. Nature and purpose of the survey
- ii. Participation is voluntary
- iii. Anonymity and confidentiality is guaranteed
- iv. There no foreseen risks involved in the study

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Name of Researcher/person taking the consent _____

Signature of Researcher /person taking the consent _____

Date _____

Appendix E: Letter of authorization from NACOSTI



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

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.
NACOSTI/P/16/14769/11509

Date:

8th June, 2016

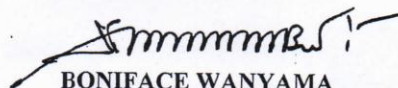
Evelyn Bochere Magangi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Relationship between parental conflict and bullying among public secondary school students in Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **8th June, 2017**.

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

Appendix F: Letter of authorization from Ministry of Education

**MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
State Department of Education**

Telephone: Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email: directoreducationkiambu@yahoo.com
When replying please quote
KBU/CDE/HR/4/11/ (82)



COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU
13th June, 2016

Evelyn Bochere Magangi
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science, Technology and Innovation letter Ref. No. NACOSTI/P/16/14769/11509 dated 8th June, 2016.

Authority has been granted to you to do research on "*Relationship between parental conflict and bullying among public secondary school students in Kenya*" for a period ending 8th June, 2017.

Please accord her the necessary assistance.


COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P.O. BOX 2300-00100 KBU.
TEL. 020-2044686
FAX-020-2090948

LEAH ROIKO
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY