

**INFLUENCE OF PEER BULLYING ON STUDENT ENGAGEMENT IN SCHOOL
ACTIVITIES: THE CASE OF SECONDARY SCHOOLS IN LAIKIPIA COUNTY,
KENYA**

BY

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REG. NO: E55/27505/2013

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION(SOCIOLOGY OF EDUCATION AND POLICY STUDIES)
OF KENYATTA UNIVERSITY**

MAY, 2021

DECLARATION

I declare that this thesis is my original work and has not been presented in any other university or institution for consideration of any certification. Where text, data, graphics, pictures, or tables were borrowed from other sources, references were cited using the current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

To my parents who raised me with wisdom.

ACKNOWLEDGEMENTS

I thank the Almighty God for his sustenance. I thank my supervisors; Dr. Violet Wawire and Dr. Salome Nyambura, for their positive criticism which helped me widen the scope of my research topic. Special mention goes to the Principal of my current work station, Mr. John Ngure who used to give me permission to travel to the field and university for my research engagements. I am indebted to my loving parents; my dad Simon Ombasa and mum Isabella Omoso who raised me with love and wisdom. I appreciate my siblings Edward Maosa, Brian Omoso and little sister Truphena Kwamboka for their love. I am because you are!

LIST OF ABBREVIATIONS AND ACRONYMS

APA	American Psychological Association
ANOVA	Analysis of Variance
CCAs	Co-curricular Activities
DEO	District Education Office
DQASO	District Quality Assurance and Standards Officer
FGDs	Focus Group Discussions
GOK	Government of Kenya
LGBT	Lesbian Gay Bisexual and Trans-gender
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
PE	Physical Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UK	United Kingdom
UN	United Nations
USA	United States of America

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ABSTRACT

The World Health Organization ranked Kenya among countries with the leading cases of bullying in 2016. According to the study, prevalence of bullying in Kenyan secondary schools was 57.4 % for students who got bullied at least once a month. These findings raised concern because bullying causes physical, emotional, and psychological harm to victims. However, prior studies did not compare how peer bullying affects academic and co-curricular engagement of victims, bullies and observers. It was against this background that the study investigated the influence of peer bullying on student engagement in school activities in Laikipia County. The study used the theory of humiliation by Evelin Gerda Lindner. A descriptive survey design was used. Stratified random sampling and purposive sampling were used to sample 374 students, 11 teachers, and 11 Deputy Principals from 11 schools. Questionnaires, focus group discussions, and interviews collected data. Piloting was done in one school to establish the validity and reliability of the instruments. Qualitative data was categorized into themes and analyzed in a narrative form whereas quantitative data was analyzed using percentages and frequencies. Frequency tables presented quantitative data whereas qualitative data was presented in narrative themes. The first objective revealed that verbal, physical, and property forms of peer bullying were common among peers. The second objective found that boys were more likely to be involved as victims of property and physical bullying whereas girls were more likely to be involved as victims of verbal bullying because bullies used their physical appearance to bully them. The third objective about the influence of peer bullying on academic engagement revealed that being bullied made victims skip lessons because of fear. Other victims stopped answering questions and failed to write lesson notes because of stress. Perpetrating peer bullying caused suspension from school for bullies. It also made bullies miss exams for violating school rules. In contrast, observing incidents of peer bullying created fear among observers and influenced them to change schools and withdraw from discussion groups. The fourth objective on the effects of peer bullying on co-curricular engagement revealed that being bullied caused victims to drop out of co-curricular activities because of fear. Furthermore, victims developed hatred and convinced friends not to join co-curricular activities. Perpetrating peer bullying caused bullies to be suspended from CCAs for creating disturbance. Other bullies missed competitions and got expelled from co-curricular activities. Observers lost morale to participate in CCAs and eventually dropped out for fear of being bullied. These findings led to the conclusion that an increase in cases of peer bullying lowered academic and co-curricular engagement. The study recommends that teachers should increase vigilance on students and ensure that cases of low academic and co-curricular engagement caused by peer bullying are detected early and curbed.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter introduces the problem by tracing its origin from a global, continental, regional, national, and local area perspective. It probes what is known and the gaps that exist on forms of peer bullying, trends of peer bullying, influence of peer bullying on academic and co-curricular engagement. It highlights: objectives, research questions, scope of study, assumptions of study, theoretical framework, conceptual framework, and operational terms.

1.1 Background to the Study

According to Quiroz et al. (2006), bullying is intentional use of force, threat, or coercion to abuse, intimidate or aggressively dominate others. This behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from ordinary conflicts between individuals (Olweus, 1993). Globally, approximately 246,000,000 children and adolescents become victims of school violence and bullying yearly. However, these estimates vary between countries and studies, ranging from less than 10 % to over 65 % (UNESCO, 2017).

Peer bullying is different from adult bullying. According to Juvenon (2011), the latter involves mature members of the society like parents, teachers, employees, and community members. Unlike adult bullying, peer bullying involves victims and perpetrators who share similar social attributes like age and education level. The researcher focused on peer bullying.

Peer bullying takes different forms. Quiroz et al. (2006) identified six forms of peer bullying: physical bullying; verbal bullying; sexual bullying; psychological bullying; relational bullying; and properties bullying. According to Pabian and Vanderbosch (2016), physical bullying occurs when peers use their bodily strength or physique to dominate others. It is manifested through hitting, kicking, pinching, pushing, and taking or damaging victims' properties. On the other hand, verbal bullying refers to use of either spoken or written words to demean others. It manifests through name calling, inappropriate sexual comments, abusive language, and threats. Social bullying involves harming relationships or another person's reputation. It manifests through intentionally excluding someone from activities, persuading others not to be friends with the victim, spreading false rumors, and embarrassing the victim in public. In contrast, cyber bullying is perpetrated through use of electronic technology: mobile devices, computers and social media (Lehman, 2015). However, Lehman argues that cyber bullying is an emerging type of bullying that has not been studied adequately in developing countries.

School engagement is one of the areas in education that is affected by peer bullying (Rosta, 2011; Tjavanga & Jotia, 2012). Chapman (2003) defines school engagement as a student's willingness to participate in routine school activities such as attending classes, submitting assignments and following a teacher's instructions. It also refers to involvement in extra-curricular activities in the campus life of a school, college or university (Markwell, 2007). This corroborates the view of Simon-Morton and Chen (2009) that school engagement is the extent to which students are committed to school and motivated to learn. In light of the current study, various indicators measured academic and co-curricular engagement. Indicators of academic engagement included skipping classes, doing class assignments, writing lesson notes, being suspended from class, missing examinations, and suspension from school. Some of these indicators were used in related studies outside Nyahururu like Aune (2011). On the other hand,

indicators of co-curricular engagement included skipping CCAs training sessions, missing CCAs competitions, and dropping out of CCAs. Some of these indicators have been studied previously outside Nyahururu like in Kavanagh (2014).

An overview of the global status revealed that studies on effects of peer bullying on school engagement have separately focused on academic or co-curricular participation of victims and bullies. The current study brought newness by including observers and integrating both academic and co-curricular aspects of school engagement. Related works in USA revealed that over 7 % victims were threatened or injured by weapons in school and at least 20 % were bullied on school grounds. Over 15, 000 victims skipped school (CDC, 2011). Victims were also found to be more likely to drop out of co-curricular activities, rarely ask questions in class and isolate themselves in school (Woda, 2013). This concurs with Juvenon et al. (2010) that American students who are bullied repeatedly receive poor grades and participate less in class discussions. Some of these students may also get mislabeled as low achievers because they do not want to speak in class for fear of being bullied. However, these studies put emphasis on victims. The current study brought a broader understanding of the problem by focusing on all categories of students: observers, victims, and bullies.

The USA situation is similar to Denmark where perceptions of peer bullying made students feel unsafe and become less engaged in the school community. Victims experienced less motivation to excel in school and often failed to fully participate in school activities (Mundbjerg et al., 2014). Although Denmark revealed important insights on peer bullying and academic engagement of victims, it left out co-curricular engagement, an equally important aspect of school engagement. It also left out observers and bullies, unlike the current study. Other developed countries have also experienced this problem. Sisjord (2007) found high dropout rates among 30 % of Norwegian girls and boys that experienced physical and verbal

bullying in a sport context. This was comparable to the Sri Lankan situation where 68 % of boys and 51.2 % of girls were subjected to physical harassment, verbal abuse, and humiliation and eventually withdrew from CCAs and decreased their co-curricular performance (Dissanayake et al., 2012). However, unlike the current study, the Norwegian and Sri Lankan cases did not offer comparisons on how peer bullying influenced academic and co-curricular engagement of bullies, victims, and observers.

The problem of peer bullying is not new to Africa. In Botswana, physical bullying has been found to be the most frequent form of peer bullying experienced at 60 % followed by emotional bullying at 21 %. Bullies have been found not to pay attention to school work but instead spend more time thinking about their next victims (Tjavanga & Jotia, 2012). However, the same has not been established for co-curricular engagement, which this study unraveled. Comparatively, in Namibia, teachers revealed that perpetrating peer bullying caused bullies' suspension from school and subsequent loss of academic hours. Observers were also forced to stay away from school out of fear (Aune, 2011). A comparison with Nigeria presents probably one of the few cases on bullying and co-curricular engagement in Africa. According to Chukwubuikem et al. (2013), peer bullying was rampant in girls' only and mixed federal schools where sport activities were rarely administered than in boys' only schools where sport activities were frequently administered. However, a deeper interrogation revealed that unlike the current study, the Nigerian case focused on how participation in CCAs minimized peer bullying rather than how peer bullying affected co-curricular engagement. Moreover, as the case was with developed countries, the Nigerian situation didn't reveal how peer bullying affected victims, bullies, and observers in both academic and co-curricular aspects of school engagement.

Within the East African region, Zanzibar leads in all forms of peer bullying. According to Saito (2011), 73 % of primary school pupils used abusive language frequently. In mainland Tanzania,

there was a high prevalence of gossiping at 74.3 %, spreading rumors at 70 % and group exclusion at 70.2 % (Morris, 2012). This problem affects educational outcomes significantly. Primary schools in Uganda where children experienced forms of physical bullying like hitting and shoving performed poorly in academics (Wandera et al., 2017). However, unlike the current study, the Zanzibar and Ugandan studies did not focus on secondary schools where the prevalence of peer bullying goes as high as 57.4 % (WHO, 2016).

A continental review didn't find any study that compared academic and co-curricular engagement of bullies, victims, and observers. Nationally, WHO (2016) shows that 57.1 % of students are bullied at least once every month. Peer bullying in mixed schools has been found to occur through sexual violence against girls and verbal bullying among boys (Itegi, 2017). The official policy on this problem is contained in MOE (2008). The policy titled *safety standards manual for schools in Kenya: schools as safe zones*, is in line with the United Nations' convention on the rights of the child, an internationally ratified agreement that sets out basic fundamental rights of every child, including the right to protection from violence, abuse, or neglect. The policy states that violence in schools takes the form of teacher to learner violence and learner to learner violence. Teacher to learner violence takes the form of physical violence such as corporal punishment, sexual assault, twisting/pulling of ears, slapping and pinching. Some teachers also emotionally abuse learners through verbal abuse and harassment, taunts and belittling. According to the policy, these abuses and harassments affect the learners' ego and self-esteem. On the other hand, learner to learner violence is characterized by physical attacks, sexual assault, and bullying. All these acts are illegal. Moreover, the policy notes that when teaching-learning is interrupted by acts of violence on learners, performance in national examinations gets compromised. A review of this policy however, reveals that it emphasizes the effects of bullying on the academic aspects of school engagement. It overlooks the effects

on co-curricular aspects of school engagement. This study strengthens the policy by providing evidence on how forms of peer bullying affect co-curricular aspects of school engagement as well.

Although little has been done about the effects of peer bullying on academic and co-curricular aspects of school engagement in Laikipia County, comparisons of statistics on prevalence from other counties make Laikipia County stand out. The prevalence rate of Kajiado County is 45.6 % (Manyibe & Anyona, 2018) whereas Nairobi County is 54.4 % (Itigi, 2017). This is almost at par with the neighboring Kiambu County which has a prevalence rate of 52.1 % (Kahunga, 2013). The rates from these counties trail Laikipia's prevalence rate which Bond (2014) found to be 58.6 %. Moreover, the situation in other counties shows that the usual forms of peer bullying are sexual, property, physical, and verbal bullying. However, for Laikipia, one hitherto known form of peer bullying has been discovered. Mwangi (2012) revealed the existence of graffiti bullying in Laikipia East District. Graffiti bullying affected bullies' grammar negatively because it influenced them to make grammatical mistakes by using slang, mixing English and vernacular as well as omitting appropriate articles or prefixes. However, the same was not revealed on co-curricular engagement, which the researcher unraveled.

A local area search revealed that relational bullying affected academic engagement negatively. According to Gitonga (2009), 57.1 % of teachers agreed that stigmatization of pregnant girls in Nyahururu District made them skip school. However, unlike Gitonga (2009) who focused on female victims only, the current study unraveled broader gender patterns for male and female victims, bullies, and observers. Focus was given to Nyahururu Sub-county because the study was in response to a recommendation by a previous study in Laikipia East by Mwangi (2012) which recommended that future studies on areas related to bullying should focus on public secondary schools from the other sub-counties of Laikipia County.

Some regard peer bullying as a harmless routine experience that students go through in school. However, empirical evidence shows that peer bullying is a potentially damaging form of violence to not only the victims, but also the school climate and the right of students to learn in a safe environment. The paucity of studies that compare how bullies, victims and observers are affected by bullying with regard to academic and co-curricular aspects of school engagement created concern. It was against this background that the study investigated the influence of peer bullying on student engagement in school activities in Laikipia County.

1.2 Statement of the Problem

The World Health Organization ranked Kenya among countries with the highest levels of peer bullying in 2016 for being among countries with prevalence rates of between 43 % and 74 %. Deeper comparisons of statistics across counties made Laikipia County unique because its 58.6 % prevalence rate not only exceeded the national average of 57.4 % but also overtook Kajiado's 45.6 %, Nairobi's 54.4 %, and Kiambu's 52.1 %. Furthermore, previous studies in Laikipia East secondary schools found that graffiti bullying hindered learning of English among victims. Others found that sexual bullying contributed to educational wastage of female victims in Laikipia West. This resembled studies from Nyahururu which found that 57.1 % of teachers believed that stigmatization of student mothers contributed to school avoidance. However, these studies focused on victims but overlooked bullies and observers. Moreover, they ignored the co-curricular aspect of school engagement. These gaps raised alarm because literature from other countries suggested that peer bullying influenced school expulsion for bullies, caused fear of school among observers, lowered victims' classroom concentration, lowered observers' co-curricular involvement, and encouraged victims to drop out of CCAs. When teaching-learning is interrupted by acts of violence among learners, development of talents and performance in national examinations will be affected in the long term. Moreover, the

government's commitment to high participation, retention, and completion rates in secondary schools will be derailed if these safety and security concerns are not addressed. In spite of this, no study has focused on Nyahururu Sub-county to reveal how peer bullying affects academic and co-curricular aspects of school engagement of bullies, victims, and observers. It was against this backdrop that the study investigated how various forms of peer bullying influenced school engagement of secondary school students in Laikipia County.

1.3 Purpose of the Study

The purpose of this research was to investigate the influence of peer bullying on school engagement of secondary school students in Nyahururu Sub-County.

1.3.1 Objectives of the Study

The objectives of the study were to:

- (i) Identify forms of peer bullying manifested among secondary school students in Nyahururu Sub-county.
- (ii) Describe trends of peer bullying manifested among secondary school students in Nyahururu Sub-county.
- (iii) Explore how forms of peer bullying influence academic engagement of secondary school students in Nyahururu Sub-county.
- (iv) Investigate how forms of peer bullying influence co-curricular engagement of secondary school students in Nyahururu Sub-county.

1.3.2 Research Questions

The study responded to the following questions:

- (i) Which forms of peer bullying exist among secondary school students in Nyahururu Sub-county?

- (ii) What are the trends of peer bullying among secondary school students in Nyahururu Sub-county?
- (iii) How do forms of peer bullying influence academic engagement of secondary school students in Nyahururu Sub-county?
- (iv) How do forms of peer bullying influence co-curricular engagement of secondary school students in Nyahururu Sub-county.

1.3.3 Significance of the Study

Although the national policy on bullying titled *safety standards manual for schools in Kenya: schools as safe zones*, emphasizes the effects of bullying on academic aspects of school engagement, it overlooks effects on co-curricular aspects of school engagement. This study strengthens the policy by revealing that forms of peer bullying lower students' morale to participate in CCAs and even influence them to drop out of CCAs. This data better equips MOE to plan and design remedial interventions like regular anti-peer bullying sensitization messages that can be broadcasted in the media. School administrators will receive alternative mechanisms of punishing bullies instead of expelling or suspending them from school which causes them to miss exams and co-curricular competitions. It reveals that victims develop fear and hesitate to ask questions in class and hence enlightens teachers to encourage such students to participate. Moreover, it warns bullies against bullying others as this contributes to their suspension or expulsion from school and subsequent loss of valuable academic hours. The study empowers parents with early warning signs of bullied children like unexplained injuries and fear of school; signs which remind them to report such cases early enough for immediate action from teachers.

1.4 Limitations of the Study

Research limitations are circumstances beyond the control of the researcher that might place limitations on the conclusions of the research as well as relevance to other circumstances (Kombo & Tromp, 2006). Two bullies and two victims failed to return their questionnaires. Although their questionnaire data was not analyzed, the researcher relied on responses they gave during interviews and FGDs to gather data that was lost in those questionnaires. The researcher encountered time constraints because he dealt with students that were going on with their studies. To address this limitation, the researcher utilized weekends and breaks between lessons to meet respondents. The study focused on secondary schools and not primary schools or tertiary institutions because Itegi (2017) suggests that peer bullying is rampant in secondary schools because students in this level of schooling are at the peak of adolescence.

1.5 Delimitations of the Study

Focus was given to Laikipia County because a comparison of recent studies on peer bullying in Kenya revealed that prevalence was high in Laikipia. Manyibe and Anyona (2018) found a prevalence rate of 45.6 % in Kajiado County whereas Itegi (2017) found a prevalence rate of 54.4 % in Nairobi County. This was almost at par with Kiambu County which had a prevalence rate of 52.1 % (Kahunga, 2013). These rates were lower than that of Laikipia County which Bond (2014) found to be 58.6 %. Parents were excluded from the study because they don't have long daily contact with students in school settings. They lacked practical experiences on how victims, bullies, and observers interacted among themselves and with teachers in academic and co-curricular activities. The researcher did not sample private schools because literature suggests that they experience peer bullying rarely. Greco (2020) argues that private schools experience peer bullying less often for various reasons. With low teacher-student ratios, incidents of peer bullying are detected early and addressed. Public school populations are

largely determined by geography. However, in private schools parents have the advantage of selecting the perfect environment to suit their children. Consequently, students are more likely to fit in with the student population, hence reducing the chances of becoming victims. For example, a gifted girl may be singled out by a bully in a public school, where she is the only gifted student in the class. However, in a private school with academic programs focused on gifted students, she is more likely to blend with peers. Moreover, since proprietors have control over enrolment, learners who are bullies and those with serious behavioral issues may be less likely to step foot in private schools.

1.6 Assumptions of the Study

- (i) All schools within the study locale experienced different forms of peer bullying because they hosted students with diverse personalities and backgrounds. This enabled the researcher to design tools that probed on various forms of peer bullying.
- (ii) Peer bullying manifested various trends with regard to gender, academic level, age, and effects. The researcher designed tools that captured these trends.
- (iii) Various forms of peer bullying influenced academic engagement negatively because they created conflicts between students and hindered them from interacting freely in classroom activities. This assumption prompted the researcher to design tools that tried to link various forms of peer bullying to indicators of academic engagement.
- (iv) Various forms of peer bullying had a negative influence on co-curricular engagement because they created conflicts between students which hindered them from interacting freely in leisure activities. This assumption prompted the researcher to design tools that linked various forms of peer bullying to indicators of co-curricular engagement.

1.7 Theoretical Framework

A theoretical framework is a structure derived from existing relevant theorization of key aspects of a study (Orodho et al., 2013). This study was guided by the theory of humiliation by Evelin Gerda Lindner (1954 – present). The theory states that: humiliation is used to dominate or assert power over others; humiliation happens through intimidation, physical or mental mistreatment, trickery, and embarrassment; humiliation causes psychological effects on victims like depression and anxiety (Lindner, 2003). Klein (1991) acknowledges that the humiliation dynamic is used to socialize children and engineer conformity among adults. It harms relationships between individuals and groups and it is a major weapon in the oppression of women, people of color, and other stigmatized groups.

Within the context of the current study, bullies used physical, verbal, and property bullying to assert power and dominance over their victims who were young or small-bodied. By beating, insulting, taking properties, or nicknaming their victims, bullies spread fear and anxiety among victims and observers. This prevented victims and observers from engaging in school activities effectively. For instance, the fear of being bullied made them stop asking questions in class, stop reading notes, skip CCAs competitions, and drop out of CCAs. To assert their power, humiliate, and minimize peer bullying in school, teachers punished bullies by forcing them to kneel in public places, suspending or expelling them from school. This made them miss lessons, examinations, and co-curricular competitions.

Humiliation theory was important for the study because it enabled the researcher understand how the quality of the socialization process among peers affects school engagement. It guided the researcher in understanding that peer bullying as a form of humiliation creates hostile sociological environments that hinder effective academic and co-curricular engagement in

school. This guided the researcher in exploring strategies of addressing this problem in form of recommendations to policy makers, school managers, teachers, and parents.

1.8 Conceptual Framework

According to Orodho et al. (2013), a conceptual framework refers to a researcher's own perception of the problem and how variables operate in influencing each other. The researcher provides a self-explanatory graphical presentation that shows how various variables interact and the direction of the outcomes from such interactions. Peer bullying was the independent variable of the study. Its measurable indicators included insulting, caning, slapping, insulting, hiding belongings, and damaging properties. Peer bullying had a negative influence on school engagement (dependent variable). Indicators of poor school engagement included poor concentration, missing examinations, suspension from class lessons, skipping lessons, dropping out of CCAs, and expulsion from CCAs. Intervening variables were untrained teachers, inadequate resources, overcrowding, and abusive homes. These variables influenced school engagement indirectly. In contrast, enforcing interventions like guidance and counseling, and anti-bullying policies reverses the negative effects of peer bullying on school engagement. The positive outcomes include bullying-free schools which promote effective school engagement whose indicators include active participation in CCAs, competing in CCAs, writing notes, and asking questions in class.

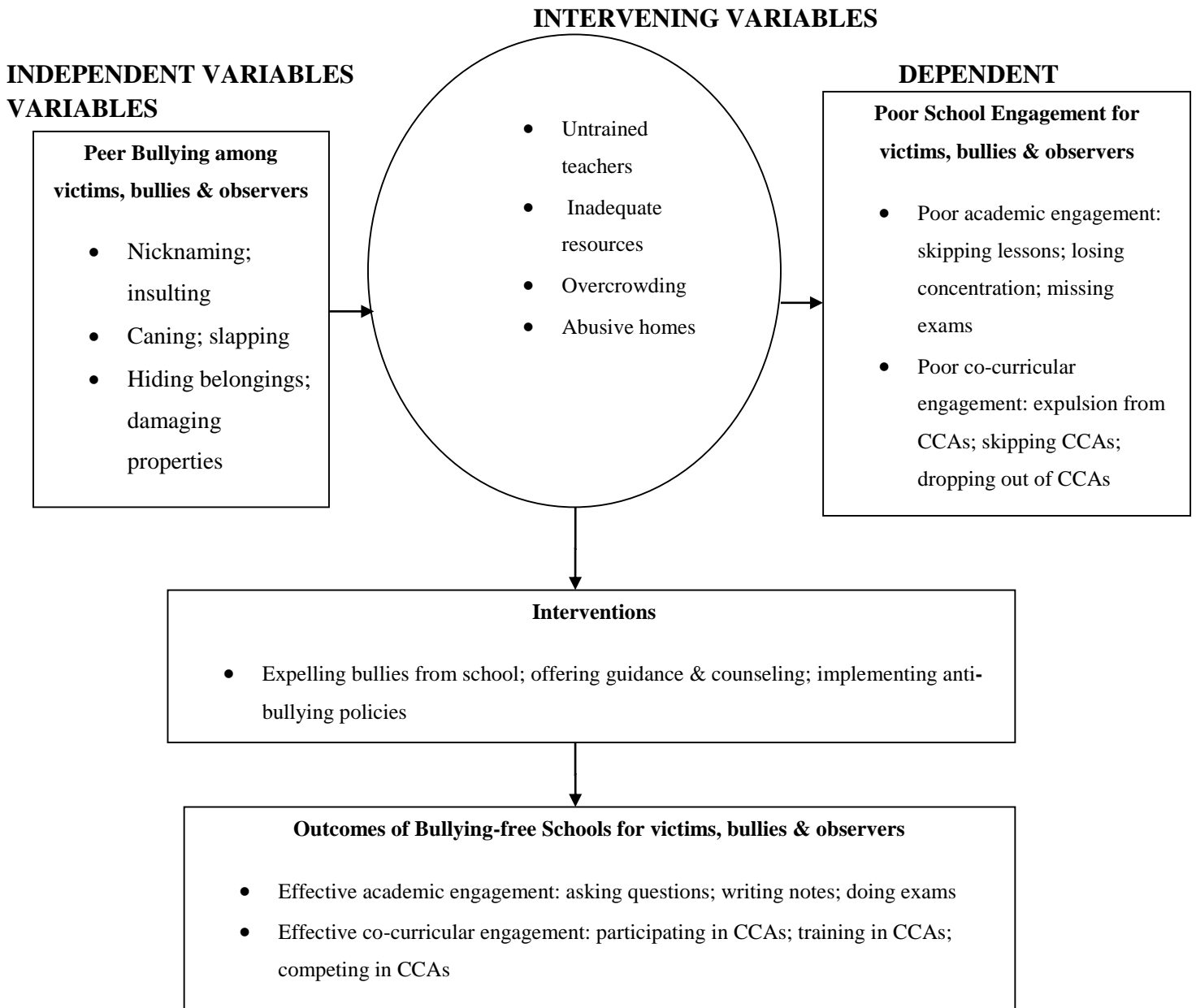


Figure 1.8: Conceptual Framework

Source: Adapted from Ong’eta (2013)

1.9 Operational Definition of Terms

The following expressions were assigned special meanings to suit this research.

Academic engagement: The manner in which students enrolled in secondary schools with peer bullying participated in discussions, reading, and writing tasks in class with the guidance of subject teachers and syllabuses.

Bully: A secondary school student that intentionally used force, threats, or coercion to abuse, intimidate or aggressively dominate another student in school.

Co-curricular engagement: The manner in which students enrolled in secondary schools with peer bullying participated in play and leisure activities to nurture talents and hobbies.

Observer: A secondary school student that witnessed a fellow student intentionally threatening, coercing, dominating or intimidating another student but was not personally a recipient or perpetrator of these acts while in school.

Peer bully: A secondary school student that intentionally used force, threats, or coercion to abuse, intimidate or aggressively dominate a fellow student in school.

School engagement: The manner in which students enrolled in secondary schools experiencing peer bullying participated in classroom discussions, reading, writing, and play activities outside the classroom.

Victim: A secondary school student that received intentional threats, coercion, abuse, domination, and intimidation from another student in school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter carries the literature review as well as a summary of the knowledge gaps. The research objectives were used to create four themes under which the researcher surveyed relevant literature. These themes were: forms of peer bullying; trends of peer bullying; peer bullying and academic engagement; and peer bullying and co-curricular engagement.

2.1 Forms of Peer Bullying in School

This sub-section reviewed previous studies that were related to forms of peer bullying. It probed what is known with regard to acts of cyber, verbal, physical, sexual, psychological, property, and relational types of peer bullying. Work from Asia, Africa, and Kenya was reviewed. Gaps touching on study location and methodology were identified.

Bullying refers to lasting exposure of victims to physical or verbal attack, social ostracism, deliberately perpetuated by an individual or group of people (Olweus, 1993). According to Lehman (2015), there are four common types of bullying: physical, verbal, cyber, and social bullying. Physical bullying is manifested through hitting, kicking, pinching, pushing, and taking or damaging victims' properties. Verbal bullying refers to either spoken or written forms of bullying. It includes name calling, inappropriate sexual comments, use of abusive language and threatening to cause harm. Social bullying involves harming relationships or another person's reputation. It includes intentionally excluding someone from activities; persuading other people not to be friends with the victim; spreading false rumors; and embarrassing the victim in public (Pabian & Vanderbosch, 2016). On the other hand, Lehman (2015) argues that

cyber bullying is perpetrated through use of information or electronic devices: mobile phones, computers and social media sites through messages.

The researcher found empirical literature from developed countries. For instance, Wan and Annie (2008) did two studies among secondary school students and elementary school pupils in Singapore. Stratified random sampling was applied. Interviews and questionnaires were utilized to gather information. The study found that verbal bullying, particularly ridiculing, was the most common among students. Cyber bullying in form of sending offensive messages through social media was minimal. Social and physical bullying types were moderate. Social bullying included spreading bad rumors whereas physical bullying included pinching and beating. A critical review revealed three types of gaps. The first gap was based on Singapore as the study location. The current study used Nyahururu Sub-county to generate comparative findings that enrich literature on forms of peer bullying. The second type of gap focused on the study's design which utilized quantitative techniques only. The current study added qualitative techniques which generated statements that explained forms of peer bullying. The third type of gap was related to the population sample. Unlike Wan and Annie (2008) who focused on one category of respondents, the current study focused on victims, bullies, and observers. Sampling three categories of respondents made it easier to make comparisons on forms of peer bullying.

Kenyan studies like Itegi (2017) studied how age, sex, family foundation, and school conditions were related to bullying in public secondary schools in Nairobi County. This study utilized ex-post facto design. A stratified random sample of 300 students was used. Data was gathered through questionnaires and interviews for self-identified victims of bullying. The study found that 98.3 % of boys and 97.6 % of girls had at one point been victims. In mixed schools, sexual bullying happened against females where girls who turned down sexual advances by senior boys got beaten. Physical bullying particularly depicted as hitting, beating and kicking was

common among boys. It was contrasted with verbal bullying in form of negative gossip, which was the most incessant among girls (60.8 %) whereas among boys it was 40.9 %.

A critique of Itegi (2017) revealed three types of gaps similar to those identified in studies like Rosta (2011). The first type of gap was related to Nairobi County as the study location. The current study used Nyahururu to generate comparative findings that enrich literature on forms of peer bullying. The second type of gap focused on the previous study's design which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques. Qualitative methods enabled the researcher unearth reasons why bullies committed bullying and their effects on victims' personality. This was used to support quantitative data. The third type of gap was related to the population sample. Unlike the Nairobi study which focused on victims only, the current study broadened its population by focusing on three categories: victims, bullies, and observers.

2.2 Trends of Peer Bullying in School

This sub-section reviewed studies from Europe, Asia, Africa, and Kenya on trends of peer bullying. It probed what is known and the unknown with regard to gender issues in peer bullying, peer bullying in different types of schools, places where peer bullying occurs, effects of peer bullying, and reasons why peer bullying occurs. Gaps touching on study location and methodology were identified.

Work by Abazar and Metin (2011) studied peer bullying among secondary school students in Iran and Turkey. The study involved 874 students from Iran alongside 859 from Turkey. Quantitative techniques were used. Analysis by country revealed that there was no major impact of country on verbal and property bullying. However, there was a major impact of country on physical bullying. Iranian students were more physically bullied than the Turkish.

There were significant impacts of gender on physical, verbal, and property bullying. Males were more affected than females. In physical bullying, Turkish and Iranian males were altogether more affected than were Turkish and Iranian females. In verbal bullying, Turkish males were more affected than Turkish females and also Iranian males and females. However, it didn't unravel why the different gender patterns emerged. Moreover, it did not explain how self-identity of victims got affected, and how peer bullying varied across different types of schools. The current study unraveled these trends.

Although Abazar and Metin (2011) revealed some trends with regard to country and gender, they left three types of knowledge gaps that justified the current study. The first gap was based on Turkey and Iran as the study locations. The current study used Nyahururu Sub-county and generated comparative findings that enrich literature on trends of peer bullying. The second type of gap focused on the design which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques to get richer findings. Descriptive statistics in form of percentages were supported with verbal and written responses which offered detailed description on trends of peer bullying. The third type of gap was related to the population sample. Unlike the previous study which focused on victims only, the current study focused on victims, bullies, and observers to reveal broader trends on bullying.

The problem of bullying has attracted the interest of researchers in Africa. A recent study by Rosta (2011) focused on the nature and extent of bullying among pupils with visual impairment in Zambia. The study adopted a survey design and purposively sampled 150 pupils, and 15 special education teachers from three primary schools. A checklist, focus group discussions, and questionnaires were used to collect data. The study used both qualitative and quantitative approaches. SPSS was used to analyze data using frequencies, percentages, and graphs. The study found that physical bullying in form of kicking and beating was common among boys.

More boys than girls were bullied in Grade 1 while more boys than girls were bullied in Grade 3. The same trend was also reported in Grade 5. Unlike the current study, the Zambian study didn't unravel reasons behind these trends. Moreover, trends on how peer bullying varied across different types of schools were not revealed. The current study delved into this.

A review of Rosta (2011) further revealed two types of knowledge gaps similar to prior studies like Abazar and Metin (2011); Wan and Annie (2008). The first gap was based on Zambia as the study location. The current study used Nyahururu Sub-county and generated comparative findings that enrich literature on trends of peer bullying. The second type of gap was related to the population sample. Unlike the Zambian study which focused on victims in primary special schools, the current study revealed new trends by focusing on victims, bullies, and observers from regular secondary schools. This was because the nature bullying among students in regular secondary schools is different from that of primary school pupils in special schools because of age and disability.

Narrowing down to Kenya, Ochura (2014) revealed perceptions of teachers and students on bullying behavior in public secondary schools in Kisumu East District. The study adopted a descriptive survey design. Stratified sampling was used to select 37 mixed schools, 5 boys' schools and 5 girls' schools. Saturated sampling was used to select 16 deputy principals and 16 guidance and counseling heads. A sample of 447 students was used. Research instruments used were questionnaires and an interview schedule. Ochura found that verbal bullying was the most common type of bullying followed by physical bullying and relational bullying. However, unlike the current study, the Kisumu study did not reveal why verbal bullying was perpetrated and its intended or actual effects on victims. Further critique revealed that in boys' schools, verbal bullying was the most common at 16.6 % followed by physical bullying at 11.4 %. In girls' schools, verbal bullying was the most common at 11.4 % followed by relational bullying

at 8.2 %. In mixed schools, verbal bullying was most prevalent at 39.1 % followed by physical bullying (27.7 %). Verbal bullying remained the most common in the three categories of schools at 67.1 % followed by physical bullying at 45.6 % then relational at 40.5 % and cyber bullying at 18.3 %. Unlike the current study, Ochura (2014) didn't reveal why forms of peer bullying varied across different types of schools and how they made bullies feel. Moreover, no probe was done on how the acts affected self-identity and personality traits of victims or bullies.

Bullying among boys happened in dormitories (52.2 %) followed by classes (13.04 %) playgrounds (7.0 %) and along corridors (5.2 %). According to one victim, poorly lit areas around the classes and dormitories were notorious as senior boys waylaid younger ones on their way to the toilets or while moving from one class to another at night. The trend was different among girls with a majority reporting being bullied in class (50.6 %), dormitories (20.0 %), corridors (18.4 %) and finally in playgrounds (12.0 %). Although the study revealed crucial trends, it didn't reveal why bullies perpetrated these acts and how the acts affected the self esteem or personality traits of victims. The current study unraveled this.

A critical interrogation of Ochura (2014) revealed three types of knowledge gaps. The first type of gap was based on Kisumu East District as the study location. The current study used Nyahururu Sub-county and generated comparative findings that enrich literature on trends of peer bullying. The second type of gap focused on the previous study's design which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques which enabled the researcher generate richer findings that explained why students bullied, how it made victims feel and so on. The third type of gap was related to the population sample. Unlike the Kisumu study which focused on victims only, the current study broadened its population by focusing on three categories of student respondents: victims, bullies, and observers. This led to a better understanding on trends of peer bullying.

2.3 Forms of Peer Bullying and Academic Engagement in School

This sub-section reviewed previous studies that focused on the influence of various forms of peer bullying on aspects of academic engagement. The indicators included classroom interactions, concentration, and performance. Work from Europe, America, Asia, Africa, and Kenya was reviewed. The review focused on trends about gender and type of school. Gaps touching on study location and methodology were highlighted.

Students' participation in the academic curriculum is a predictor of learning and academic achievement, retention, graduation from high school, and eventual entry into college and the world of work (Fredrick's et al., 2004). Active participation also buffers students from a host of risk behaviors that threaten schooling during adolescence. These include truancy, gang activities, delinquency, gambling, and risky sexual behavior (Janosz, 2008).

A perusal of studies from across the world revealed that academic engagement is affected by peer bullying. For instance, Faryadi (2011) studied the emotional and physiological effects of cyber bullying on the academic performance of first year university students in Malaysia. Triangulation method was employed among 365 students and 250 parents. Questionnaires, video recording, digital photography, interviews, checklists, and observations were used to collect data. Descriptive and inferential statistics were used to analyze data. The study found that almost all students were worried and scared about cyber bullying in their classrooms. Almost 75 % of victims believed that bullying had an adverse effect on their academic performance. Besides, 60 % of victims of cyber bullying said that they paid less attention to teachers, rarely asked questions, felt less motivated to learn, retained less content, understood very little, and became less confident when a teacher was in class. However, unlike the current study, the Malaysian study didn't reveal if the effects varied from one gender to another. It didn't also specify how the effects were manifested in different types of schools like day

schools and boarding schools. Effects of other common forms of peer bullying like physical and verbal bullying were not studied. It did not also probe how observers were affected.

A further review of Faryadi (2011) revealed three types of knowledge gaps. The first type of gap was related to the study location. The current study used Nyahururu Sub-county and generated comparative findings that enrich literature on bullying and academic participation. The second type of gap addressed the previous study's design which emphasized quantitative techniques. The current study addressed this gap by using both quantitative and qualitative techniques which enabled the researcher generate data that explained important trends like why students got affected, how they coped and so on. The third type of gap was related to the population sample. Unlike the Malaysian study which focused on university victims, the current study broadened its population by focusing on three categories of student respondents from secondary schools. This studied the problem comprehensively.

A related study on the impact of bullying on students' academic accomplishment was done in Jordan by Hana et al. (2017). The study used a descriptive survey. The sample had 200 teachers selected from different schools from Amman West area of Jordan. A self-administered questionnaire collected data which was later analyzed in means, standard deviations and ranks. The study found that bullying at school affected academic achievement since bullied students felt weak. Such a situation made victims unable to pay attention to their studies and even skip school. They missed opportunities to participate with their peers or enjoy school activities. Bullying made victims lose classroom concentration. It affected victims' academic accomplishment since they neglected to participate in class and feared being harassed. However, unlike the current study, the Jordanian study didn't reveal if the effects varied by gender or type of school. It did not also reveal how victims, bullies and observers were affected. A further probe revealed four types of knowledge gaps similar to those of Faryadi (2011). The

first type of gap was related to Jordan as the study location. The current study used Nyahururu Sub-county and generated comparative findings that enrich literature on bullying and academic participation. The second type of gap focused on the previous study's design which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques which generated richer findings. The third type of gap was related to the population sample. Unlike the Jordanian study which focused on teachers, the current study focused on three categories of student respondents: victims, bullies, and observers. This revealed a deeper understanding on peer bullying and academic participation.

The problem has been studied extensively outside Asia. Ladd, Ettekal and Kochenderfer (2017) focused on the influence of peer victimization on children's school engagement and achievement in USA. A sample of 193 girls and 190 boys were recruited into a longitudinal study as they entered kindergarten and followed yearly until Grade 12. A repeated measure, multi-informant design was utilized and all measures were administered in the spring of the school year. Children provided self-report data about peer victimization and school engagement from Grades K to 12, and beginning in Grade 4, reported about their perceived academic competence. Data was analyzed using means, range and standard deviations. This data was presented in graphs and frequency tables. Pupils who experienced a lot of victimization at kindergarten had lower rates of school liking compared to those who were less exposed to victimization. Boys had a more significant decline in school liking during the early grade school years than girls and subsequently lower levels of school liking by Grade 12. However, unlike the current study, this study didn't reveal if bullies and observers were also affected. Victims who experienced more victimization had significantly higher rates of school avoidance in kindergarten. They also had a significant decline in school avoidance during the early schooling years and were not significantly different from those who experienced less

victimization by Grade 12. Most bullied victims had higher school avoidance in Grade 12 than those who experienced less victimization. However, unlike the current study, this study didn't reveal why victims were affected and if the effects varied by type of school.

A detailed critique of Ladd, Ettekal and Kochenderfer (2017) revealed four types of knowledge gaps similar to those identified in previous studies. The first type of gap was based on USA as the study location. The current study used Nyahururu and generated findings that offer comparisons on peer bullying and academic participation. The second type of gap focused on the previous study's design which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques which enabled the researcher generate detailed findings on peer bullying and academic participation. The third type of gap was related to the population sample. Unlike the USA study which focused on victims from primary schools, the current study broadened its population sample by focusing on victims, bullies, and observers from secondary schools. This led to a better understanding of the problem. The fourth gap was based on the single research tool used in the American study. The current study used triangulated data from multiple instruments and got findings that can be generalized widely.

The problem of peer bullying and academic engagement was explored in Africa by Aune (2011). The study used purposeful sampling to select 7 secondary schools in the Oshana Region of Namibia. Thirty students per school were sampled. Fifteen students per school were selected for FGDs. Student respondents were stratified into three groups: bullies, victims and learners who were randomly selected and perceived as witnesses of bullying who had not been victims of bullying (bystanders). Five teachers per school were interviewed. Quantitative data was analyzed using chi-square tests and frequencies whereas qualitative data was analyzed in narrative form. 46.7 % of victims found it difficult to concentrate on school work because of

bullying. Almost forty percent indicated that bullying decreased their academic performance, whereas 27.6 % said that bullied students stayed away from school. Slightly over twenty percent said that bullying made them scared to respond to questions in class. However, the study didn't reveal if the effects varied by gender and school type. The current study unraveled this. FGDs revealed that a majority of learners felt insecure when they were in school because they were not sure what their perpetrators would do to them. A few victims said they withdrew from group discussions due to harassing. They felt desolate and didn't blend freely with different students since they didn't know when their domineering peers would assault them. Victims showed that their academic participation was influenced on grounds that it made them lose classroom concentration. This was captured in one victim's response:

I loathe school... each time it resembles I am worrying about a substantial concern on my shoulders and there is no one to help me... I barely tune in to instructors in class. All you consider is who will spook you at break time... (Victim, 1)

In contrast, teachers concurred that bullying affected academics. They said that bullying did not create conducive environments in school as lessons were often disrupted whenever they had bullying cases to solve. They revealed that victims were forced to stay away from school because they got scared to face their bullies whereas perpetrators stayed away from school because of being suspended for bullying. Absence from school meant that bullies and victims lost a significant number of academic hours. On the other hand, witnesses of bullying were also forced to stay away from school out of fear. A critique of Aune (2011) revealed one type of gap on study locale. The study was based in Namibia; a country whose socio-economic settings are different from Kenya. The current study based in Nyahururu Sub-county generated comparative findings that enrich literature on peer bullying and academic engagement.

Empirical studies have also focused on southern parts of Africa. Through a case study of Oodima Secondary School in Botswana, Tjavanga and Jotia (2012) investigated the impact of bullying on academic performance. A questionnaire was used to collect data. The study used a descriptive survey design among sixty students, purposively sampled. Other participants included one head of guidance and counseling department, one head of department and eight teachers. Data was analyzed descriptively and presented in frequency tables. The study found that 62 % of victims affirmed that bullies did not pay attention to school work. They spent most of their time thinking about their next victims. This led to a drop in academic performance. However, the study didn't reveal whether the effects took a gender dimension, unlike the current study.

Seventy percent of employees agreed that bullying led to unsatisfactory academic performance because victims developed feelings of insecurity in school. There was a perception among 80 % of employees that a rise in cases of peer bullying affected teachers' productivity as it took much of their time handling bullying cases in offices and hence failed to attend lessons. Teachers also agreed that bullies were academically challenged and they resorted to bullying as a way of elevating their self-esteem. A significant 78 % of students also said that victims of bullying did not concentrate in class. They developed fear when they thought about coming to school. However, unlike the current study, the Botswana study didn't reveal if these effects varied according to type of school. The current study delved into this. A further critique of Tjavanga and Jotia (2012) revealed two types of gaps similar to those identified in Aune (2011), Faryadi (2011) and Hana et al. (2017). The first type of gap was based on the study location of Botswana. The current study used Nyahururu and generated comparative findings that enrich literature on peer bullying and academic participation. The second type of gap focused on the one school case study design of the Botswana study. The current study addressed this by

sampling various types of schools and generated data that can be generalized to a wider population of mixed day, girls' boarding, and mixed boarding schools.

Nationally, studies have been done in various counties. For example, Manyibe and Anyona (2018) studied the effects of peer bullying on victims' behavior among girls in public secondary schools. The study used a cross sectional survey design. Its sample had 118 students from selected girls' schools in Kajiado West Sub County. Stratified random sampling was used. A questionnaire was used to collect quantitative data. Quantitative data was analyzed using descriptive statistics. Findings revealed that 67.8 % of victims agreed that bullying led to poor concentration during class time whereas 38.4% indicated that it led to drop out of school among victims. 58.1 % indicated that it contributed to poor academic performance. However, unlike the current study, this study didn't reveal gender patterns with regard to how academic participation of boys and girls was affected by peer bullying.

An interrogation of Manyibe and Anyona (2018) revealed four types of knowledge gaps similar to those identified in prior studies like Aune (2011), Faryadi (2011) and Hana et al. (2017). The first type of gap was based on the study location of Kajiado. The current study used Nyahururu and generated comparative findings that enrich literature on peer bullying and academic participation. The second type of gap focused on the design used in Kajiado which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques which enabled the researcher generate detailed findings that explained trends and reasons behind every aspect of academic engagement. The third type of gap was related to the population sample. Unlike the Kajiado study which focused on victims from girls' boarding schools, the current study broadened its population by focusing on three categories of students: victims, bullies, and observers from different types of schools. The fourth type of gap was based on the single data collection tool used in Kajiado. The current

study triangulated data from multiple instruments and revealed findings that can be generalized widely.

Other works from Kenya include Mwangi (2012) who studied the influence of graffiti on English language learning in Laikipia East District. The study used a survey design. Students were randomly sampled from ten schools which were sampled purposively. Both qualitative and quantitative data was collected through questionnaires, interviews and FGDs. Descriptive statistics was used to analyze quantitative data whereas inferential statistics analyzed qualitative data. The study found that bullies' use of graffiti bullying affected their grammar negatively because it encouraged them to make grammatical mistakes that originated from slang, mixing English and vernacular as well as omitting appropriate articles or prefixes. Examples included: *mono ni ngui* (Form Ones are dogs), *you mono you are hot sexy girl* (you Form One you are a hot and sexy girl), *2010 mono wafala* (the Form Ones of 2010 are fools). A critique of this work however, revealed two types of gaps similar to those identified in prior studies. The first type of gap was based on the study location of Laikipia East. The current study used Nyahururu Sub-county and generated comparative findings that enrich literature. The second type of gap focused on the population sample which involved bullies only. The current study can be generalized widely because it used a broader population sample of three categories of student respondents.

2.4 Forms of Peer Bullying and Co-Curricular Engagement in School

Co-curricular activities are activities that are supported by students' clubs or groups and affirmed by the school organization (Luthans, 2005). Examples include athletics; games such as football, volleyball, basketball; performing arts; clubs and societies. These activities nurture students into well-rounded individuals. This final sub-section perused prior studies that were done on the influence of various forms of peer bullying on aspects of co-curricular engagement.

The aspects included PE involvement and interest in sports. Work from Europe, Asia, Africa, and Kenya was reviewed. The review focused on trends about gender and type of school. Gaps touching on study location and methodology were highlighted.

Symons et al. (2014) studied the impact of homophobic bullying during sport and PE participation on depression and anxiety levels of gay and lesbian youths in Australia. Homophobic bullying referred to violence or harassment of someone who was lesbian, gay or bisexual. An online survey was used to collect data. The study collected qualitative and quantitative data from 536 respondents aged between 14 and 23 years. Data collected by the online survey were uploaded into SPSS version 20 for quantitative analysis and Excel v10 for qualitative analysis. Descriptive, comparative, and correlation statistical analyses revealed that being bullied influenced victims to drop out of sports. However, unlike the current study, the Australian study didn't reveal if these effects varied by gender and type of school.

Other victims of homophobic bullying got demoralized, stressed, and took little interest in pursuing sports. Males were more affected. One victim revealed that a PE environment he saw as perilous because of homophobic bullying demoralized him and made him quit. Others got stressed and found it difficult to participate in PE and sports. This affected their overall performance too. Males were most affected.

A critique of Symons et al. (2014) revealed four types of gaps that got addressed by the current study. The first type of gap was based on Australia as the study location. The current study used Nyahururu Sub-county and generated findings that can be used to make comparisons and enrich literature on this theme. The second type of gap focused on the study's design which emphasized qualitative techniques. The current study filled this gap by using both quantitative and qualitative techniques. Qualitative data helped reveal thoughts and reasons behind statistical trends manifested by quantitative data on peer bullying and co-curricular

engagement. The third type of gap was related to the population sample. Unlike the Australian study which focused on victims only, the current study broadened its population by including bullies and observers. Gender was also used to analyze data and revealed important gender patterns. The fourth type of gap was based on the single data collection tool used previously. The current study triangulated data from multiple instruments and got richer findings that can be generalized widely.

The review found more literature from Europe. In a related work, Cuthbertson and Gale (2012) studied tackling homophobia and trans-phobia in sports. Interviews and FGDs were used on Scottish Lesbian Gay Bisexual and Transgender sports groups, clubs and teams. Forty-eight respondents from over 20 LGBT sports clubs were studied. Interviews were done on 35 interviewees. The study found that 73 % of victims thought that trans-phobic bullying was a barrier to their participation in sports. Almost sixty percent of LGBT victims said that they would be willing to participate in sports if they were LGBT friendly. However, unlike the current study, gender patterns of these effects were not revealed.

Cuthbertson and Gale (2012) established that many LGBT victims avoided taking part in sports because they feared that they might be subjected to homophobic or trans-phobic bullying. Males got affected more. This was captured in the following response:

I avoided mainstream sport. It comes from the negative experiences at school with sports that I have carried out into adulthood. It wasn't particularly sporty and that was seen as a negative thing in a school environment. If you weren't good at it, you were picked on and you suffered. (Transgender man)

Cuthbertson and Gale (2012) did not reveal how bullying affected observers and bullies by gender. However, they revealed that slightly over two thirds of victims agreed that homophobia

and trans-phobia bullying were barriers to LGBT victims' participation in sport because it lowered their morale. One victim of sexual bullying revealed that he got a bad experience in school sports. He rarely got chosen to play with others because of his sexual orientation. He lost enthusiasm and dropped out of badminton.

Although Cuthbertson and Gale (2012) did not reveal how students from various types of schools were affected, they revealed that bullying influenced victims' negative attitudes towards sports. For instance, a victim of sexual bullying hated and developed a negative attitude towards PE as explained below:

In PE it started in the changing room, when I bent down the girls all shouted 'she's looking up somebody's skirt!' When I'm getting changed they accuse me of flashing my boobs and trying to lure them in. I hate PE. During PE lessons I just write my notes and get out of it. (LGBT young person)

An examination of Cuthbertson and Gale (2012) revealed two types of gaps that justified the current study. The first type of gap on Scotland as the study location was addressed by using Nyahururu Sub-county to generate comparative findings that add newness to literature. The second type of gap was related to the population sample. Unlike the Scottish study which focused on victims of sexual bullying only, the current study broadened its population sample by focusing on three categories: victims, bullies, and observers. Manifestation of the problem by gender was also revealed in all categories of students, unlike prior studies.

The topic of bullying and co-curricular engagement continues to attract the attention of researchers. However, a general observation is that most of the literature on this topic comes from the West and puts more emphasis on bullies. Such studies include Kavanagh (2014) which gathered information on cases of maltreatment among adult athletes and how these experiences affected their wellbeing and participation in sports. The study collected qualitative data in form

of athletes' narratives of personal experiences in sports. This data was collected through interviews. The participants of the study were 12 adult elite athletes aged between 19 and 35 years, who had competed in the UK and had represented England, Wales and or Great Britain within their chosen sport. A variety of sports and sports types were included within the sample with participants from eleven different sports.

Although Kavanagh (2014) didn't reveal any gender patterns on this theme, he was able to establish the effects of bullying and horizontal violence on sports participation. Horizontal violence refers to incidents that occur in isolation without power gradients and that can be covert in nature (Jackson et al., 2002). Bullying and horizontal violence occurred during player-to-player interactions and interaction between players and support staff, such as physiotherapists and medical officers. Participants referred to instances of tension between players; name-calling, fault finding, overly critical or demeaning comments, and a gossip culture, all of which could be classified as horizontal violence. Verbal bullying carried a significant impact between team members. Mistrust and gossip culture strained social relations in sport groups. Horizontal violence was also reported between athletes and members of support teams, leading to a breakdown of trust. According to Carron and Hausenblas (1998), lack of trust can fragment a team and have an impact on their potential productivity. Although these findings were generated from professional sportsmen rather than secondary school students, they revealed the impact of peer bullying on CCAs. For instance, one victim noted that in his team, members began to lose trust with each other as rumor mongering became endemic.

A critique of Kavanagh (2014) revealed four types of knowledge gaps similar to those identified in prior studies like Cuthbertson and Gale (2012); Symons et al. (2014). The first type of gap on UK as the study location was addressed by using Nyahururu Sub-county to

generate comparative findings that enrich literature on peer bullying and CCAs. The second type of gap focused on the design used in UK which emphasized qualitative techniques only. The current study filled this gap by using both quantitative and qualitative techniques which enabled the researcher generate detailed findings. The third type of gap was related to the population sample. Unlike the UK study which focused on adult victims, the current study broadened its population sample by focusing on three categories of students: victims, bullies, and observers. Gender patterns of the problem were also analyzed for all the three categories, unlike prior studies. The fourth type of gap was based on use of interviews as the sole research tool. The current study triangulated data from multiple instruments and revealed findings that can be generalized widely.

Across Africa, not much has been done on this topic. Published studies like Chukwuikem et al. (2013) focused on how sports can be used to minimize peer bullying, rather than how peer bullying affects co-curricular engagement. This work used a survey methodology. One boys' school, one girls' school, and one mixed school were selected from two States that were purposively selected from the South-East geo-political area of Nigeria. Six other secondary schools, in which 2 were for boys only, 2 for girls' only and 2 mixed schools, were selected from Anambra and Enugu States. A total of 307 students participated in the study. A questionnaire was used as the research instrument. Data was analyzed using mean difference, T-test and ANOVA. One of the hypotheses stated that there is no significant difference between male and female students' involvement in bullying in schools where sport activities are administered adequately. The study found the mean and standard deviation of males to be 47.1329 and 6.5888 respectively and those of females to be 50.9634 and 7.4396 respectively. This showed that female students enrolled in schools where little sport activities are administered bullied more than their male counterparts who were enrolled in schools where

sport activities are administered adequately. The hypothesis was rejected. Although the study shed light on bullying, its focus was on how participation of students in sports minimized incidences of bullying in schools, rather than how incidences of peer bullying influence CCAs engagement.

A further critique of the Nigerian study revealed four types of knowledge gaps similar to those identified in prior studies like Symons et al. (2014) and Kavanagh (2014). The first type of gap on Nigeria as the study location was addressed by using Nyahururu Sub-county to generate comparative findings that enrich literature on peer bullying and CCAs engagement. The second type of gap focused on the design used in Nigeria which used quantitative techniques only. The current study filled this gap by including qualitative techniques which enabled the researcher get testimonies that explained statistical trends behind quantitative data. The third type of gap was related to the population sample. Unlike the Nigerian study which didn't distinguish between victims, bullies, and observers, the current study broadened its population sample by separating the three categories of student respondents. Gender patterns were also analyzed for all the three categories, unlike the Nigerian study. The fourth type of gap was based on use of questionnaires as the single tool of data collection. The current study triangulated data from multiple instruments and unraveled deeper findings that can be generalized widely.

As the case is in the rest of Africa, literature from Kenya shows that little is known on peer bullying and co-curricular engagement. Such literatures include Kisango (2016) which focused on the factors influencing participation of students in CCAs in public secondary schools in Lamu County. The study used a descriptive survey design. Random sampling was used to sample 170 students from 17 schools and 17 teachers in charge of CCAs in school who responded to a questionnaire. Content analysis analyzed qualitative data whereas descriptive statistics analyzed quantitative data which was later presented in frequency tables. Findings

showed that 60 % of students stated that funding for CCAs in their school was inadequate, hence affecting their participation in such activities negatively. Besides, 71 % of students stated that there was inadequate co-curricular infrastructure, hence negatively affecting their participation in CCAs. More than three quarters of students said that lack of parental involvement influenced their low level of participation in CCAs. However, it was not established if peer bullying influenced students' participation in CCAs, which the current study unraveled.

A further critique of Kisango (2016) revealed four types of knowledge gaps similar to those identified in prior studies like Symons et al. (2014) and Kavanagh (2014). The first type of gap was based on the study location of Lamu. The current study used Nyahururu and generated comparative findings that enrich literature on bullying and CCAs engagement. The second type of gap focused on the design used in Lamu which used quantitative techniques only. The current study filled this gap by including qualitative techniques which enabled the researcher get statements that explained statistical trends behind quantitative data on bullying and co-curricular participation. The third type of gap was related to the population sample. Unlike the Lamu study which didn't distinguish between victims, bullies, and observers, the current study broadened its population sample by separating the three categories of student respondents. Gender patterns on peer bullying and CCAs engagement were also analyzed for all the three categories, unlike the Nigerian study. This led to a better understanding of the problem. The fourth type of gap was based on use of questionnaires as the single tool of data collection in Lamu. The current study triangulated data from multiple instruments and unraveled findings that can be generalized widely in the area of peer bullying and co-curricular engagement.

Oloo et al. (2013) studied students' participation in non-formal activities in Mumias Sub-county, Kenya. The study employed a descriptive study design and used random sampling to

select two school types and purposive sampling to sample 22 school heads, 154 students and 1 DQASO. Interviews, questionnaires and an observation checklist were used to gather data. Different games, sports, clubs, societies and performing arts were found to exist in the schools. Generally, it was established that few students participated in CCAs due to inadequacy of facilities and poor timetabling. However, the study did not link bullying to co-curricular engagement, which this study unraveled. A further probe on the Mumias study revealed knowledge gaps similar to those identified in prior studies like Cuthbertson and Gale (2012). The first type of gap was based on the study location of Mumias. The current study used Nyahururu Sub-county and generated comparative findings that add to literature. The second type of gap was related to the population sample. Unlike the Mumias study which didn't distinguish between victims, bullies, and observers, the current study broadened its population sample by separating the three categories of student respondents. Gender patterns on peer bullying and CCAs engagement were also analyzed among the three categories to reveal a better understanding of the problem.

2.5 Summary of Literature Review and Knowledge Gaps Addressed

Literature review was guided by the four objectives. Literatures suggesting that peer bullying occurs in every school and that it has negative effects on school engagement enabled the researcher formulate the four assumptions of the study. By formulating assumptions, the researcher was able to design a conceptual framework which principally showed the schematic interaction between peer bullying and school engagement. The literature enabled the researcher identify the best available research tools that exhaustively studied the problem, unlike prior studies. Finally, the review revealed four types of knowledge gaps which subsequently formed the basis of the current study. The first type of gap touched on the study locale. A perusal of published texts revealed that little was available on peer bullying and co-curricular engagement

in Nyahururu Sub-county. Most studies were done outside Kenya. This gap on locale justified a comparative study in Nyahururu. The second type of gap originated from the use of single instruments in prior studies. The current study used multiple tools to enable replication and generalization of the findings. The third type of gap focused on the research designs that were used previously. Most studies on forms of bullying used designs that utilized quantitative techniques only. The current study used a mixed methods approach to elicit richer findings. The fourth type of gap was based on the samples of populations that have been used previously. Some studies on peer bullying and academic engagement used samples of university students whereas the sample population of the current study was secondary school students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter explains how the study was carried out. It is divided into the following sub-sections: research design, study locale, target population, sampling procedures and sample size, research instruments, research variables, pilot study, validity of research instruments, reliability of research instruments, data collection procedures, logistical and ethical considerations, data analysis.

3.1 Research Design

According to Orodho (2005), a research design refers to schemes, outlines, or plans that are used to generate answers to research problems. The study utilized a descriptive survey design and a mixed methods approach. The choice of a descriptive survey design was appropriate because it enabled the researcher collect in-depth information regarding the current situation on peer bullying and school engagement in various types of secondary schools (mixed boarding, mixed day, girls boarding). According to Creswell (2012) mixed methods are procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies. Quantitative data expressed in statistical form was integrated with images, verbal opinions, and written testimonies to provide a deeper understanding of the problem than it could have been with either quantitative or qualitative methods alone. Percentages on the prevalence of various forms of peer bullying were propped by written statements and verbal opinions that further described important trends like why students bullied, where peer bullying occurred, effects on self-identity, and how victims felt when they were bullied. On the same tenor, percentages on the effects of peer bullying on

academic and co-curricular engagement couldn't have been sufficient without being integrated with qualitative findings that explained reasons behind those patterns. They required opinions on why aspects of academic and co-curricular engagement were affected by peer bullying, how victims coped, and how teachers handled them. Use of a mixed methods approach enabled the researcher come up with holistic and detailed findings on the variables under study.

3.1.1 Research Variables

The study had independent and dependent variables. According to Mugenda and Mugenda (1999) an independent variable is a variable which the researcher manipulates in order to determine its effect or influence on another variable. On the other hand, a dependent variable varies as a function of the independent variable. Peer bullying was the independent variable. It entailed verbal bullying, physical bullying, and property bullying. School engagement was the dependent variable. It entailed participation in academic activities in class and co-curricular activities outside class. The study established that aspects of peer bullying had a significant negative relationship with school engagement.

3.2 Study Locale

The study was conducted in public secondary schools within Nyahururu Sub-county. This sub-county is located in Laikipia County. Laikipia County was chosen because a study by Bond (2014) found that the prevalence rate of 58.6 % in this county was higher than the national average which WHO (2016) found to be 57.4 %. Nyahururu Sub-county was chosen in response to a recommendation made by a previous study in Laikipia East District by Mwangi (2012). That study had recommended that future studies related to bullying should focus on public secondary schools in the other sub-counties of Laikipia County. Nyahururu was also chosen because a study by Gitonga (2009) in the sub-county found that relational bullying in form of stigmatization against pregnant girls hindered their academic participation as it

prevented them from coming to school regularly. In fact, 57.1 % of teachers agreed with this to a very great extent. A further 19 % agreed greatly whereas 9.5 % of teachers agreed moderately. However, that study didn't reveal the gender patterns of this problem because it focused on girls only. The current study emerged to address this gap and reveal various gender patterns.

3.3 Target Population

A target population refers to the number of real hypothetical set of people, objects or events to which the researcher wishes to generalize their findings (Borg & Gall, 1989). The target population was students that were enrolled in the 33 public secondary schools in Nyahururu Sub-county. Statistics provided by Murerwa (2018) show that the student population at the time of data collection was 12,312. This population had boys and girls enrolled from Form One to Form Four. Most of the targeted students were aged between 13 and 17 years. They formed an ideal group to study because a national survey on bullying by WHO (2016) found a high prevalence rate of 57.4 % for students of this age. Other studies like Itegi (2017) and Rosta (2011) also found that cases of peer bullying were more prevalent in secondary schools than in other levels of education. Focus was given to public secondary schools because Mwangi (2012) in Laikipia East District recommended that future studies related to bullying should focus on public secondary schools in the other sub-counties of Laikipia County. Private schools were not targeted because Greco (2020) revealed that peer bullying is rare in these schools.

3.4 Sampling Procedures and Sample Size

Sampling is the selection of a manageable number of subjects from a target population to be a representation of that population in a study (Orodho, 2009). Due to the nature of the target population, the researcher relied on three sampling techniques at different stages. The sampling

was done in Laikipia County. It targeted students, teachers, and Deputy Principals of secondary schools in Nyahururu Sub-county.

Stratified sampling was used to select 11 public secondary schools from a population of 33 schools. These represented 33.33 % of the school population. Stratified sampling was suitable for sampling schools because the population was heterogeneous. It had schools with different characteristics based on a classification criteria used by the MOE. The characteristics were: mixed boarding schools, girls boarding, and mixed day schools. This technique enabled the researcher sample different types of schools as follows: 1 girls' boarding, 3 mixed boarding, and 7 mixed day schools. The latter category was more represented because it represents over 80 % of schools in the sub-county. Statistics from Murerwa (2018) show that the sub-county had 2 girls' boarding; 5 mixed boarding; and 29 mixed day schools, spread across 6 educational zones. Sampling different types of schools benefited the study. It enabled it generate findings that can be generalized to different types of schools in Laikipia County: single gender boarding schools, mixed boarding schools, and mixed day schools.

Purposive sampling was used to sample 11 Deputy Principals. According to Black (2010) purposive sampling allows a researcher to use own judgment to choose participants he/she deems suitable to participate in a study. The researcher sampled Deputy Principals purposively because as the heads of disciplinary committees in schools, they keep daily records of observers, victims and perpetrators of bullying. Use of purposive sampling on Deputy Principals benefitted the study because it enabled it locate accurate identities of observers, victims, and bullies without necessarily going to students and asking them to self-identify themselves. Self-identification could have jeopardized the findings because it encourages biases on sensitive issues like peer bullying. Purposive sampling was also used to sample 11 teachers, that is, 1 teacher per school. This benefitted the study because it enabled the researcher

sample teachers that teach in class and were in charge of at least 1 co-curricular activity offered in school. Such respondents were considered to have a better understanding of how bullying influenced both academic and co-curricular aspects of school engagement.

According to Murerwa (2018) the target population had 12,312 students. The researcher targeted a representative sample size of 374 students. Krejcie and Morgan (1970) recommend that for a population with approximately 10,000 subjects, a sample size of 374 should be used, see appendix S. To obtain 374 students, the researcher sampled 34 students from each of the 11 schools. These students fell into three categories: bullies, victims, and observers. They were sampled as follows.

Snowball sampling was used to sample victims, bullies, and observers. Snowball sampling is a form of purposeful sampling whereby a researcher asks participants already sampled to recommend other individuals to be sampled because they possess unique characteristics sought by the researcher (Creswell, 2012). Deputy Principals that had already been sampled were requested to provide names of students that were reported to have been involved as bullies, victims, and observers in the course of the term. These names were obtained from daily occurrence books and discipline records that are usually kept by Deputy Principals. On average, each school generated about 11 names of students that had been bullied recently. Each school also generated an average of 11 students that had perpetrated an act of bullying recently. Snowballing also generated an average of 11 observers from each of the 11 schools.

The total student sample had a list of 130 observers, 122 victims, and 122 bullies. The researcher recorded their names and assigned them unique codes which corresponded to the codes that were contained in the questionnaires that victims and bullies got. This ensured that respondents were not referred to by their real names but by anonymous codes. This benefitted

the study because it boosted confidence and made respondents give honest responses. The student sample had boys and girls enrolled in different classes. Victims formed Group A of student respondents whereas bullies and observers formed Group B and Group C respectively. The researcher compiled lists of victims, bullies, and observers in every school and studied them separately without informing them that they had been profiled. This boosted confidence and improved their chances of giving honest responses that enabled the study obtain reliable data. Students from all classes were sampled because according to studies like Itegi (2017) Form One and Form Two students are mostly the victims of peer bullying whereas Form Three and Form Four students are usually perpetrators. Sampling students from all classes enabled the study understand how incidences of bullying varied across academic levels. The sample also included boys and girls to avoid gender biases. This enabled the study reveal gender patterns in various forms of peer bullying and aspects of school engagement.

Table 3.4.1: Population and Sample Matrix

The table below presents the sampling matrix. It shows the proportion of the research sample in relation to population size.

Category	Population size	Sampling technique	Sample size	Sample percentage
Schools	33	Stratified sampling	11	33.33 %
Deputy Principals	33	Purposeful sampling	Males: 8	33.33 %
			Females: 3	
Teachers	434	Purposeful sampling	Males: 11	2.5 %
			Females -	
Students	12,312	Snowball sampling	Boys: 137	3 %
			Girls: 237	

Source: Researcher (2021)

3.5 Research Instruments

Questionnaires, an interview guide, and focus group discussions were used to collect data. Questionnaires mainly collected quantitative data whereas interviews and FGDs collected qualitative data. Questionnaires, interviews, and FGDs were used on students. Data from teachers and Deputy Principals came from interviews. Use of multiple instruments enabled the researcher collate data from different sources to establish points of convergence and divergence. This approach enhanced the richness of the findings as explained below.

3.5.1 Questionnaires

A questionnaire is a research instrument that uses a series of questions and other prompts to gather information from respondents (Kombo & Tromp, 2006). According to Bryman (2008) a questionnaire is the most suitable tool to use in circumstances where respondents are scattered in a population and also when there is need to safeguard their anonymity. Different questionnaires were used on students from group A (victims) and B (bullies). Lists of these respondents were gotten from Deputy Principals. The tools had items that were specially designed to gauge the responses of bullies and victims. This was because the literature review done found that bullies and victims are affected by bullying differently.

The questionnaires were coded to make it easy to track them. They were divided into five sections which sought to collect data based on the study objectives. Section A collected demographic information, section B collected data on acts of peer bullying, section C captured data on influence of peer bullying on academic engagement, section D captured data on influence of peer bullying on co-curricular engagement, whereas section E sought data on how to improve school engagement. These questionnaires contained both closed and open ended items. Closed ended items enabled the researcher to quantify data in form of percentages. On the other hand, open ended questions gave room for respondents to give qualitative information

in form of written explanations to support every closed ended response. This enriched the data by helping to explain trends and reasons behind every response.

Questionnaires were suitable for students because they guaranteed confidentiality. They allowed victims to anonymously provide confidential information on how they were bullied and how their academic and co-curricular engagement got affected. Filling individual questionnaires privately made them confident that their teachers could not know the kind of responses they gave. They also gave them confidence that their oppressors (bullies) could not victimize them because the bullies could not know what they wrote about them. Confidence benefited the study because it made victims give reliable responses. On the other hand, questionnaires made bullies confident because they didn't ask for their names or admission numbers. They encouraged them to truthfully reveal confidential information on why they bullied, places where they found ideal to bully, and how bullying affected their participation in academics and CCAs.

Questionnaires were suitable for bullies and victims because they accurately captured gender and school type which were used as units of analysis in chapter four. As a unit of analysis, gender helped the researcher reveal how various forms of peer bullying manifested themselves among female bullies, female victims, male bullies, and male victims. It enabled the researcher understand how aspects of academic and co-curricular engagement varied among boys and girls who were bullies or victims. On the other hand, school category as a unit of analysis enabled the researcher understand how incidences of verbal, physical, and property bullying varied across mixed boarding, mixed day, or girls boarding schools. Questionnaires also suited the study because they collected data quickly from bullies and victims who were enrolled in schools that were geographically scattered across different zones.

3.5.2 Interview Guides

An interview guide is a research tool with a set of questions that a respondent is expected to respond to (Orodho, 2009). The tool has main and probing questions based on the objectives (Mugenda & Mugenda, 2003). These tools were used on students, teachers, and Deputy Principals to collect qualitative data that enabled the researcher interpret and give meaning to statistical trends that were contained in data from questionnaires.

The researcher booked appointments with respondents prior to the interview day. The interviews were conducted in school offices. During the one-hour interview sessions, the researcher made brief notes on responses from the conversations. He posed open-ended questions and allowed participants to freely voice their experiences about peer bullying. These experiences were guided by the study objectives. The researcher probed how bullying incidences occurred; why certain forms of peer bullying targeted a particular gender; where they occurred; who was involved as a bully or victim; how they affected victims, observers and bullies; how they were handled by teachers; their actual influence on aspects school engagement and so forth.

Interview guides suited students, Deputy Principals, and teachers because they helped unearth useful information that student questionnaires couldn't get. Such information included psychological or emotional effects of bullying incidences and examples of nicknames. The tools enabled the researcher reveal new information on how teachers in charge of CCAs handled students who bullied others while on playgrounds and how they solved bullying incidences which happened while students played during CCAs. On a grand scale, interview guides benefitted the study by providing the much needed qualitative data which was used to triangulate student data from questionnaires and focus group discussions. This enabled the researcher establish that most information generated by questionnaires converged significantly

with data from teachers and Deputy Principals. This data was related to the most prevalent forms of peer bullying as well as their influences on academic and co-curricular aspects of school engagement.

3.5.3 Focus Group Discussions

A Focus group discussion is a research instrument where data is collected through a semi-structured group process moderated by a group leader (Orodho, 2005). Three separate FGDs were conducted in every school, targeting students in three groups: A (victims), B (bullies) and C (observers). Participants of FGDs were gotten from Deputy Principals who provided lists of students that had been reported to have bullied, victimized or observed an act of bullying recently. Each focus group had between ten and eleven students. These small numbers enabled the researcher to manage participants easily. All FGDs were conducted in available classrooms. At the start of every session, the researcher gave an introduction and organized the sitting arrangement. Each session lasted one hour and was propped with note making. Bullies, victims, and observers were studied separately. Studying victims away from their bullies boosted their confidence. It made them feel free to divulge information about bullies. It also encouraged bullies to freely provide information about their victims. Such information included why they chose their victims, how they felt after bullying others, et cetera. The same applied for observers. This enabled the researcher collect reliable information.

Before joining FGDs, all bullies and victims were required to hand in their filled questionnaires. This benefitted the study because it enabled the researcher collate quantitative data from questionnaires with qualitative data from FGDs. This benefitted the study because it enabled the researcher give explanations behind statistical trends like gender patterns behind various types of bullying. On the same note, it enabled the researcher find converging/diverging information on why students bullied, why cases of bullying were more rampant in boarding

schools, origins of nicknames, why/how aspects of academic and co-curricular engagement were affected by forms of peer bullying and so on.

The instrument was preferred because it enabled the researcher generate detailed qualitative data because it allowed discussants edit each other's views as they interacted during discussions. The editing helped eliminate guesses and fallacies on forms of peer bullying, trends, and their influences on school engagement. It also enabled participants supplement opinions that were insufficient. This enabled the study to generate credible results in line with the study objectives.

3.6 Pilot Study

The researcher tested the validity and reliability of instruments through a piloting exercise in one public secondary school from Laikipia West Sub-county. The researcher found the school to be an ideal site for piloting because it had similar characteristics as the sampled schools. Being a public mixed day and boarding school, it enabled the researcher gauge the effectiveness of the research tools in collecting data from both boys and girls. Moreover, it enabled the researcher gauge the efficacy of the tools in collecting data from students who were boarders and those that were day scholars. These were important variables because the study sought to understand the nature of the problem in public schools with different demographic characteristics like type of school and gender of students.

Piloting revealed that some items in the questionnaires had technical phrases which could not easily be interpreted by students. The researcher simplified the phrases and made them easy for students to give accurate responses. Piloting also revealed that questionnaires were very long and made students skip some questions. Before the actual study was done, the researcher shortened them and eliminated instances of incomplete questionnaires. At piloting level,

victims, bullies, and observers were studied together during FGDs. However, this proved to be detrimental because some victims hesitated to reveal sensitive information about their perpetrators who were present. To counter this, the researcher studied victims, bullies, and observers separately during the actual study. Over 10 questionnaires were not returned when piloting was done. This was because they were not coded when they were issued; hence it became difficult to track them. The researcher coded all questionnaires during the actual study. This benefitted the study by improving the questionnaire return rate to 98.9 %. Piloting also revealed that students with learning disabilities could not complete questionnaires on their own because some couldn't write coherently. During the actual study, the researcher excluded them from filling questionnaires.

3.6.1 Validity of Research Instruments

Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose. It empowers the examination results to really speak for the factors under scrutiny. There is content, construct, and criterion-related types of validity. Content validity measures the degree to which the test items represent the property being measured whereas construct validity focuses on the degree to which the test measures the construct it was designed to measure. On the other hand, criterion-related validity is concerned with detecting the presence or absence of one or more criteria considered to represent traits or constructs of interest (Creswell, 2012). To ensure content validity, supervisors read the questionnaires, interview guides, and FGD guides and advised the researcher to include more questions to cover all areas related to the study objectives. To increase construct validity, the supervisors advised the researcher to delete some questions that were not related to objectives of the study.

Triangulation technique was utilized to validate instruments. According to Black (2010), this strategy involves cross-checking data from various points of view. Quantitative information from the questionnaires was triangulated with qualitative findings from FGDs and interviews to identify responses that deviated abnormally. This technique enabled the researcher identify two questionnaires where victims did not identify any aspect of academic and co-curricular engagement that was affected by peer bullying. These questionnaires were considered to be invalid because their data deviated significantly from qualitative findings from interviews and FGDs which showed that bullying had a significant negative influence on academic and co-curricular engagement. The researcher realized that this happened because the students had learning disabilities; they could not write coherently. To improve validity during the actual study, the researcher consulted teachers and Deputy Principals on the literacy abilities of each student before including them in the study.

Finally, validity of qualitative data was established through conformability. According to Black (2010) conformability is the degree to which experts in a particular area corroborate the research findings. Comparisons with findings from prior studies on peer bullying and school participation like Aune (2011), Itegi (2017), Kavanagh (2014), and Morris (2012) were used to test conformability. The researcher re-checked data and established that like prior studies, various forms of peer bullying had a significant negative influence on academic and co-curricular engagement. This validated interviews and FGDs.

3.6.2 Reliability of Research Instruments

According to Creswell (2012) reliability means that scores from an instrument are stable and consistent after a repeated trial. Scores from an instrument are reliable and accurate if a respondent's scores are internally consistent across the items on the instrument. Creswell (2012, p. 159) gives this example:

If a respondent is positive about the negative effects of tobacco at the beginning of the instrument, the respondent should as well be positive about the health effects of tobacco later.

In light of the current study, the consistency of responses was premised that if initially a respondent was positive about the negative effects of peer bullying on academic and co-curricular engagement, then they should have later on agreed that peer bullying lowers academic and co-curricular engagement. Test-retest technique was used to establish reliability of the instruments. This technique entailed using the instruments to collect data twice in a span of two weeks. Responses from the two sets of questionnaires, interviews, and FGDs were coded and added into the SPSS rendition 22.0 which applied Pearson's product moment formulae to calculate a relationship coefficient. Data from the instruments yielded a correlation coefficient of 0.78, implying that they were consistent because according to Gay (2003), a correlation coefficient of between 0.7 and 0.8 implies that the instrument is reliable.

3.7 Data Collection Procedures

After getting a research permit from the National Commission for Science, Technology and Innovation and an introduction letter from the Graduate School, the researcher pre-visited the sampled schools for official introduction. At this point, he booked a day to interview Deputy Principals which coincided with the day he sampled students. Thereafter, on different days, the researcher made actual visits to sampled schools and sampled students. The researcher introduced himself and issued questionnaires to students. After students had completed the questionnaires, the researcher cross checked them and ensured that no item was left unanswered. Thereafter, he proceeded with another group of students to a pre-arranged location from where he conducted FGDs and interviews. The researcher moderated each session for one hour and also propped them with note taking. Thereafter, he proceeded to conduct interviews

with Deputy Principals and teachers. At the end of each data collection exercise, the researcher thanked his participants and kept all the data safely for analysis at a later date. The exercise of data collection took six months whereas data analysis and report writing took five weeks.

3.8 Data Analysis

Before embarking on data analysis, the researcher cleaned the data. Data cleaning included re-checking all questionnaires to ensure that they were completed. This enabled the researcher identify two questionnaires that were incomplete. The researcher returned them to the respective victims who later completed and surrendered them.

After data cleaning, closed ended responses from questionnaires were grouped along four objectives: forms of peer bullying; trends of peer bullying; peer bullying and academic engagement; peer bullying and co-curricular engagement. The responses were coded and uploaded into SPSS version 22.0 for analysis into percentages. SPSS version 22.0 was used in analysis because it is fast and accurate. Gender and type of school were used as units of analysis for the second objective on trends of peer bullying. Analysis by gender enabled the researcher reveal who between a girl and a boy was more involved as a victim or perpetrator of acts of peer bullying. In contrast, analysis by type of school enabled the study reveal how forms of peer bullying varied across girls' boarding, mixed boarding, and mixed day schools. Gender was also used to analyze data related to the third objective on the influence of peer bullying on academic engagement. The same was the case for data concerning the fourth objective on peer bullying and co-curricular engagement. As a unit of analysis, gender revealed variations on effects of bullying on academic and co-curricular engagement of boys and girls as victims or bullies. The analysis produced descriptive statistics in form of frequencies and percentages.

Open-ended responses from questionnaires, interviews, and FGDs enabled the researcher generate qualitative data. Field notes from these tools were transcribed in light of the four objectives. Qualitative data was probed to generate explanations, arguments, and opinions that helped understand statistical trends in quantitative data. These explanations enriched the study's findings. Presentation of quantitative data used frequency tables whereas qualitative data was presented thematically in form of quotes.

3.9 Logistical and Ethical Considerations

The researcher obtained a research permit from NACOSTI and an introduction letter from the Graduate School. Copies of these documents together with a national identification card and a student ID were served to the DEO and school Principals to book appointments. The researcher made pre-visits during which he introduced himself and arranged when and where to meet his respondents on the material day of data collection. The researcher prepared a precise budget which covered commuter, research, and subsistence costs. Ethical issues that were considered included: acquisition of informed consent from all participants, seeking the consent of teachers, protecting the anonymity and confidentiality of respondents, guaranteeing the physical and psychological security of participants, giving room for participants to withdraw at any stage, and observing honesty.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the demographic characteristics of respondents and the findings. Data analysis and interpretation was guided by four questions: which forms of peer bullying exist among students? What are the trends of peer bullying among students? How do forms of peer bullying influence academic engagement of students? How do forms of peer bullying influence co-curricular engagement of students?

4.1 Demographic Characteristics of Respondents

The researcher sampled students, teachers and Deputy Principals. Two demographic characteristics of students were used as units of analysis. Gender and type of school were used to analyze trends of peer bullying whereas gender was used to analyze data on influence of peer bullying on academic and co-curricular engagement. Students were categorized as victims, bullies, and observers. The researcher issued 244 questionnaires to bullies and victims. Out of this number, 98.9 % were returned and analyzed. However, 1.1 % was not used in data analysis. These included 2 questionnaires of victims and 2 from bullies that were not returned. Although the researcher did not utilize data from these questionnaires, data from the other 240 questionnaires, interviews, and FGDS was adequate. A return rate of 98.6 % was a very good rate. It implied that no significant data was lost. According to Mugenda and Mugenda (2003), a response rate of 50 % is adequate and a response rate greater than 70 % is very good. A high response rate was achieved because the researcher pre-notified respondents before administering instruments.

Table 4.1 Demographic Characteristics of Students

This table summarizes the demographic characteristics of bullies, victims, and observers.

	Victims (n=120)		Bullies (n=120)		Observers (n=130)	
	Frequency	%	Frequency	%	Frequency	%
Gender						
Male	43	35.8%	41	34.2%	49	37.7%
Female	77	64.2%	79	65.8%	81	62.3%
Type of school						
Girl's boarding	30	25.0%	39	32.5%	34	26.2%
Mixed boarding	72	60.0%	66	55%	84	64.6%
Mixed day	18	15.0%	15	12.5%	12	9.2%
Class						
Form One	34	28.3%	5	4.2%	17	13.1%
Form Two	34	28.3%	14	11.7%	48	36.9%
Form Three	30	25.0%	69	57.5%	41	31.5%
Form Four	22	18.3%	32	26.7%	24	18.5%

Source: Researcher (2021)

The number of students whose data was analyzed was lower than the number that was initially sampled. Although the researcher sampled a total of 374 students, questionnaire data from 2 victims and 2 bullies was not analyzed because they did not return their questionnaires. Inclusion of demographic information in this chapter explains reasons for the variation.

Regarding gender, 64.2 % of victims were girls whereas 35.8 % were boys. A similar trend was replicated among bullies. Having more girls as victims suggests that girls become more vulnerable to bullying because they are not muscular like boys. A majority of victims and bullies were from mixed boarding schools and the least from mixed day schools. There were few victims from mixed day schools because such schools are less populated than boarding schools. Hoffman (1996) found that overcrowded classrooms create an environment where students are more likely to be bullied. On academic level, most victims were from junior classes

whereas most bullies were from senior classes. A look at these findings suggests that chances of being bullied seemed to reduce as students progressed in the academic level. This was because older students were feared because of their seniority and were thus less likely to be bullied than younger students.

Table 4.2: Demographic Characteristics of Deputy Principals and Teachers

The table presents data on demographic characteristics of Deputy Principals and teachers.

	Deputy Principals (n=11)		Teachers (n=11)	
	Frequency	%	Frequency	%
Gender				
Male	8	72.7%	11	100%
Female	3	27.2%	0	0.0%
Years worked in station				
1-3 years	4	36.3%	3	27.2%
4-5 years	0	0.0%	6	54.5%
Above 6 years	7	63.6%	2	18.1%

Source: Researcher (2021)

Slightly over a quarter of Deputy Principals were female whereas 72.7 % were male. All teachers were male because at the time of data collection no single female teacher was officially in charge of at least one co-curricular activity as the study required. This informed the researcher to sample male teachers so as to get respondents who had practically experienced how bullying affected student participation both in class and in CCAs. All teachers and Deputy Principals had served in their stations for at least a year. Sampling teachers and Deputy Principals that had served for a considerable period of time benefited the study because it meant that they were well versed with peer bullying in their schools.

4.2 Forms of Peer Bullying in School

The first objective investigated forms of peer bullying. This sub-section discusses quantitative findings from victims and bullies. The data is supported by commentaries from observers, daily incident records, teachers, and Deputy Principals. Bullies, victims, and observers were identified by Deputy Principals who referred to daily incident records and revealed names of students that had been reported to have observed, committed acts of bullying, or victimized by peers recently. Analyses of physical, verbal and property bullying used gender as the unit of analysis.

4.2.1 Forms of Physical Bullying

Responses of victims on acts of physical bullying encountered repeatedly

Sixty percent of male victims were not caned in the 30 days that preceded this survey. However, almost forty percent of them were caned. On the other hand, 70.1 % of female victims indicated that they were not recipients of this form of physical bullying in the 30 days that preceded the survey. However, 29.8 % of girls were caned. For instance, in one bizarre case from a sub-county mixed boarding school, a group of Form Three and Form Four boys in one dormitory were reported to tie knots on one end of their towels and used them to whack junior boys while they were asleep. They christened these rituals ‘Maasai evening hunting expeditions.’ These findings address gaps left by Wan and Annie (2008). The gap on Singapore as the study location was addressed by using Nyahururu Sub-county whose findings can be used to make comparisons on forms of peer bullying.

The analysis by gender found that 60.5 % of male victims were never forced to kneel on a hard surface in the last 30 days. However, 39.5 % of them did so. Comparatively, 70.1 % of girls did not experience this whereas 29.1 % got it. For example, a teacher from a girls’ boarding remembered a case of a Form Three girl that forced a Form One student to kneel outside the

dining hall for speaking mother tongue. This converges with Ochura (2014) who found that physical bullying accounted for 45.8 % of cases in Kisumu East District.

The study found that 69.7 % of male victims were slapped. However, 30.2 % never received this form of physical bullying. On the other hand, 76.6 % of girls never received this act of physical bullying but 23.3 % received it. For instance, a victim enrolled in Form One accounted that the school head boy slapped him so as to embarrass and turn him away from his girlfriend.

Responses of bullies on acts of physical bullying committed repeatedly

Analysis by gender found that 58.5 % of boys caned a fellow student in the last 30 days. However, 41.4 % admitted not to have done so. On the other hand, 39.2 % of girls admitted to have committed this act of physical bullying whereas sixty percent never did it. A teacher from a boarding school reported a case where a Form Three boy received a severe beating from Form Four boys in what appeared to be a long running ritualistic “culture” of beating Form Three students during the third term of the school calendar. The ritual was christened *thundio* (swelling). Although the boy was admitted in Nairobi East Hospital in a critical condition, his mother did not report the matter to police or education officers. These findings are similar to those of Ochura (2014) which revealed that beating as a form of physical bullying was reported by 10.9 % of victims in Kisumu East District.

Analysis by gender found that 43.9 % of the boys never forced a student to kneel on a hard surface in the last 30 days. However, 36.5 % of them did so. On the flip side, 55.6 % of girls never committed this act whereas 44.3 % committed it. There was an incident in a national girls’ boarding where a Form Three girl forced a Form One girl that she shares a cubicle with to kneel in the dormitory and apologize for spreading false rumors about her HIV/AIDS status. In contrast, 73.1 % of male bullies indicated that they slapped a student recently whereas 26.8 % never did so. On the other hand, 60.7 % of girls never committed this act whereas 39.2 %

committed it. These findings address gaps identified in Rosta (2011). The first gap on Zambia as the study location was addressed by using Nyahururu and enabled the researcher generate findings that can be used to make comparisons on forms of peer bullying. The second type of gap was related to the population sample. Unlike the *Zambian study* which focused on victims in primary special schools, this study focused on victims, bullies, and observers from regular secondary schools. It generated new findings on forms of peer bullying.

4.2.2 Forms of Verbal Bullying

Responses of victims on acts of verbal bullying encountered repeatedly

Analysis by gender found that 90.6 % of male victims were called a bad nickname in the 30 days that preceded the survey. However, 9.3 % were not targeted. On the other hand, 96.1 % of their female counterparts noted that they were targets of this act of verbal bullying whereas 3.8 % were not. For instance, one girl in a national girls' boarding noted in her questionnaire that bullies call her *praying mantis* because she's thin. These findings address gaps identified in Rosta (2011). The first gap based on Zambia as the study location was addressed by using Nyahururu Sub-county and enabled the researcher generate findings that can be used to make comparisons on forms of peer bullying. The second type of gap was related to the population sample. Unlike the *Zambian study* which focused on victims in primary special schools, the current study focused on victims, bullies, and observers from regular secondary schools; it unearthed new trends on peer bullying.

The analysis by gender found that 62.8 % of male victims were not insulted in the 30 days that preceded the survey. However, 37.2 % were insulted. For girls, 55.8 % didn't experience this act whereas 44.1 % got insulted. In one case, a Form Two girl from a national girls' boarding said that her classmates insulted her *kasogonyando* because of her protruding forehead. This

insult came from a Kiswahili word, *kisogo*, which means ‘forehead.’ These findings resemble those of Rosta (2011) who found that girls in Zambia were more likely to be bullied on the basis of bodily appearance more than boys.

On the other hand, 90.6 % of male victims were laughed at and embarrassed by bullies in the 30 days that preceded the survey. However, 9.3 % were not recipients at all. Comparatively, 96.1 % of their female counterparts were affected whereas a paltry 3.8 % were lucky not to experience the same. In a case from a sub-county mixed day school, bullies in Form Two made fun and laughed at their classmate because ‘she had protruding teeth, was tall and dark skinned, like Luo girls.’ Rosta (2011) notes that for girls, the most beautiful are the most likely to be liked by peers and less likely to be bullied in school. The converse is also true.

Responses of bullies on acts of verbal bullying committed repeatedly

Analysis by gender revealed that 90.2 % of boys had a habit of calling other students bad nicknames. A mere 9.8 % never did so. Girls exhibited a difference. Half of them never committed this act whereas 49.3 % did it in the 30 days that preceded the survey. A Form Three girl was nicknamed *emoji* because she resembled a cartoon. This was related to a case from a sub-county mixed boarding where a Form Four boy nicknamed a Form Three student *ricky* because he resembles a cartoon. *Ricky* is the name of a cartoon in a popular children cartoon program. This was in agreement with Wan and Annie (2008) who found that verbal bullying, particularly ridiculing, was very common among Singaporean students.

Analysis by gender found that 87.8 % of boys insulted their victims in the 30 days that preceded the survey. A paltry 12.2 % never did so. On the other hand, 54.4 % of girls insulted their victims whereas 45.6 % never did so. These findings addressed gaps identified in Ochura (2014). The first type of gap was based on Kisumu East District as the study location. The current study used Nyahururu Sub-county and generated findings that can be used to make comparisons on peer bullying and enrich literature. The second type of gap focused on the

previous study's design which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques which enabled the researcher to generate richer findings on forms of peer bullying. The third type of gap was related to the population sample. Unlike the Kisumu study which focused on victims only, the current study broadened its population by using victims, bullies, and observers. This led to a better understanding on forms of peer bullying.

Analysis by gender found that all boys laughed to embarrass their victims. However, 43 % of girls laughed at their victims whereas 57 % never did so in the last 30 days. For instance, a Form Three girl aged between 15 and 17 years from a national girls' boarding wrote in her questionnaire that she usually laughs at a certain Form Two girl because she is fat.

4.2.3 Forms of Property Bullying

Responses of victims on acts of property bullying encountered repeatedly

Analysis by gender found that 88.3 % of the boys had their properties damaged within the 30 days that preceded the survey. Small proportions were not targeted. On the other hand, 70.1 % of girls did not receive this act of bullying whereas 29.8 % were targeted. These findings addressed gaps identified in Itegi (2017). The first type of gap on Nairobi County as the study location was addressed by using Nyahururu Sub-county. This generated comparative finding that enrich literature on forms of peer bullying. The second type of gap on the previous study's design which emphasized quantitative techniques only was addressed by using both quantitative and qualitative techniques. This enabled the researcher unearth reasons why bullies committed bullying, their effects on victims, and examples of nicknames or insults. This supported quantitative data. The third type of gap was related to the population sample. Unlike the Nairobi study which focused on victims only, the current study broadened its population

by focusing on three categories: victims, bullies, and observers. This enabled the study to obtain detailed findings on trends of peer bullying.

The analysis by gender found that 74.4 % of boys had their belongings hidden in the 30 days that preceded the survey. However, 25.6 % were not victims to this. On the other hand, half of the girls were affected whereas 49.4 % were not affected. For instance, in an extra-county mixed boarding a Form Two boy aged between 15 and 17 years hid his desk mate's Chemistry exercise book until his female victim cried, making the bully happy.

The study established that almost half of the boys were not forced to spend money to buy something for a student in the 30 days that preceded the survey. However, slightly over a half were affected. On the other hand, 84.4 % of girls were not affected whereas 15.5 % were affected. For instance, a Form Two boy from a sub-county mixed boarding responded that on several occasions while in his dormitory, Form Four boys forced him to spend his money to buy them biro pens. Similar findings were echoed by Ochura (2014) who established that 14.5 % of victims were demanded money by their bullies.

Responses of bullies on acts of property bullying committed repeatedly

Analysis by gender revealed that 68.2 % of male bullies damaged victims' belongings in the last 30 days. However, 31.7 % did not do so. Half of the girls never did this whereas 49.3 % committed this act of property bullying. For instance, a teacher from a sub-county mixed day school accounted for a case where a group of Form Three boys used to go to the parking bay where Form One boys parked their bicycles and deflate their tires. These findings address gaps left by Abazar and Metin (2011). The first gap was based on Turkey and Iran as the study locations. Findings on forms of peer bullying in Nyahururu can be used to make comparisons and enrich literature. The second type of gap focused on the previous study's design which

utilized quantitative techniques only. The current study filled this gap by using both quantitative and qualitative techniques to get richer findings on various forms of peer bullying. The analysis by gender established that 22 % of boys didn't hide a student's property in the last 30 days. However, 78 % did it. On the other hand, 49.4 % of their female counterparts never did this whereas 60.7 % did so. For instance, a Form Three girl aged between 15 and 17 years in a national girls' boarding wrote in her questionnaire that she hid a Form Three student's belongings in her dormitory during the victim's birthday party.

Analysis by gender found that 41.5 % of boys didn't force a student to spend money to buy them something. However, 58.5 % of them did it. On the other hand, 93.7 % of girls didn't do this even as 6.3 % of them did so. These findings address gaps left by Abazar and Metin (2011). The first gap was based on Turkey and Iran as the study locations. Findings on forms of peer bullying in Nyahururu can be used to make comparisons and enrich literature on forms of peer bullying. The second type of gap focused on the previous study's design which utilized quantitative techniques only. The current study filled this gap by using both quantitative and qualitative techniques to get richer findings on various forms of peer bullying. The third type of gap was related to the population sample. Unlike the previous study which focused on victims only, the current study focused on victims, bullies, and observers. It revealed a broad scope regarding peer bullying among the three categories of students.

4.3 Trends of Peer Bullying in School

This sub-section presents findings of the second objective. It discusses the trends of physical, verbal, and property bullying. The trends touched on gender, type of school, academic levels, intended and actual effects on students, and why the acts were committed. The analysis is presented in percentage form by gender. A *yes* response implies that the act was encountered or committed whereas a *no* response implies that the act was not encountered or committed.

Analysis by type of school was calculated using responses that indicated *yes* for the said act of bullying.

4.3.1 Trends of Physical Bullying

Table 4.3: Responses of victims on trends of physical bullying

The following table gives a statistical summary of trends of peer bullying among victims.

n for boys = 43; n for girls = 77

Acts encountered		No	Yes	Type of school		
				Girls' boarding	Mixed boarding	Mixed day
Being caned	Frequency	26	17	27.5%	57.5%	15%
Boys	% within gender	60.5%	39.5%			
	Girls	Frequency	54			
	% within gender	70.1%	29.8%			
Forced to kneel on hard surface	Frequency	26	17	45%	30%	25%
Boys	% within gender	60.5%	39.5%			
	Girls	Frequency	54			
	% within gender	70.1%	29.8%			
Being slapped	Frequency	13	30	27.2%	54.1%	18.7%
Boys	% within gender	30.2%	69.7%			
	Girls	Frequency	59			
	% within gender	76.6%	23.3%			

Source: Researcher (2021)

Boys experienced caning more than girls. A comparison of these results with those of bullies shows a similarity because boys were more involved as victims and perpetrators of this act. Detailed discussions with victims revealed that this gender pattern emerged because most bullies viewed boys as hardy and therefore caning was regarded to be an easier way of subduing them. In comparison, analysis by type of school found that 27.5 % of victims were from girls'

boarding school whereas 57.5 % and 15 % were from mixed boarding and mixed day schools respectively. According to victims, caning was more prevalent in mixed boarding schools and least prevalent in mixed day schools. Discussions with victims found that boarding schools experienced this act more than day schools because bullies committed this act while competing for limited common spaces and utilities in boarding schools like bathrooms, water taps, and dormitory cubicles. Bullies resorted to bullying victims in order to use the facilities first. This corroborated Hoffman (1996) who revealed that overcrowded schools have higher incidences of peer bullying than less crowded schools.

The study unraveled the intention of using caning as a form of physical bullying. Discussions with observers in FGDs revealed that the intention of caning was to cause fear, inflict pain, and force victims to respect bullies. This made the bullies feel heroic. Perpetrators of this act came from senior classes whereas victims were from junior classes. These findings are similar to those of Ochura (2014) which revealed that beating as a form of physical bullying was reported by 10.9 % of victims in Kisumu East District.

Some bullies took advantage of their official responsibilities as prefects to compel victims obey school rules, perform manual duties properly, and be responsible students. By caning their victims, bullies were able to control and demean their victims. At the same time, they caned their victims so as to warn and frighten other students who don't obey school rules. Perpetrators came from upper classes whereas victims came from lower classes. A Form Three male observer from an extra-county boarding confirmed this during an interview about an incident that happened in his dormitory:

A secretary (student leader) caned a Form One for not doing their duty properly. He was caned severally in the dorm. The secretary is in Form Four. (Male student, September 2018)

Boys experienced being forced to kneel on hard surfaces more than girls. However, this data was in contrast with that of bullies which showed that more girls were victim to this act of physical bullying. Deeper interrogation of victims revealed that boys were more susceptible to this act because their tormentors regarded them to be hardy and tough than girls. Kneeling was considered to be more effective in belittling and subduing boys. Analysis by type of school established that 25 % of victims were from mixed day schools whereas 45 % and 30 % were from girls' boarding and mixed boarding schools respectively. Therefore, this act of physical bullying was more rampant among victims of girls' boarding school and least in mixed day schools. Discussions with teachers found that this act was more common in boarding schools because school prefects from upper classes were over empowered to supervise their subjects. At times they took advantage of their leadership elevation to bully others. Bullies took advantage of their seniority to bully their juniors. They did so to assert their seniority and feel heroic. Such acts made victims feel belittled, subdued or despised. Discussions in FGDs found this to be common near dormitories. This converges with Ochura (2014) who found that physical bullying accounted for 45.8 % of cases in Kisumu East District.

Boys were more slapped than girls. This data relates to that of bullies where more boys were perpetrators of this act. Detailed interrogation of victims revealed that bullies regarded male victims to be hardy. Slapping became ideal in frightening and subduing their targets. Analysis by type of school established that 27.2 % of victims that experienced this act of physical bullying were enrolled in girls' boarding schools whereas 54.1 % and 18.7 % were enrolled in mixed boarding and mixed day schools respectively. Slapping of victims was more rampant in mixed boarding schools and least common in mixed day schools. Deeper interrogation of victims revealed that bullies slapped their targets so as to embarrass them in front of peers of the opposite sex.

The study unraveled important trends on this form of peer bullying. Bullies often used slapping to solve disagreements with their juniors. By doing so, they felt heroic and winners of arguments whereas their victims took the loser tag. Slapping made victims make inference that they should not argue with their superiors. In most cases perpetrators came from upper classes. For instance, while on the playground over break time, a teacher from a sub-county mixed day school observed a case where a Form Four boy slapped a Form One boy after a brief argument. The teacher realized that the boy in Form Four was high handed. The case was forwarded to the Deputy Principal who punished the bully and made him apologize to his victim in parade.

Table 4.4: Responses of bullies on trends of physical bullying

This table presents statistical analyses of trends of acts of physical bullying by bullies.

n for boys = 41; n for girls = 79

Acts committed		No	Yes	Type of school					
Caned a student	Frequency	17	24	30.9%	52.7%	16.3%			
	Boys	% within gender	41.4%				58.5%		
Girls	Frequency	48	31						
	% within gender	60.7%	39.2%						
	% within gender	39.2%	60.7%						
Forced student kneel	Frequency	26	15				38%	50%	12%
	Boys	% within gender	43.9%	36.5%					
Girls	Frequency	44	35						
	% within gender	55.6%	44.3%						
Slapped a student	Frequency	11	30	45.9%	45.9%	8.2%			
	Boys	% within gender	26.8%						
	Girls	Frequency	48				39		
		% within gender	60.7%				39.2%		

Source: Researcher (2021)

The gender pattern shows that boys caned victims more than girls. A similar trend was replicated among victims where more boys were involved as victims. As the case was with victims, most bullies indicated that they never caned anybody whereas others did so. An interview with a teacher from an extra-county mixed boarding revealed that boys perpetrated this act more than girls because they considered themselves to be 'tough' and strong. This corroborates Rosta (2011) who found that male bullies took advantage of their masculinity to physically bully their victims. In contrast, analysis by type of school found that 30.9 % of perpetrators were from girls' boarding schools whereas 52.7 % and 16.3 % were from mixed boarding and mixed day schools respectively. Therefore, there were more cases from mixed boarding whereas mixed day schools had the least cases. Interviews with teachers found that this act was more common in boarding schools because of over crowdedness and competition over resources, utilities, and common areas like dormitory cubicles.

The study found why caning as acts of physical bullying were rampant. A teacher from a sub-county mixed day school was of the opinion that the way a child is brought up can make one to be a bully. He said that some students experience violence at home and this influences their bullying behavior. On the same note, he identified use of drugs to be a factor. He also responded that most of the students that had been reported to have bullied others were physically stronger than their victims. Students with low self-esteem were also found to be at a higher risk of being bullied. This was supported by a Deputy Principal of an extra-county mixed boarding school who summed it up this way:

Some students have unresolved internal issues. Some do it as a way of expressing their frustrations. When you see a Form Four bullying a Form One, there is a high chance that the perpetrator was also bullied at some point. Take cognizance of bullying at home. Some students come from violent homes. They learn from there

that violence begets violence...in those days when caning was allowed in schools, there were many cases of bullying. When you cane a student, you teach others that it's good to cane or beat the person that is powerless. (Female Deputy Principal, September 2018)

Boys were involved in forcing victims to kneel on hard surfaces more than girls. Conversations with bullies revealed that boys preferred this act because they regarded it to be effective in belittling their victims. In contrast, a different trend was observed among victims where more girls were involved as victims of this act. Analysis by type of school found that 50 % of those that committed this act of physical bullying were from mixed boarding schools whereas 38 % and 12 % were from girls' boarding and mixed day schools respectively. According to bullies, this act was more common in girls' boarding and least common in mixed day schools. Girls' boarding experienced this act more because senior students took advantage of their juniors. Perpetrators of this act were mostly senior than their victims. Some instances involved a bully and victim of the same gender.

More trends on this form of peer bullying were revealed. Older students bullied others whenever they thought that their juniors were trespassing on their territories in dormitories. Bullying was meant to remind victims that they shouldn't trespass seniors' territories. At times the incidences involved perpetrators and victims of the same gender. A Form One girl, a victim, from a mixed extra-county boarding was forced by her senior peers to do press ups because she entered senior girls' cubicle without their permission. The victim got emotionally hurt. She responded in an interview:

During lunch time I went to pick my friend's plate. I was commanded to do press ups at the dormitory for entering one of the cubicles without permission while I am a

Form One. I had to do them but I was hurt until they apologized and said it was a joke. (Female Student, September 2018)

Boys were more likely to slap victims. A similar trend was observed among victims where more boys reported to be victims of this act. Discussions with bullies revealed that boys preferred this act because it brought instant results and ‘justice’ to their targets once provoked. At times this act could involve students of the same class but where one was physically stronger than the other. Some acts involved victims and bullies of the same gender. There was a case in an extra-county mixed boarding school where a tall Form Two boy aged between 15 and 17 years slapped a tiny fellow Form Two boy twice in class and in the dormitory because the victim addressed him by his nickname. In contrast, analysis by type of school found that 45.9 % of those that committed this act were enrolled in girls’ boarding or mixed boarding schools whereas 8.2 % were enrolled in mixed day schools. According to bullies, this act was more common in boarding schools than in day schools. Boarding schools experienced this act more due to over crowdedness and competition over common spaces and resources. This corroborates Hoffman (1996) who revealed that overcrowded schools have higher incidences of peer bullying than less crowded schools.

4.3.2 Trends of Verbal Bullying

The following table presents statistical analyses of trends of verbal bullying among victims.

n for boys = 43; n for girls = 77.

Table 4.5: Responses of victims on trends of verbal bullying

Acts encountered		No	Yes	Type of school		
				Girls' boarding	Mixed boarding	Mixed day
Called bad nickname	Frequency	4	39	24%	61.9%	14.1%
	Boys	% within gender	9.3%			
Girls	Frequency	3	74			
	% within gender	3.8%	96.1%			
Being insulted	Frequency	27	16	26%	56%	18%
	Boys	% within gender	62.8%			
Girls	Frequency	43	34			
	% within gender	55.8%	44.1%			
Laughed at & embarrassed	Frequency	4	39	24.3%	63%	12.7%
	Boys	% within gender	9.3%			
Girls	Frequency	3	74			
	% within gender	3.8	96.1%			

Source: Researcher (2021)

Girls were more likely to be called a bad nickname. A contrasting trend was replicated among bullies where more boys reported to be perpetrators of this act. Analysis by type of school found that 24 % of victims were enrolled in girls' boarding whereas 61.9 % and 14.1 % were enrolled in mixed boarding and mixed day schools respectively. According to victims therefore, this act was more common in girls' boarding school and least in mixed day schools. Interviews with victims revealed that girls' boarding school experienced this act more because some girls who came from affluent families used to despise those from poor backgrounds. They came up with nicknames that referred to poverty. Examples included *mburumatari*, a Kiswahili phrase that means 'poor people.' These findings converge with Ochura (2014) who found that

over two thirds of students in Kisumu East District reported that verbal bullying was the most common type of peer bullying.

Analysis by gender revealed that a majority of students that were called a bad nickname were girls. The study found that the developmental changes that come with adolescence were partly responsible for this. Some girls whose bodies became ‘unacceptably big’ were taunted with nicknames such as *big mama*, *mama mboga* and *cucu*. This was not necessarily the case for boys whose massive bodily changes during adolescence were regarded with esteem and brought some degree of respect especially from junior peers. Rosta (2011) found that girls in Zambia were more likely to be bullied on the basis of adolescence-related bodily changes.

The study unraveled differences between a bad and a good nickname. A nickname was considered to be bad if it was associated with bad habits, students that were expelled for indiscipline, people with known bad behavior, or if it depicted the victim’s appearance negatively. There was a case where an observer in a sub-county mixed day school said that his classmates nicknamed one boy *sector* because he overeats. Another boy from an extra-county mixed boarding was nicknamed *Odhis*, a nickname of a former student that was expelled because of gross indiscipline. These bad nicknames made victims feel angry and disliked.

Some bullies used nicknames to describe the perceived physical appearance of victims. The appearance could at times be likened to insects, animals or human characters in literature set books. This intended to hurt victims emotionally. Some incidences involved bullies and victims from the same class and gender. One Form Two girl from a national girls’ boarding said that on several occasions, her classmates called her *praying mantis* or *Mama Milanoi* (a character depicted as emaciated in David Ole Kulet’s novel, *Blossoms of the Savannah*) because she’s thin. Elsewhere, a Form Three girl from an extra-county mixed boarding said that her classmates used to call her *hippo* because he is fat. She left this remark on her questionnaire:

A student in my class calls me *hippo* because am plum. I feel bad. (Female Student, September 2018)

The above scenario was related to a case where a Form One girl responded that her classmates nicknamed her *Mwalimu Andrew* because her head resembles that of a cartoon of a satirical character that is depicted in a weekly humor magazine of *Sunday Nation*, a local newspaper. See appendix M. Others coined nicknames from grammatical mistakes made by victims in class. The intention of this was to sarcastically correct mistakes made by victims. Some incidences involved bullies and victims of the same class and gender. In a national girls' boarding, a girl in Form Two narrated how she mispronounced the name of a literature character during a literature lesson and her classmates started using that mispronounced word as her nickname. She said in an interview:

I had *shrubbed* (mispronounced) the word 'Resian' and said 'Lesian'...that became my name for the remaining English lessons in the term (Female Student, September 2018)

Other bullies coined nicknames based on surnames, looks, and statures of their victims to belittle and hurt them. Some of these incidences involved bullies and victims from different classes and genders. A female Form Three victim of this form of verbal bullying gave an account of what she underwent in her sub-county mixed day school. She responded in an interview:

They call me *kanyundo* (small hammer) because am short. They also call me *karain* because my name Kabura loosely translates to 'little rain' in Kikuyu. I don't like it. I feel hurt. (Female Student, September 2018)

Some cases involved bullies and victims of the same academic level. The above case was related to another case from the same school where a group of students in Form Two called

their classmate *Akinyi* because ‘she has protruding teeth, tall and she’s dark, like most Luo girls.’

Bullies created nicknames to describe victims that don’t groom themselves well. The intention was to hurt and train them good grooming. Some of these incidences involved bullies that were senior to their victims but of the same gender. A Form Three girl from a national girls’ boarding for example observed a case where one girl in Form One was nicknamed *Ngugi wa Thiong’o* because her hair doesn’t grow properly. The victim was called this nickname in class, in dormitories, and on playgrounds. Perhaps they got this name from the renowned professor of literature *Ngugi wa Thiong’o* whose hair looks shaggy always.

Girls were more susceptible to being insulted. A similar trend was replicated among bullies where more boys were perpetrators of this act. Analysis by gender revealed that the likelihood of being insulted befell girls. This was partly because of the developmental changes of adolescence. Girls whose bodies were naturally slender and those with small buttocks became easy targets. There was a case in a sub-county mixed boarding school where a victim said that she was insulted because she has small buttocks. However, this was not necessarily the case for boys. These findings resemble Rosta (2011) who found that girls in Zambia were more likely to be bullied on the basis of adolescence-related bodily changes more than boys. In contrast, analysis by type of school found that 26 % of victims were from girls’ boarding whereas 56 % and 18 % were from mixed boarding and mixed day schools respectively. According to victims therefore, this act was more common in mixed boarding schools than in mixed day schools. Victims were of the opinion that this act was more common in boarding schools because students come from different localities, ethnicities, and varying socio-economic backgrounds. For instance, victims that came from communities that don’t practice

male circumcision used to receive derogatory insults that demeaned and regarded them as small children. Such included *kipii* and *kihii* (uncircumcised boys).

The study unraveled important trends on this form of peer bullying. Students with special needs became targets because of their disabilities. Some incidences involved victims and bullies of the same class and gender. A Form Three boy from a sub-county mixed boarding responded that on several occasions, a group of Form Three boys insulted him in class and in the dormitory because of his style of walking. These findings are corroborated by Rosta (2011) who revealed that pupils with disabilities in Zambia used to get insults based on their physical disabilities. This was his response during an interview:

...in the dorm Form Three boys abuse me and embarrass me because of how I walk because of my disability. (Male Student, September 2018)

Girls were more likely to be laughed at and embarrassed. A similar trend was replicated among bullies where more boys were perpetrators of this act. A gender pattern emerging in this type of verbal bullying shows that a majority of students that were laughed at and embarrassed were girls. This was partly because the society at large gets more concerned on the physical appearance of females. Rosta (2011) notes that for girls, the most beautiful are the most likely to be liked by peers and less likely to be bullied in school. The converse is also true. For example, an observer enrolled in Form Three in a sub-county mixed boarding observed a case where a Form One girl entered their class and everybody burst into laughter because the victim was 'black like a South Sudanese.' The meaning and significance derived from these acts is that bullies liken victims' appearance to people in the society as per skin color. This in a way gave a unique identity to the victims.

Analysis by type of school found that 24.3 % of victims of this act of verbal bullying were enrolled in girls' boarding school whereas 63 % and 14.1 % were enrolled in mixed boarding

and mixed day schools respectively. According to victims therefore, mixed boarding schools had most of such cases whereas mixed day schools had the least. A teacher from a sub-county mixed boarding school noted that this form of verbal bullying usually happened in class and was common in almost all classes. Victims were of the opinion that this act was more common in boarding schools because students come from different localities, ethnicities, and varying socio-economic backgrounds. For instance, victims that came from communities that don't practice male circumcision got demeaned and laughed at for being regarded to be immature.

Table 4.6: Responses of bullies on trends of verbal bullying

The following table presents statistical analyses of trends of acts of verbal bullying by bullies.

n for boys = 41; n for girls = 79

Acts committed		No	Yes	Type of school		
Called bad nickname	Frequency	4	37	26.3%	64.4%	9.2%
Boys	% within gender	9.8%	90.2%			
Girls	Frequency	40	39			
	% within gender	50.6%	49.3%			
Insulted	Frequency	5	36	22.7%	63.2%	13.9%
Boys	% within gender	12.2%	87.8%			
Girls	Frequency	36	43			
	% within gender	45.6%	54.4%			
Laughed to embarrass	Frequency		41	34%	50%	16%
Boys	% within gender		100%			
Girls	Frequency	45	34			
	% within gender	57%	43%			

Source: Researcher (2021)

Boys were more likely to use a bad nickname. A similar trend was replicated among victims where more boys were victims of this act. Analysis by type of school established that 26.3 % of perpetrators were from girls' boarding school whereas 64.4 % were from mixed boarding schools. A paltry 9.2 % were from mixed day schools. According to bullies therefore, mixed boarding schools had more of such cases whereas mixed day schools had the least. This act was more common in boarding schools because students preferred using names from non-local communities to bully others. Such names were obtained from former students who were expelled for gross violation of school rules. A Deputy Principal of an extra-county mixed boarding revealed a case that was reported in her office where a Form Two boy accused his classmate of calling him *Odhis*, the nickname of a boy that had been expelled because of indiscipline. This incident happened in the school playground. It offended the victim because the bully associated him with a bad boy that had been expelled. Comparatively, a female observer in Form Two in a national girls' boarding accounted about a case where her classmates called one of their peers *walking dead* because she's thin. The observer responded that she's usually addressed by this name in class.

The study unraveled more trends on this form of peer bullying. The labels that teachers used against their students were picked by bullies and used against victims. The labels were used by bullies on victims from the same classes regardless of gender. A teacher of Biology and Agriculture in a sub-county mixed day school remembered a case where a boy in Form One was labeled *maigoya* by his teacher of Physics and Chemistry because of his low academic ability. *Maigoya* is a Kikuyu name of a shrub with soft leaves that can be used as tissue paper. The boy's classmates picked this word and used it as a nickname.

The study revealed that some bullies did this act in response to the habit of victims meddling in the affairs of other students. Some incidences involved girls of the same class. One Form

Three girl wrote in her questionnaire that she calls one of her classmate *nosy bitch* because she is fond of meddling in other people's affairs. The above example was similar to what another girl from the same class wrote. She wrote that she calls a certain girl in her class *nosy buriakhab* because she likes meddling in other people's personal affairs. Another Form Three student from the same school responded in her questionnaire that she nicknamed her classmate *hen* because she fears darkness. This was in agreement with Wan and Annie (2008) who found that verbal bullying, particularly ridiculing, was very common among Singaporean students. The study unraveled more trends on this form of peer bullying. An interview with a teacher in one extra-county mixed boarding school revealed that bad nicknames are coined to summarize the self-identity of the victims. He said:

These names are like a summary of how they (bullies) perceive their targets. The nicknames define the mannerisms, egos, or appearance of their intended targets.
(Male Teacher, September 2018)

The study unraveled important trends on how this form of peer bullying affected interpersonal relations. Giving bad nicknames to victims was found to cause fights, hatred, and conflicts between students. This demonstrates that nicknaming harms social relationships. During FGDs, a verbal bully from an extra-county mixed boarding school revealed that she broke a cordial relationship with her friend:

She stopped talking to me...she couldn't help any more. We used to be friends but it stopped because she said I called her a bad name. (Female Student, September 2018)

The study revealed how self-identity was affected. An observer from the same school argued that nicknaming can at times destroy the self identify of victims. The boy said that bad

nicknames make victims feel belittled, inferior, and disliked. Another observer from the same school said that nicknames make victims fearful. He said:

...in class they fear to talk. They can't raise their hand to ask a question. They fear somebody can shout at them using their nickname. (Male Student, September 2018)

Boys insulted victims more than girls. This trend was replicated among victims where more boys were involved as victims. In depth discussions with bullies found that boys were more susceptible to commit this act because they are quick to anger, unlike girls who tend to suppress anger. In contrast, analysis by type of school found that 63.2 % of perpetrators were from mixed boarding schools whereas 22.7 % were from girls' boarding school. A paltry 13.9 % were from mixed day schools. According to bullies therefore, mixed boarding schools had most of such cases whereas mixed day schools had the least. Teachers argued that mixed boarding schools had more of these cases because some bullies used this act to fight off those victims they deemed were after their lovers.

This form of peer bullying was used to show the perception of physical appearance. The researcher found that bullies used this act to describe the physical appearance of their victims, albeit sarcastically. Some incidents involved victims and bullies from the same class. A Form Two girl from a national girls' boarding responded that some girls in her class had a habit of making fun of girls with very small buttocks or small breasts.

Crucial trends on this form of peer bullying emerged. Bullies used this act to describe habits or behaviors of their victims. Some incidents involved victims and bullies from different classes. A Form Four male observer from an extra-county mixed boarding reported seeing a Form Two boy insulting another boy twice in class allegedly because he eats too much. Related to this, while on the playground, a Form Two girl from a national girls' boarding saw girls from Forms

One, two and three insulting other girls because of their body sizes. Slim ones were called *1 GB* whereas fat ones were called *heavy loads*. She responded in an interview:

...yes...wamezibeba for the fat one or wao ni 1 GB yah because they are thin...

(Female Student, September 2018)

The above case resembled one involving a Form Three observer from an extra-county mixed boarding who responded to an instance where one of her classmates had a habit of mocking and criticizing a particular girl who likes asking questions in class. Some incidents involved female victims and bullies from the same class. The observer responded in an interview:

...a Form Three girl mocking another girl, 'you like asking questions in class, unajifanya unajua lakini hujui'...it used to happen in different lessons. (Female

Student, September 2018)

The findings discussed above addressed gaps identified in Ochura (2014). The first type of gap was based on Kisumu East District as the study location. The current study used Nyahururu Sub-county and generated findings that can be used to make comparisons on peer bullying and enrich literature. The second type of gap focused on the previous study's design which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques which enabled the researcher to generate richer findings on trends of peer bullying. The third type of gap was related to the population sample. Unlike the Kisumu study which focused on victims only, the current study broadened its population by using victims, bullies, and observers. This led to a better understanding on trends of peer bullying.

Boys were more likely to laugh and embarrass peers more than girls. This trend was replicated among victims where boys were more likely to be targets of the act. Interviews with teachers revealed that male bullies preferred this act of verbal bullying because it was easy to inflict its effects on their targets and it left no physical marks that can be used as evidence to accuse and

punish perpetrators. In contrast, analysis by type of school found that 50 % of those that committed this act of verbal bullying were enrolled in mixed boarding schools whereas 34 % were enrolled in girls' boarding school. A paltry 16 % were from mixed day schools. According to bullies therefore, this act was more common in mixed boarding schools and least common in mixed day schools. Discussions with bullies from boarding schools revealed that bullies used this act partly in response to the physical appearance of their victims. A Form Three girl aged between 15 and 17 years and is enrolled in a national girls' boarding responded in her questionnaire that she laughed at one of her classmates because she's bald headed. This was related to a case where a Form Three girl from a national girls' boarding responded that she was fond of laughing at other girls in her class because they have 'shapeless noses.'

Crucial trends on this form of peer bullying emerged. Some laughed at their victims in order to discourage them from participating in class discussions. Most of these cases involved bullies and victims from the same class. There was a case in an extra-county mixed boarding where a Form Two boy laughed severally at his male classmate after his victim answered a question wrongly in class. This made his victim not to raise his hand again, fearing that he will be laughed at. In a related scenario, during FGDs, one Form One female observer admitted seeing an instance in her class where a group of girls were laughing to embarrass another girl because they didn't like her and did not want her to be attentive in class. Here is an excerpt from the FGD:

...they laughed to embarrass another girl simply because they do not like her and didn't want her to be attentive in class. (Female Student, September 2018)

Others laughed with the intention of making fun and merry in class. A Form Two girl from a national girls' boarding responded that while in class, her colleagues broke in laughter when one of them pronounced the word *surprise* wrongly.

4.3.3 Trends of Property Bullying

Table 4.7: Responses of victims on trends of property bullying

The following table presents statistical analyses of trends on acts that victims faced.

n for boys = 43; n for girls = 77

Acts encountered		No	Yes	Type of school		
Belongings damaged	Frequency	5	38	23.1%	60.6%	16.3%
Boys	% within gender	11.6%	88.3%			
Girls	Frequency	54	23			
	% within gender	70.1%	29.8%			
Belongings hid	Frequency	11	32	29.5%	43%	9.8%
Boys	% within gender	25.6%	74.4%			
Girls	Frequency	38	39			
	% within gender	49.4%	50.6%			
Used money to buy things	Frequency	21	22	35.2%	41.1%	23.7%
Boys	% within gender	48.8%	51.1%			
Girls	Frequency	65	12			
	% within gender	84.4%	15.5%			

Source: Researcher (2021)

Boys were more likely than girls to have properties damaged. A similar trend was replicated among bullies where boys were more likely to be perpetrators of this act. Victims were of the opinion that boys were more likely to perpetrate this act because they are less empathic to their peers than girls. In contrast, analyses by type of school established that 23.1 % of recipients of this act of property bullying were enrolled in girls' boarding whereas 60.6 % and 16.3 % were from mixed boarding and mixed day schools respectively. According to victims therefore, mixed boarding schools were the most affected whereas mixed day schools were least affected.

Discussions with teachers revealed that boarding schools experienced this act more than day schools because students in boarding schools more often run out of personal effects and get tempted to use their peers' properties and in the process damage them. Such properties included basins, toiletries, buckets, and footwear. Hoffman (1996) found that overcrowded schools like boarding schools experience peer bullying more than less crowded schools.

Crucial trends on this form of peer bullying emerged. Discussions with teachers revealed that some bullies committed this act to vent out their anger and revenge on new students. Some acts were between groups of male bullies versus lone female victims from the same class. A teacher from a sub-county mixed day school provided information about a group of boys in Form Three who used to break a certain girl's locker and scatter her books because they envied her good academic performance. The girl had joined the school recently.

Other bullies committed this act out of temptation to make financial gains. Others did so out of selfishness and malice. Some cases involved female bullies from senior classes versus female victims from lower classes. A Form Three female observer from a sub-county mixed boarding responded that on several occasions she observed Form Four girls damaging other students' properties in class. She responded in an interview:

Some girls in Form Four are selfish. They destroyed the bags of my classmates and poured dirty water on their books... (Female Student, September 2018)

The findings discussed above address gaps identified in Itegi (2017). The first type of gap on Nairobi County as the study location was addressed by using Nyahururu Sub-county. This generated comparative finding that enrich literature on trends of peer bullying. The second type of gap on the previous study's design which emphasized quantitative techniques only was addressed by using both quantitative and qualitative techniques. This enabled the researcher unearth reasons why bullies committed bullying, their effects on victims, and examples of

nicknames or insults. This supported quantitative data. The third type of gap was related to the population sample. Unlike the Nairobi study which focused on victims only, the current study broadened its population by focusing on three categories: victims, bullies, and observers. This enabled the study to obtain detailed trends of peer bullying.

Boys were more likely to have belongings hidden. A similar trend was replicated among bullies where boys were more likely to be perpetrators of this act. Victims were of the opinion that boys were more likely to perpetrate this act because they are less empathic to their peers than girls. In contrast, analyses by type of school found that 43 % were from mixed boarding schools whereas 9.8 % were from mixed day schools. Almost thirty percent came from girls' boarding schools. According to victims therefore, mixed boarding schools were most affected whereas mixed day schools were least affected. Discussions with teachers revealed that boarding schools experienced this act more than day schools because students in boarding schools more often run out of personal effects and get tempted to use their peers' properties and in the process damage them. Such properties included toiletries, basins, buckets, and footwear.

More trends on this form of peer bullying emerged. Victims argued that their perpetrators committed this act intentionally to hurt and make them suffer. This made bullies happy. In one sub-county mixed boarding, a Form Three male observer aged between 18 and 20 years responded that there was a day he saw a bully intentionally hide a female classmate's book in his locker so as to make her suffer. Some incidents involved male bullies and female victims from the same classes. This resembles (Rosta, 2011) who found that some students bullied others out of heroism; they felt great by belittling or intimidating others.

Boys were more likely to be forced to use their money to buy bullies things. A similar trend was replicated among bullies where boys were more likely to be perpetrators of this act. In contrast, analyses by type of school found that 23.7 % of recipients of this act of property

bullying came from mixed day schools whereas 35.2 % and 41.1 % came from girls' boarding and mixed boarding schools. According to victims therefore, girls' boarding schools were most affected whereas mixed day schools were least affected. Discussions with teachers revealed that boarding schools were more affected because of school canteens in these schools. Bullies forced junior students to buy snacks for them. Similar findings were echoed by Ochura (2014) who established that 14.5 % of victims were demanded money by their bullies.

Crucial trends on this form of peer bullying emerged. Some of these incidents were between female bullies from upper classes versus male victims from lower classes. A teacher from a mixed boarding responded to a case where three girls from Form Four compelled boys from Form One to be buying them *mandazis* in the evening after school. The boys reported the matter to the teachers and the bullies were punished. However, other cases involved male bullies from senior classes versus male victims from lower classes.

Table 4.8: Responses of bullies on trends of property bullying

The following table presents statistical analyses on trends of property bullying by bullies.

n for boys = 41; n for girls = 79

Acts committed		No	Yes	Type of school		
				Girls' boarding	Mixed boarding	Mixed day
Damaging belongings	Frequency	13	28	35.8%	49.2%	14.9%
	Boys	% within gender	31.7%			
Girls	Frequency	40	39			
	% within gender	50.6%	49.3%			
Hidden belongings	Frequency	9	32	31.9%	52.9%	15.2%
	Boys	% within gender	22%			
Girls	Frequency	39	48			
	% within gender	49.4%	60.7%			
	% within gender	87.3%	12.7%			
Buy you something	Frequency	17	24			
	Boys	% within gender	41.5%	58.5%		
Girls	Frequency	74	5			
	% within gender	93.7%	6.3%			

Source: Researcher (2021)

Boys damaged victims' properties more than girls. A similar trend was observed among victims where boys were more involved as victims of this act. Analyses by type of school found that 49.2 % of those that committed this act came from mixed boarding schools whereas 35.8 % and 14.9 % came from girls' boarding and mixed day schools respectively. According to bullies therefore, mixed boarding schools were most affected whereas mixed day schools were least affected. For instance, a Form Three girl aged between 15 and 17 in a national girls' boarding

tore a skirt of a new student that had joined Form One in her school. The intention was to revenge against the girl's decision to report the bully to the boarding mistress for being in possession of a packet of sweets against the school rules and regulations. After the victim mended her skirt, the perpetrator tore it again and threw it in a latrine.

Important trends regarding this form of peer bullying were revealed. Detailed discussions with bullies revealed that bullies committed this act to revenge or hurt victims. Some incidents were between senior female bullies versus junior female victims. For instance, a Form Three girl aged between 15 and 17 years in a national girls' boarding responded in her questionnaire that she intentionally damaged a Form One student's chair and locker in class so as to hurt the victim. The girl also admitted that there was a time she tore covers of her victim's books, a Form Two student. This happened along the corridor that led to the victim's class.

Boys were more likely to hide belongings. A similar trend was observed among victims where boys were more likely to be involved as victims of this act. Analyses by type of school found that 52.9 % of those that committed this act came from mixed boarding schools whereas 31.9 % and 15.2 % came from girls' boarding and mixed day schools respectively. According to bullies therefore, mixed boarding schools were most affected whereas mixed day schools were least affected. Hoffman (1996) found that overcrowded schools like boarding schools experience peer bullying more than less crowded schools.

Important trends regarding hiding belongings were revealed. Bullies committed this act to instill discipline on victims they thought were disrespectful. This made victims suffer. Some cases were between bullies and victims of the same class and gender. A Form Three female observer from a national girls' boarding noted that while in their dormitory, a Form Three girl hid another girl's blankets and poured water on her victim's mattress because the victim was

rude to her. Other cases involved peers taking belongings of their classmates from their lockers and bags in class. Some cases involved bullies and victims of the same gender and academic level. It was established that perpetrators of these acts did them to tease but eventually ended up inflicting pain on victims.

More trends regarding this form of peer bullying were noted. A teacher from a sub-county mixed day school responded that this form of property bullying was common in Form Four. Bullies committed this act so as to get learning materials they lacked. Some incidents involved bullies and victims of the same class and gender. A teacher noted that whenever he gave out a Biology or Agriculture take home assignment; some students could hide the books of other students. On the same note, during examination periods, some could go into other students' lockers and take all the revision books. This was mainly done by those that did not have good notes. The same habit was also noted in the other classes. This is supported by a report contained in a daily occurrence book of a Deputy Principal of a sub-county mixed day school. A Form Three boy broke a locker of his male classmate and stole money on 3/9/2018. It was written:

...Y a Form Three boy admission number XXY came with six hundred shillings and put them in his locker. The locker was broken into and the money got stolen by Q, a boy of the same class... (Daily Occurrence Book Records, September 2018)

More boys than girls forced victims to buy things for them. A similar trend was observed among victims where boys were more likely to be involved as victims of this act. Discussions with observers revealed that boys were more likely to commit this act because they had a penchant of using force to compel their victims give in to their demands. In contrast, analyses by type of school found that 55.1 % of perpetrators came from mixed boarding schools whereas

27.5 % came from girls' boarding school. Only 17.2 % came from mixed day schools. To bullies therefore, mixed boarding schools were most affected whereas mixed day schools were least affected. Discussions with teachers revealed that canteens in boarding schools encouraged bullies to force victims buy snacks for them. Bullies resorted to this act of property bullying for material gain. Some of these incidents were between senior female bullies versus junior female victims. This was an important trend regarding this form of peer bullying. For instance, a Form Two girl, a victim, from a national girls' boarding responded that a Form Four girl slapped her twice in the dormitory because she refused to give her money to buy a bar of chocolate.

4.4 Forms of Peer Bullying and Academic Engagement

The third objective investigated how peer bullying influenced academic engagement among students. This section discusses quantitative findings from victims and bullies. The data is discussed alongside qualitative data from observers, victims, Deputy Principals, and teachers. Gender was used as the unit of analysis.

Table 4.9: Responses of victims on influence of peer bullying on academic engagement

The following table presents a statistical analysis of statements on how forms of peer bullying influenced academic engagement of victims. All responses were analyzed by gender. *Yes*, responses imply that victims agreed that being bullied influenced their academic engagement negatively whereas *no* responses imply that victims disagreed on the same. Indicators of academic engagement studied were: skipping class lessons; failing to do homework; failing to write lesson notes; failing to read lesson notes; and stopping to answer classroom questions.

n for boys = 43; n for girls = 77

Variables	Gender		Yes	No
Skipped a class lesson because of being bullied	Boys	Frequency	23	20
		% within gender	53.5%	46.5%
	Girls	Frequency	29	48
		% within gender	37.7%	62.3%
Failed to do/complete homework because of being bullied	Boys	Frequency	28	15
		% within gender	65.1%	34.9%
	Girls	Frequency	29	48
		% within gender	37.7%	62.3%
Failed to write lesson notes because of being bullied	Boys	Frequency	28	15
		% within gender	65.1%	34.9%
	Girls	Frequency	17	60
		% within gender	22.1%	77.9%
Failed to read lesson notes because of being bullied	Boys	Frequency	23	20
		% within gender	53.5%	46.5%
	Girls	Frequency	23	54
		% within gender	29.9%	70.1%
Stopped answering questions in class because of being bullied	Boys	Frequency	33	10
		% within gender	76.7%	23.3%
	Girls	Frequency	35	42
		% within gender	45.5%	54.5%

Source: Researcher (2021)

Slightly over half of the boys skipped a lesson because of being bullied in the 30 days that preceded the study. However, 46.5 % of them did not. On the other hand, this affected 37.7 % of the girls whereas it left 62.3 % of them unaffected. Discussions with victims revealed that the choice of punishment a teacher used contributed to victims missing lessons. This applied to all students, regardless of gender or academic level. For instance, a Form One victim of property bullying from a sub-county mixed day said that there is a day her teacher of Business Studies sent her outside because she did not have her notebook, which had been hidden by one of her classmates. In contrast, acts of property bullying that involved taking school uniforms

had a major effect on academic engagement. Girls from junior classes got affected by choosing to stay away from classes after losing their uniforms to senior bullies. For instance, a Form Two victim of property bullying from a national girls' boarding stayed in her dormitory for a whole day because a Form Three girl had taken her only trouser. She missed nine lessons on that day, an equivalent of six academic hours.

Interviews with Deputy Principals revealed that some girls that were affected were verbally and physically bullied by male classmates. The victims developed fear and skipped school. For instance, a Deputy Principal of a sub-county mixed day school remembered a Form Two victim of verbal and physical bullying that absconded school for a whole week for fear of being beaten and insulted by a group of boys in Form Two who accused her of being naïve and not willing to talk to boys. In the entire week she was away from school, she missed at least 45 lessons, an equivalent of 30 academic hours. A related study by Hana et al. (2017) in Jordan established that victims of bullying developed fear and failed to go to school.

The study established that two thirds of boys failed to complete or do their homework because they were bullied. However, 34.9 % of them were not affected. On the other hand, 37.7 % of girls were affected although almost two thirds were not. The study established that some of the girls affected were victims of property bullying whose exercise books were hidden by girls from the same class. The effects were realized when teachers were quick to punish victims before investigating why they didn't finish assignments. For instance, a Form Three girl from a national girls' boarding failed to do an English assignment because one of her classmates hid her exercise book. When the teacher found that she did not have an exercise book, she sent her out of class and told her to kneel outside for the entire lesson. The victim gave this response during a FGD:

A Form Three girl hid my English exercise book after being given homework. When the teacher was checking the assignment he could not pardon me for not doing the work. I knelt outside. (Female Student, September 2018)

Discussions with teachers revealed that victims whose properties were confiscated by bullies who were in the same class got affected. Boys and girls were equally affected. For instance, a teacher of Biology and Agriculture in a sub-county mixed day school revealed that on several occasions some boys in Form One and two failed to hand in their assignments because their classmates took their exercise books after the victims had done the work. The bullies could return the exercise books after copying the work. However, this disadvantaged the victims of property bullying because by then the teacher could have marked the work and revised it. This resembles the work of Aune (2011) which found that 46.7 % of victims in Namibia found it difficult to concentrate on school work because of being bullied.

The above scenario was related to one where observing acts of physical bullying perpetrated by older boys created fear and influenced junior female observers to change schools. A female observer from an extra-county mixed boarding school revealed that she transferred from her former school after witnessing three Form Three boys beating up a Form One boy who they accused of being a thief. In a different case, she saw a boy being beaten by the school games captain until he broke one of his limbs. A culmination of these events made her transfer out of fear.

The study established that two thirds of boys failed to write lesson notes because they were bullied in the 30 days that preceded the survey. However, 34.9 % of them were not affected. On the other hand, slightly over three quarters of girls were not affected by this although 22.1 % of them were. Opinions of Deputy Principals established that boys and girls from all classes were affected. Whenever cases of property bullying happened, victims failed to write lesson

notes because the very properties they were supposed to use were taken away. A Deputy Principal of a sub-county mixed day school gave this remark during an interview:

Cases of students taking stationery of other students are common and many at times affect the academic life of victims. While in class teaching then you realize a boy or girl is not writing...when you ask you get a response like ‘my biro was taken by somebody’ and you get forced to either start finding out or assist in the best way you can... (Female Deputy Principal, September 2018)

Some of the boys affected were in Form Two like their perpetrators who committed property bullying. Perpetrators hid victims’ properties for fun. A teacher from a sub-county mixed day school provided a case where he found one boy of Form Two not writing notes when he was teaching Business Studies. Upon inquiry, the boy told him that somebody had hid his Business Studies exercise book. When the teacher raised the issue, one boy produced the exercise book and said that he took it jokingly. These findings corroborate Faryadi (2011) who found that victims of cyber bullying in Malaysia paid less attention to teachers, rarely asked questions, felt less motivated to learn, retained less content, understood very little, and often became less confident when a teacher was in class.

The findings discussed above addressed gaps noted in Faryadi (2011). The first gap on Malaysia as the study location was filled by using Nyahururu Sub-county. This generated comparative finding that enrich literature on peer bullying and academic participation. The second type of gap addressed the previous study’s design which emphasized quantitative techniques. The current study addressed this gap by using both quantitative and qualitative techniques which enabled the researcher to generate data that explains important trends on peer bullying and academic participation. The third type of gap was related to the population sample. Unlike the Malaysian study which focused on university victims only, the current study

broadened its population by focusing on three categories of student respondents from secondary schools. This enabled the researcher understand the problem more comprehensively.

Analysis by gender found that slightly over half of the boys failed to read their lesson notes in the last 30 days because they were bullied. However, 46.5 % of them remained unaffected. On the other hand, seventy percent of girls were not affected but almost thirty percent of them received the effects. These findings resembled Faryadi (2011) who found that almost 75 % of victims in Malaysia believed that cyber bullying had an adverse effect on their academic performance.

The study found that victims of verbal bullying lose out on academic engagement because of being embarrassed and stressed by bullies. Acts of verbal peer bullying that were effective included laughing. Some involved victims and bullies in Form One. Both genders were affected regardless of academic level. In one incident, a Deputy Principal of an extra-county mixed boarding school gave an account of a case that was reported in her office where a Form One girl with cleft lip palate syndrome developed stress and eventually transferred because every time she was told by her CRE teacher to read a Bible verse, she couldn't pronounce words properly because of her deformity. This made other students to develop a habit of laughing at her and making fun about how she pronounced words. Although the girl was put under guidance and counseling program, she couldn't put up with the level of verbal bullying she was undergoing. She eventually transferred to a day school. In contrast, one of the Form Two boys affected by physical bullying responded that on one evening when he was reading, he got distracted by a boy at the back of the classroom that kept on throwing chewed pieces of paper on him. This made him go to another class and study from there. This was closely related to the work of Hana et al. (2017) in Jordan which established that bullying made victims lose the concentration needed to fully participate in class discussions.

The analysis by gender found that three quarters of boys never stopped answering questions in class because they were bullied. However, almost a quarter did not. On the other hand, 45.5 % of girls were affected whereas 54.5 % of female victims were not. Discussions with victims revealed that some victims affected were in Form Two and most were boys who were bullied by classmates. The bullying intended to embarrass and discourage victims from being active in class. For instance, a Form Two victim of verbal bullying in an extra-county mixed boarding said that there was a time he stopped answering questions during a Mathematics lesson because every time he tried to answer a question, classmates could laugh and mock him that ‘he thinks he knows everything.’ On the other hand, a Form Two boy from a sub-county mixed school said that during a Biology lesson, he stopped answering questions because some of his classmates started saying that whenever he raised his hand his armpits smelled badly. He wrote this response on his questionnaire:

Because they said when I raise my hand I smell bad. (Male Student, September 2018)

Deputy Principals emphasized that students committed verbal bullying to intimidate and discourage victims from classroom participation. Boys and girls from all classes were involved as victims and bullies. One from a sub-county mixed day school emphasized this:

...when a weak student tries to answer a question orally others laugh when he/she talks. Others murmur. It happens in all classes and genders. This intimidates them...

(Female Deputy Principal, September 2018)

Some Form Three girls received verbal bullying by being laughed at if they tried to ask or answer a question. Victims that tried to be active in class were accused of trying to show off. The laughing discouraged victims from answering or asking questions. Their bullies were male and female classmates. Some ended up changing schools. A teacher from a sub-county mixed day school remembered a case where a girl in Form Three that used to be very active in class

became a target of verbal bullying from her classmates. Every time she raised her hand to ask or answer a question, almost the whole class could grumble and laugh at her. This discouraged her until she transferred to another school. The teacher responded in an interview:

There was this girl...in Form Three. Every time her hand was up you could hear grumbling or laughing. Some could tell her '*unajionyesha, unajiita chopi.*' She shied off...she transferred... she found she could not fit. (Male Teacher, September 2018)

Female and male observers from junior and senior classes also got affected emotionally after observing their friends being bullied. The emotional effects of observing bullying made them lose classroom concentration. An observer from an extra-county mixed school said that witnessing acts of verbal bullying made her lose concentration because it left her wondering why some students are heartless and ruthless to others. This was related to what happened to a Form Two male observer from an extra-county boarding who said that he lost concentration in class after his mind became pre-occupied with an act of caning (physical bullying) that he saw happening to another boy. In a related case, a Form Three observer from a national girls' boarding responded that she withdrew from a group where one girl was being laughed at by her colleagues because of her shaggy hair – verbal bullying. These findings are corroborated by the work of Aune (2011) from Namibia which revealed that 20 % of victims felt scared to ask questions in class.

The emotional effects of observing caning, a form of physical bullying; made observers withdraw from subject based discussion groups. Most of the observers affected were boys and girls in Form Two and Form Three. In a sub-county mixed boarding, a Form Two boy responded that he withdrew from a Geography discussion group after a fellow group member who happened to be their group leader was caned by a Form Two boy in their group that is a

student leader. This was closely related to a case where a female observer from a national girls' boarding responded that she withdrew from an English discussion group because one of the group members insulted her close friend as *thick headed*, an insult that offended the observer until she decided to leave the group in protest. This corroborates Aune (2011) who revealed that some victims in Namibia withdrew from group discussions due to harassing. They felt desolate and didn't blend freely with different students since they didn't know when their domineering peers would assault them.

Other Form Three and Form Two observers of verbal bullying developed fear after seeing their friends being laughed at. The fear made them not to ask questions in class. Girls were most affected. In one of the FGDs, a Form Three female observer from an extra-county mixed boarding responded that after witnessing some of her classmates being laughed at whenever they asked a question, she chose not to ask any question for fear of being laughed at. This was related to another case where a Form Two observer of verbal bullying in a national girls' boarding said that she hesitated to ask questions during a Physics lesson because she realized that every time a peer gave a wrong response or asked a question considered by her peers to be easy, the whole class broke in laughter. She responded in an interview:

I feared to be laughed at if I asked a question like my classmates... (Female Student, September 2018)

A teacher of Biology and Agriculture in a sub-county mixed day school was of the opinion that in optional subjects, some students may drop some subjects if they realize that certain subjects have students that like insulting or beating others. Insulting is a form of verbal bullying whereas beating is a form of physical bullying. Dropping optional subjects due to peer bullying was common in Form Two. He responded:

You can't be with a bully. If a bully is in Physics, you can select Biology and leave Physics because these are optional subjects. I think I have experienced such cases among some form twos and threes. (Male Teacher, September 2018)

The findings discussed above filled gaps noted in Faryadi (2011). The first gap on Malaysia as the study location was filled by using Nyahururu Sub-county. This generated comparative finding that enrich literature on peer bullying and academic participation. The second type of gap addressed the previous study's design which emphasized quantitative techniques. The current study addressed this gap by using both quantitative and qualitative techniques which enabled the researcher to generate data that explains statistical trends on peer bullying and academic participation. The third type of gap was related to the population sample. Unlike the Malaysian study which focused on university victims only, the current study broadened its population by focusing on three categories of students from secondary schools. This enabled the researcher understand effects of peer bullying on academic participation comprehensively.

Table 4.10: Responses of bullies on influence of peer bullying on academic engagement

The following table presents a statistical analysis of statements on how perpetrating acts of peer bullying influenced aspects of academic engagement of bullies negatively. All responses were analyzed by gender. *Yes*, responses imply that bullies agreed that bullying others influenced their academic participation whereas *no* responses imply that they disagreed with the same. Indicators of academic engagement studied were: suspension from class; missing exams; expulsion from group discussions; and suspension from school.

n for boys = 41; n for girls = 79

Variables	Gender		Yes	No
Suspended from a class lesson because of bullying	Boys	Frequency	20	21
		% within gender	48.8%	51.2%
	Girls	Frequency	44	35
		% within gender	55.7%	44.3%
Missed examinations because of bullying	Boys	Frequency	15	26
		% within gender	36.6%	63.4%
	Girls	Frequency	20	59
		% within gender	25.3%	74.7%
Expelled from subject-based discussion group because of bullying	Boys	Frequency	10	31
		% within gender	24.4%	75.6%
	Girls	Frequency	39	40
		% within gender	49.4%	50.6%
Suspended from school because of bullying	Boys	Frequency	15	26
		% within gender	36.6%	63.4%
	Girls	Frequency	34	45
		% within gender	43.0%	57.0%

Source: Researcher (2021)

Slightly over half of boys were suspended whereas 48.8 % were not suspended from an ongoing class lesson for committing a bullsh act in the last 30 days. However, for girls, slightly over half of them got suspended whereas 44.3 % were not. Female bullies in Form Three got suspended after committing acts of verbal bullying to female classmates. The suspension served as a punishment and intended to curb laughing. During an interview, a Form Three girl from an extra-county mixed school said that she got suspended from a Christian Religious Education lesson after laughing loudly at a girl who confused sounds /l/ and /r/ when she was told to read a Bible verse. The teacher sent the verbal bully away and later gave her a punishment of scrubbing off mud from pavements along the administration block. This corroborates Tjavanga and Jotia (2012) whose work in Botswana revealed that bullies did not

pay attention to school work; instead they spent most of the time thinking about who their next victim would be.

Female property bullies from junior classes got suspended after bullying male classmates. The bullying involved damaging victims' properties. Suspension from class served as a punishment and intended to serve as a deterrent. During an interview, a Form One girl aged between 15 and 17 from a sub county mixed school responded that her teacher of History and Government chased her out of class and told her to kneel outside the staffroom after she tore an exercise book of a fellow Form One boy who had recently transferred to that school.

The analysis found that 36.6 % of boys missed exams because of committing an act of bullying whereas 63.4 % did not. However, almost three quarters of girls didn't miss exams whereas a quarter of them missed an examination because of committing an act considered to be bullying. Female bullies enrolled in Form Four got missed exams after committing physical bullying on girls from lower classes. This happened when bullies got suspended from school as a punishment for their bullying acts. For instance, a female perpetrator of physical bullying in Form Four in an extra-county boarding school revealed during an interview that she missed Continuous Assessment Tests in Geography, English and Home Science when she was serving a two-week suspension for allegedly pouring a bucket of urine on the beds of two Form One girls at night when lights had gone off in their dormitory. This corroborates Aune (2011) whose study in Namibia revealed that perpetration of peer bullying led to suspension of bullies from school and subsequent loss of academic participation.

Almost half of girls were expelled from subject-based discussion groups for committing acts of bullying in the last 30 days. However, 50.6 % were not. Conversely, 24.4 % of boys were expelled whereas 75.6 % were not. Peers expelled bullies from group discussions as a way of punishing them and deterring recurrence of bullying. Other female bullies enrolled in Form

Three got suspended from group discussions after bullying girls from the same class. One Form Three girl from a national school girls' boarding said that her peers expelled her from a Biology discussion group after she tore a member's question paper, an act of property bullying.

Almost two thirds of boys were not suspended from school after committing an act of bullying in the 30 days that preceded the survey. However, 36.6 % of them were. Comparatively, 43 % of girls were suspended whereas 57 % were not. Being suspended from school affected academic participation because suspended students missed lessons for the entire duration. This corroborates Aune (2011) whose study in Namibia revealed that perpetration of peer bullying led to suspension of bullies from school and subsequent loss of academic participation.

The findings discussed above address gaps left by Hana et al. (2017). The first type of gap on Jordan as the study location was addressed by using Nyahururu Sub-county. This generated comparative finding that enrich literature on peer bullying and academic engagement. The second type of gap focused on the previous study's design which emphasized quantitative techniques. The current study filled this gap by using both quantitative and qualitative techniques which enabled the researcher to generate richer findings on the problem. The third type of gap was related to the population sample. Unlike the Jordanian study which focused on teachers, the current study focused on three categories of student respondents: victims, bullies, and observers. This revealed a deeper understanding of peer bullying and academic engagement.

4.5 Forms of Peer Bullying and Co-Curricular Engagement

The fourth objective investigated how peer bullying influenced co-curricular engagement of students. The following are the quantitative findings from victims and bullies and commentaries from observers, teachers and Deputy Principals. Gender was used as the unit of analysis.

Table 4.11: Responses of victims on influence of bullying on co-curricular engagement

This table presents statistical analyses of statements on how being bullied influenced co-curricular engagement of victims. All responses were analyzed by gender. *Yes*, responses imply that victims agreed that being bullied influenced participation in co-curricular activities negatively whereas *no* responses imply that victims disagreed with the same. Indicators of co-curricular engagement were: skipping CCAs; stopping training peers; convincing peers not to join CCAs and; dropping out of CCAs. n for boys = 43; n for girls = 77

Variables	Gender		Yes	No
Skipped CCAs training sessions because you were bullied	Boys	Frequency	12	31
		% within gender	28.0%	72.1%
	Girls	Frequency	17	60
		% within gender	22.1%	77.9%
Stopped training peers CCAs because you were bullied	Boys	Frequency	12	31
		% within gender	28.0%	72.1%
	Girls	Frequency	17	60
		% within gender	22.1%	77.9%
Convinced peers not to join CCAs because you were bullied	Boys	Frequency	12	31
		% within gender	28.0%	72.0%
	Girls	Frequency	16	61
		% within gender	20.8%	79.2%
Dropped out of CCAs because you were bullied	Boys	Frequency	17	26
		% within gender	39.5%	60.5%
	Girls	Frequency	23	54
		% within gender	29.9%	70.1%

Source: Researcher (2021)

The analysis found that a majority of male victims didn't skip any CCAs training session because of being bullied in the 30 days that preceded the survey. However, 28 % of them did so in activities like volleyball and running races. On the other hand, over three quarters of their

female counterparts said that they never skipped any whereas less than a quarter said that they skipped an activity like football, netball, or basketball. Some male victims of physical bullying enrolled in Form Two skipped training sessions because they got discouraged. This mainly affected girls and boys from junior classes. For instance, one victim from an extra-county mixed boarding who skipped training sessions in football and basketball said that he did so because he got discouraged. Other female Form One victims skipped training sessions out of anger after they were bullied. A Form One victim of property bullying from a sub-county mixed day responded that she skipped a training session in discus because on that evening she was very angry after one of her classmates hid her exercise book. Additionally, when junior students were bullied verbally by being laughed at or psychologically by being despised by senior students in Form Three and Four, they got intimidated and skipped training sessions especially volleyball. A teacher from a sub-county mixed day school gave this response in an interview:

I had very good Form One volleyball players. I used to force them to come for training but they were reluctant. After asking they told me they don't come for training because the form threes and fours laugh at them or look down upon them. The form ones could not come for training if there was no teacher in the pitch.

In fact, the older boys could not even allow them to play. (Male Teacher, September 2018)

Senior bullies despised their junior victims and prevented them from participating in CCAs. A teacher from a sub-county mixed day boarding who was a coach of volleyball, handball, music, and drama said that in his school, Form One students often failed to participate in CCAs because of being bullied either physically or verbally by boys enrolled in Form Three and Form Four. The peer bullying happened because of competition over limited sports facilities and items. For instance, in volleyball and handball, because of competition for pitches, balls, and

nets, players from senior classes often told juniors that they should not play because they had many years in secondary school than them (older students). Most of them failed to join for fear of being beaten if they went against the views of senior peers. These findings bear resemblance to Symons et al. (2014) who revealed that Australian LGBT victims of verbal bullying regarded PE environments as hostile and a place to keep off.

The study found that psychological and verbal bullying discouraged and made victims skip training sessions. It was also found that some female bullies enrolled in Form Three can influence coaches to substitute some players. A teacher that was in charge of volleyball in a sub-county mixed day school pointed out a girl in Form Three who had a habit of rebuking and laughing at other players whenever one missed the ball. This made some players skip training sessions. The study also found that some Form Three victims of physical bullying were hindered from playing football after females enrolled in Form Four kicked and injured their legs.

The findings discussed above address gaps left by Symons et al. (2014). The first type of gap on Australia as the study location was addressed by using Nyahururu Sub-county to generate comparative findings that enrich literature on peer bullying and CCAs engagement. The second type of gap focused on the study's design which emphasized qualitative techniques. The current study filled this gap by using both quantitative and qualitative techniques. Qualitative data helped reveal thoughts and reasons behind statistical trends manifested in quantitative data. The third type of gap was related to the population sample. Unlike the Australian study which focused on victims only, the current study broadened its population by focusing on three categories: victims, bullies, and observers. Gender was also used to analyze their data and revealed important gender patterns on peer bullying and CCAs engagement. The fourth type of

gap was based on the single data collection tool used in Australia. The current study triangulated data from multiple instruments and got richer findings that can be generalized.

The study established that 28 % of boys stopped training their peers CCAs because they were bullied recently. Activities affected included volleyball and running races. However, a majority did not experience these effects. On the other hand, slightly over three quarters of girls did not get affected whereas 22.1 % stopped training peers in activities like football, netball and basketball. This corroborates Cuthbertson and Gale (2012) who revealed that 73 % of Scottish victims thought that trans-phobic bullying was a barrier to their participation in sports.

Analysis by gender established that 28 % of boys convinced their peers not to join a co-curricular activity because they were bullied in the last 30 days. Activities affected by this included volleyball and running races. However, a majority of boys were not affected. In contrast, 20.8 % of girls convinced their peers not to join activities like football, basketball and netball because they were bullied recently. However, a majority of girls were not affected. This corroborates Kavanagh (2014) who revealed that homo-phobic bullying made UK victims develop negative attitudes towards sports.

The study found that 39.5 % of boys dropped out of co-curricular activities because they were bullied in the 30 days that preceded the study. However, over sixty percent of boys were not affected. On the other hand, 29.9 % of girls dropped out of CCAs such as football, handball, basketball, and walking races because of being bullied. However, 70.1 % were not affected in this respect. Verbal bullying from old perpetrators made victims feel despised and eventually pull out of CCAs. Victims from lower classes were most affected. For instance, verbal bullies enrolled in Form Three and Form Four abused junior boys and made them drop out of CCAs. A teacher from a sub-county mixed day school provided a case of verbal and relational bullying

where senior boys bullied junior boys by insulting and excluding them from the football team, something that made some Form One boys drop out of the team. He responded:

...especially in Form One... In the current school football team, some Form One boys couldn't participate because older boys took all positions and said that *monos* cannot play because they have more years in secondary school. Even when am there and I give the form ones an opportunity to play, you will always hear the Form Three and four boys yelling at them, 'why are you playing badly your mono? You can go away!' This discourages them and eventually makes others drop out. (Male Teacher, September 2018)

A teacher from a sub-county mixed day school noted that some boys developed fear and dropped out of volleyball because they found that it was those that bullied them that were given leadership roles such as team captains. These findings are supported by Cuthbertson and Gale (2012) from Scotland who established that many LGBT people often avoided sports because they feared that they might be subjected to homophobic and trans-phobic bullying.

The above scenario relates to a case of a Form Two male observer from an extra-county mixed boarding who said that he felt demoralized to play in the basketball team because each Form One or two student who joined them was forced to run around the basketball pitch for 30 minutes. On the other hand, a Form Three male observer from an extra-county mixed boarding said that he felt demoralized to play for his badminton team after observing one of his team mates being insulted; verbal bullying. This was related to the case of a Form Two female observer from a national girls' boarding who said that she felt demoralized to play in her basketball team because ironically, one used to be slapped when she scored many goals; physical bullying.

Some observers enrolled in junior classes got emotionally affected by verbal bullying. Some got embarrassed and lost morale to continue participating in CCAs. Boys were most affected. For instance, a Form Two male observer from an extra-county school who noted that there was a time he didn't finish running a race during an inter-classes competition because other students mocked and jeered at those that were participating. He felt embarrassed and gave up from the race. In contrast, a Form One male observer from an extra-county mixed boarding responded during an interview that he withdrew from the school hockey team because senior boys in the team used to verbally bully others with sayings such as 'form ones have no rights'. Elsewhere, a Form Three male observer from an extra-county boarding said that he withdrew from lawn tennis after observing hostile behavior directed at some junior boys. This corroborates Cuthbertson and Gale (2012) who revealed that many Scottish LGBT victims avoided taking part in sports because they feared that they might be subjected to homophobic or trans-phobic bullying.

The study established that young students, especially Form One boys withdrew from football and volleyball after observing cases of fellow form ones being insulted or beaten by boys in senior classes. Such acts of verbal and physical bullying created fear in them. For instance, a teacher from a sub-county mixed day school responded:

When a Form One gets kicked, other form ones run away to avoid being victims. They can't participate even if they are talented. They tell one another, 'if you go there so and so will beat you.' I once heard a Form One boy tell his friends, 'we will join (football and volleyball) next year when they could have left. (Male Teacher, September 2018)

At times, even boys from senior classes got affected especially when the verbal bullies were team leaders. A Form Four male observer from an extra-county mixed boarding said that he

withdrew from volleyball because the team captain insulted players when giving instructions. Other boys from junior classes got turned away by observing physical bullying. For instance, a Form Two boy from a sub-county mixed boarding said that there was a time he withdrew from basketball because Form Three and four players in the team used to force new or junior players to do press ups on a rough basketball pitch. The physical bullying made him fear and lose interest in the game.

A teacher from a sub-county mixed day school revealed that some Form One boys who had showed interest in volleyball decided to withdraw from the team after realizing that senior boys had a habit of insulting and belittling junior players. The bullying created fear and discouraged observers. These were cases of verbal and psychological bullying. This was his response in the interview:

...a good number of Form One boys withdrew. Most had interest but after seeing form threes and fours domineering and insulting their juniors, they left for football because it had less cases of bullying. (Male Teacher, September 2018)

These findings address gaps left by Cuthbertson and Gale (2012). The first gap on Scotland as the study location was addressed by using Nyahururu Sub-county to generate comparative findings that enrich literature on peer bullying and CCAs engagement. The second type of gap was related to the population sample. Unlike the Scottish study which focused on victims of sexual bullying only, the current study broadened its population sample by focusing on victims, bullies, and observers. This led to a broader understanding on peer bullying and CCAs participation.

Table 4.12: Responses of bullies on influence of bullying on co-curricular engagement

The table presents statistical analyses of statements on how acts of bullying influenced co-curricular engagement of bullies. All responses were analyzed by gender. *Yes*, responses imply that bullies agreed that bullying others influenced their participation in co-curricular activities negatively whereas *no* responses imply that bullies disagreed on the same. Indicators of co-curricular engagement studied were: suspension from training sessions; missing CCAs competitions; expulsion from CCAs; and peers refusing to play with bullies.

n for boys = 41; n for girls = 79

Variables	Gender		Yes	No
Suspended from training sessions because you bullied	Boys	Frequency	5	36
		% within gender	12.2%	87.8%
	Girls	Frequency	19	60
		% within gender	24.0%	75.9%
Missed CCAs competitions because you bullied	Boys	Frequency	8	33
		% within gender	20.0%	80.0%
	Girls	Frequency	24	55
		% within gender	30.1%	70.0%
Expelled from CCAs because you bullied	Boys	Frequency	16	25
		% within gender	40.0%	60.0%
	Girls	Frequency	41	38
		% within gender	51.8%	48.2%
Peers refused to play with you because you bullied	Boys	Frequency	18	23
		% within gender	44.3%	56.7%
	Girls	Frequency	51	28
		% within gender	64.6%	35.4%

Source: Researcher (2021)

A majority of male bullies were not suspended from any CCAs training session after committing acts of bullying in the last 30 days. However, 12.2 % were suspended from football. Three quarters of female bullies were not suspended from any training session. Those that were suspended were slightly less than a quarter. These were suspended from netball, table tennis, music, and jumping. Some girls that perpetrated physical bullying on Form One girls didn't get suspended because they were the best players in their teams. For instance, one Form Two girl

in a sub-county mixed day school said that after beating a Form One girl when they were playing, she wasn't suspended from any training session because she is the best player of table tennis. Suspending her from the team could have jeopardized her team's performance.

Some male perpetrators of verbal bullying got affected after they bullied male Form One players and got suspended by coaches. Boys were most affected. For instance, a teacher from a sub-county mixed day school and is a coach of handball and volleyball accounted for an instance where he chased away a Form Four boy who used to threaten his Form One team mates while playing. He responded in an interview:

In my handball team I realized that a certain boy in form four did not want his team mates from form one to play. He used to threaten and intimidate them. I told him that will not work. I told him that he should not come for training for the remaining part of the week. (Male Teacher, September 2018)

The findings discussed above address gaps left by Chukwuikem et al. (2013) whose design used quantitative techniques only. The current study filled this gap by including qualitative techniques which enabled the researcher get testimonies that explained statistical trends on peer bullying and CCAs engagement.

The analysis by gender revealed that a majority of male bullies didn't miss any CCAs competition after committing an act of bullying in the 30 days that preceded the survey. However, slightly less than a quarter of boys missed a competition in activities like football because of bullying others. On the other hand, 30 % of girls missed a competition in CCAs like netball, table tennis and music. However, a majority was not affected at all. Some Form One girls that perpetrated acts of physical bullying on Form One boys got affected. For instance, during a FGD, a Form One girl from a sub-county mixed school said that her netball

coach chased her away one Saturday morning when they were queuing to board a vehicle to go to a neighboring school for a netball tournament. The cause of this was that she slapped and insulted another player allegedly after the Form One boy stepped on her toes by mistake. Some senior girls that observed acts of verbal bullying got affected psychologically. They got embarrassed and skipped competitions. For instance, a Form Three female observer from a national girls' boarding said that she intentionally skipped a music competition because other students used to laugh at those that couldn't sing well. This left her embarrassed. She gave this response in a FGD:

People laugh at others if you are not perfect. They said they sing like frogs. I avoided the participation because I didn't want to be embarrassed. (Female Student, September 2018)

Other male observers of physical bullying in extra-county mixed schools skipped hockey competitions because older boys in the team had a tendency of hitting others with a cork then pretend that it was by accident. This left observers scared. A boy responded during an interview:

...they could hit some players with a cork then pretend it was an accident. It angered me. I decided not to go for training for some time. (Male Student, September 2018)

The above findings are corroborated by a Form Two female observer of physical and verbal bullying from a national girls' boarding. Observing physical bullying left her scared. She skipped a volleyball competition because she observed that when the rest were playing, whoever missed the ball used to be teased and beaten. These findings address gaps left by Kisango (2016). The gap on Lamu as the study location was addressed by using Nyahururu Sub-county to generate comparative findings that enrich literature on peer bullying and CCAs. The second type of gap focused on the design used in Lamu which used quantitative techniques

only. The current study filled this gap by including qualitative techniques which enabled the researcher get detailed statements that explained statistical trends on peer bullying and co-curricular participation. The third type of gap was related to the population sample. Unlike the Lamu study which didn't distinguish between victims, bullies, and observers, the current study broadened its population sample by separating the three categories of student respondents. Gender patterns on peer bullying and CCAs participation were also analyzed for all the three categories, unlike the previous study.

Male bullies expelled from CCAs because of bullying others were 40 %. Footballers were the most affected in this respect. However, 60 % were not expelled even after committing a bullying act. For girls, slightly over a half were expelled whereas 48.2 % were not. CCAs affected included football, handball, netball, basketball, badminton, and hockey. Other female perpetrators of verbal bullying enrolled in Form One got affected. For instance, a Form One girl involved in verbal bullying in a sub-county mixed boarding school said that she got expelled from volleyball because of her habit of giving nicknames to team mates. Her coach expelled her and said that she should go because she could soon nickname the coach.

Although a majority of boys didn't encounter peers who refused to play with them for being bullies, 44.3 % suffered this fate in football. Looking at the girls, the percentage of those affected was almost two thirds. CCAs affected in this regard were football, handball, netball, basketball, badminton, and hockey. However, 35.4 % of girls did not encounter peers who refused to play with them because of being perceived to be bullies. Some female bullies affected were enrolled in Form Three girl. They were affected because they were accused of perpetrating physical bullying. Peers feared them and refused to involve them in CCAs. Girls and boys were affected almost equally. For instance, a Form Three bully aged between 15 and 17 years in a national girls' boarding noted in her questionnaire that her peers refused to play

netball with her because they thought that she could beat them incase her (bully) team lost in the game. This was closely related to another case where a Form Three girl aged between 18 and 20 and enrolled in an extra-county mixed boarding whose peers refused to play hockey with revealed that her habit of bullying others physically worked against her. Her peers refused to play with her because she was fond of hitting other players with hockey sticks.

The findings discussed above address gaps left by Oloo et al. (2013). The gap on Mumias as the study location was filled by using Nyahururu Sub-county to generate comparative findings that enrich literature on peer bullying and CCAs engagement. The second type of gap was related to the population sample. Unlike the Mumias study which didn't distinguish between victims, bullies, and observers, the current study broadened its population sample by separating the three categories of student respondents. Gender patterns on peer bullying and CCAs engagement were analyzed in all the three categories, unlike the Mumias study.

4.6 Managing Forms of Peer Bullying in School

The researcher asked victims and bullies to indicate the effectiveness of a set of strategies of managing bullying in schools. He also asked them to give suggestions of other strategies that can be adopted to manage bullying in their schools. The strategies studied were: guidance and counseling; manual punishment; corporal punishment; suspension from school; expulsion from school; and anti-bullying policies. They were also asked to comment on how those strategies could improve academic and co-curricular engagement. The following section discusses the findings alongside commentaries of observers, teachers and Deputy Principals.

Table 4.13: Responses of victims on strategies of managing peer bullying

The table presents a statistical analysis of victims' opinions.

Strategies	Opinions	Frequency (n=120)	Percentage
Providing guidance & counseling services	Used & effective	101	84.1%
	Used but not effective	19	15.9%
	Not used		
Giving manual punishment to bullies	Used & effective	60	50.0%
	Used but not effective	28	23.3%
	Not used	32	26.7%
Giving corporal punishment to bullies	Used & effective	35	29.1%
	Used but not effective	12	10.1%
	Not used	73	60.8%
Suspending bullies from school	Used & effective	71	59.1%
	Used but not effective	30	25.0%
	Not used	19	15.8%
Expelling bullies from school	Used & effective	16	13.3%
	Used but not effective	11	9.2%
	Not used	93	77.5%
Implementing anti-bullying policies	Used & effective	37	30.8%
	Used but not effective	11	9.2%
	Not used	72	60.0%
	Not used	30	25.0%

Source: Researcher (2021)

The analysis established that almost all victims indicated that guidance and counseling is used and is effective in managing the problem of bullying in their school. However, 15.9 % were of a contrary opinion. A teacher from a sub-county mixed day school noted that this approach has proved to be very effective in managing the problem because it provides advice in an open and free environment. Effective guidance and counseling services could improve academic engagement because they enable teachers nurture the self-esteem of students and emphasize the importance of participating in class activities. A Form Four girl, a victim, from a sub-county

mixed boarding suggested that during guidance and counseling sessions, teachers should emphasize the importance of being serious in academic activities. They should raise students' self-esteem by encouraging, giving hope, and praising any effort made by a student in any academic or co-curricular task. These findings corroborate Itegi (2017).

Prior studies like Tjavanga and Jotia (2012) emphasized the importance of family groups in managing student indiscipline. A Form Four female observer, aged between 15 and 17 enrolled in an extra-county school said that teachers should make good use of family groups. This works whereby a guidance and counseling teacher is assigned a small number of students and becomes their foster parent. Using these groups, students get an open environment to air their challenges, especially those touching on CCAs or academics and get assistance from the family. The challenges could be access to academic resources such as books or revision materials. This was supported by one boy in Form Two, enrolled in a sub-county mixed day school. He responded during a FGD:

Family groups create social bonds between students and teachers. They provide a forum where some of us with challenges to do with fees payment and access to the necessary school materials can get solutions. (Male Student, September 2018)

Teachers should use guidance and counseling to demystify retrogressive beliefs, fallacies, and misconceptions on co-curricular activities. The study established that some students thought that participating in CCAs is a waste of time and adds no value. Some students especially girls thought that engaging in physical activities could make their legs look masculine. However, a Deputy Principal emphasized the need for teachers to debunk some of these negative attitudes through guidance and counseling. She was of the opinion that students should be made to know that exercising through CCAs builds their body and makes them healthier. She responded in an interview:

Girls don't like going to the field. They spend their free time nourishing their hairs and gossiping. One day I remember asking one girl why she doesn't like attending games and she told me that she doesn't want her legs to develop muscles and look masculine. She asked me in Kiswahili, 'teacher *kwani unataka tumee maskwembe*'? (Female Deputy Principal, September 2018)

The study established that half of the victims indicated that manual punishment was given to bullies and this had significantly reduced the prevalence of the problem. However, 23.3 % were of a contrary opinion whereas slightly over a quarter said that the method was not used in their school. A teacher from a sub-county mixed day school said that although this approach is used in his school, it is not effective because most bullies get used to it and enjoy doing it. Indeed, according to Rosta (2011), monotony is one of the factors that make manual punishment ineffective in managing peer bullying. This was related to what a Deputy Principal of an extra-county mixed boarding said. She was of the opinion that giving manual punishment to bullies repeatedly can become ineffective because bullies become used to it.

It was established that corporal punishment is effectively used in few schools to fight bullying effectively. A paltry 10.1 % of victims indicated that although the strategy is used, it is not effective in managing the problem. A majority of victims indicated that this strategy is not used to manage cases of bullying in their schools. Some revealed that fear of pain inflicted by the cane serves as a good deterrent for offenders. A teacher from a sub-county mixed day school reported that bullies in their school face a disciplinary committee which recommends between two to three strokes of the cane for bullies. The teacher supported the effectiveness of this strategy in curbing bullying and promoting school participation. He said:

Most victims indicated that bullies are suspended from school as a way of managing cases of bullying and this has proved very effective in managing the problem. A quarter indicated that

although the strategy is used, it is not effective. Slightly less than twenty percent indicated that this method is not used in their school. One victim from an extra-county mixed boarding agreed that suspending bullies from school creates conducive environment that makes victims feel freer to take part in academic and CCAs in the absence of bullies. She responded:

...this purifies the environment. It creates good grounds for us. We cannot fear to study or play when they are way... (Female Student, September 2018)

Ochura (2014) advises against expulsion was a strategy of managing peer bullying. The study found that over three quarters of victims indicated that expelling bullies from school is not used in their school to manage cases of bullying. However, a small fraction indicated that the strategy is used and is effective in managing the problem. A similar trend was observed among those who indicated that it is used but it is not effective. A Form Three girl, an observer, from a sub-county mixed boarding suggested that bullies should be excluded from all co-curricular activities in order to eliminate bullies from co-curricular activities. This made other students more willing to take part in school activities. She gave this response during an interview:

...by ensuring the bullies are not part of the players. (Female Student, September 2018)

A Form Two girl from a national girls' boarding was very supportive of this strategy. However, the respondent argued that the strategy should be used alongside other mechanisms like documenting the behavior of bullies in their transfer sheets and school leaving certificates in order to deter would be bullies.

The researcher revealed that there are no clear anti-bullying policies in most schools in the view of many victims. However, 30.8 % indicated that these policies exist and they are effective in managing the problem. A paltry 9.2 % indicated that even though they exist, they have not been effective in managing the problem. A teacher from a sub-county mixed day school noted

that there are no school policies that specifically address bullying. What existed was a set of school rules and regulations which mainly focused on academics and the social life of students in general. To fill this administrative gap, a Deputy Principal of an extra-county mixed boarding was of the opinion that schools should formulate anti-bullying policies that form a buffer zone that protects students. They serve as a reminder on why students shouldn't bully others. She said that before a student is admitted in her school, some of these policies should be communicated to them alongside a list of school rules and regulations. The policies should outline the various forms of bullying and administrative consequences of perpetrating them. Adherence to these policies is a precursor of effective teaching, learning and co-curricular achievement. Tjavanga and Jotia (2012) revealed that use of anti-bullying policies was effective in managing peer bullying.

Table 4.14: Responses of bullies on strategies of managing peer bullying

The following table presents a statistical analysis of bullies' opinions.

Strategies	Opinions	Frequency (n=120)	Percentage
Providing guidance & counseling services	Used & effective	98	81.6%
	Used but not effective	22	18.4%
	Not used		
Giving manual punishment to bullies	Used & effective	49	40.8%
	Used but not effective	46	38.3%
	Not used	25	20.8%
Giving corporal punishment to bullies	Used & effective	39	32.5%
	Used but not effective	12	10.0%
	Not used	69	57.5%
Suspending bullies from school	Used & effective	75	62.5%
	Used but not effective	30	25.0%
	Not used	15	12.5%
Expelling bullies from school	Used & effective	13	10.8%
	Used but not effective	10	8.3%
	Not used	97	80.8%
Implementing anti-bullying policies	Used & effective	35	29.1%
	Used but not effective	16	13.8%
	Not used	69	57.5%
	Not used	35	29.2%

Source: Researcher (2021)

Itegi (2017) emphasized the importance of using guidance and counseling to manage peer bullying. Perhaps this was the reason why a majority of bullies indicated that guidance and counseling services are used in their school and have been effective in reducing cases of bullying. However, 18.4 % of them thought that although the services are used, they are not effective. A Form Four boy aged between 18 and 20 years from a sub-county mixed school

noted that guidance and counseling has helped reduce cases of bullying in his school. The cases used to be rampant when he was in Form One but over the years after their new Principal reconstituted the guidance and counseling department to include student counselors, such cases have reduced drastically. In agreement, bullies agreed that effective guidance and counseling could contribute to effective academic engagement because it can provide enough career information so that as students study, they put emphasis and focus on areas that will be relevant in their talents or careers of their choice. One Form Three boy, a bully, from a sub-county mixed day school wrote on the questionnaire that:

...like my school, we have never had a day where teachers sit us and advise us about our career paths. It makes us feel to be on our own and fail to get information that can help us choose the right subjects for our future careers. One is for instance forced to take Agriculture whereas his/her interest is music. The consequence is that somebody will lack commitment in that subject... (Male Student, September 2018)

Guidance and counseling activities should include benchmarking visits to excelling schools. This will enable students adopt ideas on how to improve in CCAs and academic engagement. A teacher from a sub-county mixed day school responded:

They should visit schools that have a history of high achievement in co-curricular activities and benchmark with them. A school like Lake Olbolossat Secondary in Nyandarua North Sub-county whose football team reached the East African competitions in Kigali can serve as a good example... (Male Teacher, September 2018)

The study found that 40.8 % of bullies indicated that manual punishment is effective in managing the problem. However, 38.3 % of them said that even though it is used, this strategy is not effective. In some schools, this strategy is not used at all as indicated by 20.8 % of

respondents. A Form One girl from a national school girls' boarding who had been reported for insulting another girl was given a punishment of digging for a week. She wrote in her questionnaire that she learnt her lesson the hard way and promised not to repeat. She responded:

I had to *lima* (dig) for a whole week. It taught me a big lesson. (Female Student, September 2018)

Almost a third of bullies indicated that corporal punishment to bullies is used and it is effective in arresting the problem. However, 10 % of them thought otherwise whereas slightly over half indicated that this strategy is not used. One of the male bullies from an extra-county mixed boarding wrote that even if the strategy is used, it is ineffective because with its repeated use, perpetrators get used to it. However, there were those who gave a divergent opinion. A Form Two boy from an extra-county school said that since corporal punishment inflicts pain on the offenders, it's effective in reducing peer bullying. It also ensures that everyone obeys the school routine, which includes participating in academic and co-curricular activities. However, Itegi (2017) revealed that this strategy is not popular among teachers.

The study found that slightly almost two thirds of bullies noted that suspending bullies from school is used effectively. However, a quarter noted that even though it is used, it is not effective. A small percentage said that this method is not used in their school. Among those who said that it is used effectively in their school is a Form Two boy from an extra-county school who said that suspension makes bullies feel excluded from others and hence prompts them to change their bullying habits. Change of bullying habits enables all students to participate in academic and co-curricular activities of school without fear.

The researcher found that a paltry 10.8 % of bullies indicated that expelling bullies from school is used and is effective. Almost the same proportion also said that although the method is used

in their school, it is not effective. A majority said that this method is not used at all in their school. Among those who said that it is used effectively in their school is a Form Two boy from an extra-county boarding who said that expulsion makes bullies feel excluded from others and prompts them to change their habits. Similar findings were echoed by Rosta (2011).

Slightly less than a third of the bullies thought that there exist anti-bullying policies and they are effective in tackling this problem. However, 13.8 % of them thought that although the policies exist, they are not effective in tackling this problem. On the other hand, 57.5 % of bullies indicated that there exist no anti-bullying policies in their schools. The researcher found that anti-bullying policies can be communicated in form of posters, notices, circulars, or memos to students. They clarified on various forms of peer bullying, how to detect them, their effects on students, and how to report. A Deputy Principal of an extra-county mixed school noted that she writes notices, memos, and reminders advising students against peer bullying and then pins them on notice boards to sensitize students. One of the notices displayed a simple definition of bullying and an outline of various acts of electronic, social, verbal, and physical bullying. It also expressed the administration's stand that bullying is primitive and has no place in that school. See appendix N.

Apart from the strategies outlined in the instruments, the study revealed other strategies being used to manage bullying. Some teachers used Peace Clubs to promote peace education and fight peer bullying. A teacher from a sub-county mixed day school revealed that the school's Peace Club puts posters with peace messages along pavements and in the peace garden to instill harmonious relations between students. An observation of those posters revealed that they contained messages that promoted dialogue, fraternity, brotherhood, justice, fairness, and peace. The posters were put in strategic places. They indirectly spoke against peer bullying and

school violence. The teacher noted this had largely minimized bullying in his school. Notice boards conveying peace messages were observed in four schools. See appendix O.

Itegi (2017) found that some students turn to peer bullying because of frustrations over unmet needs. The researcher revealed that addressing some of these underlying factors could help cure this problem. One Form Four girl, a bully, from an extra-county mixed school wrote in her questionnaire that those concerned (parents and guardians) should provide personal effects to needy students who turn into bullying to vent out frustrations. In contrast, a Form Two girl, an observer, from an extra-county boarding school gave three new strategies that can be employed to combat this menace: involving the police in serious cases of bullying, encouraging students to be each other's keeper, and campaigning against bullying in school. In fact, campaigns against bullying in some schools used anti-bullying posters. See appendix P.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the principal findings, conclusions, and recommendations.

5.1 Summary of the Findings

The study focused on the influence of peer bullying on school engagement. It investigated the forms and trends of peer bullying and their influences on academic and co-curricular engagement. The following is a summary of the findings.

5.1.1 Forms of Peer Bullying in School

The study revealed three forms of peer bullying. These were verbal, physical, and property forms of peer bullying. Acts of verbal bullying included using insults, nicknaming, and laughing to embarrass. Physical bullying happened through slapping, caning, and kneeling on hard surfaces. The common acts of property bullying were hiding belongings, damaging properties, and using money to buy things.

5.1.2 Trends of Peer Bullying in School

Bullying was more prevalent in boarding schools than in day schools because of overcrowding. Boys were more likely to be involved as victims of physical bullying partly because by nature, males resist oppression more than females who prefer submission. The more victims resisted oppressors the more they provoked them and made them more aggressive. Most victims of verbal bullying were girls because unappealing physical changes of adolescence among girls were easy to attract ridicule. Bullies coined nicknames and insults to liken victims to animals, insects or characters in literature set books. Students from families where parents or siblings

fought often learnt bullying from an early age and developed distorted personalities which made them believe that it's normal to mete violence on the inferior or disliked. They learnt use of insults, gossip, and torture from their families which they later transferred to peers in school. Others used property bullying to obtain properties they lacked. The intentions of committing peer bullying included hurting, embarrassing, and humiliating victims. The actual effects of repeated exposure to peer bullying included hysteria and low self-esteem. Perpetrating bullying made bullies feel superior and dominant over their victims.

5.1.3 Forms of Peer Bullying and Academic Engagement in School

The third objective focused on the influence of peer bullying on aspects of academic engagement of students. Discussions with respondents revealed that verbal, physical, and property forms of peer bullying had the most significant effects on indicators of academic engagement. A majority of victims that received these forms of peer bullying stopped answering questions in class, skipped lessons, failed to complete assignments, and failed to write or read lesson notes. Perpetration of these forms of peer bullying made bullies get suspended from lessons, miss exams, serve suspension from school, and also suffer expulsion from subject based discussion groups. Among bullies, girls were more affected than boys. In contrast, observing instances of bullying created fear in observers and influenced some to change schools, lose classroom concentration, and withdraw from subject-based discussion groups in protest.

5.1.4 Forms of Peer Bullying and Co-Curricular Engagement in School

The last objective investigated the influence of peer bullying on aspects of co-curricular engagement. Discussions with respondents revealed that physical, relational, and verbal forms of peer bullying bore the greatest negative influence on co-curricular engagement. Victims that received these forms of peer bullying developed fear and skipped training sessions, stopped

training peers, convinced peers not to join CCAs, and eventually dropped out of activities like volleyball and football. Bullies faced the consequences of their actions by being suspended from training sessions, missing competitions, and serving expulsion from CCAs like football, handball, netball, and badminton. On the other hand, observers lost morale to participate in CCAs like badminton and badminton. They eventually dropped out for fear of being bullied.

5.1.5 Managing Peer Bullying in School

The study found that different mechanisms of managing bullying exist in schools. These include guidance and counseling, expelling bullies, and using manual punishment. On a grand scale, expelling bullies was the least used because of the legal and policy implications whereas guidance and counseling was the most applied strategy of managing peer bullying. These strategies were regarded to be effective in improving academic and co-curricular aspects of school engagement.

5.2 Conclusions

Based on the findings, the following conclusions are made in light of the study objectives.

5.2.1 Forms of Peer Bullying in School

The study concludes that verbal, physical, and property bullying are common forms of peer bullying in Laikipia County. Recent media reports on peer bullying in Laikipia attracted widespread condemnation from the public and even investigation from the police (Waweru, 2015). From a policy perspective, bullying in Kenyan schools prompted MOE (2008) to formulate a policy framework titled *safety standards manual for schools in Kenya: schools as safe zones* which states that violence in school partly takes the form of learner to learner violence characterized by physical attacks, sexual assault, and bullying. According to the policy, these acts are illegal. The nature of peer bullying unearthed by the study is consistent with what is contained in the national policy on school safety.

5.2.2 Trends of Peer Bullying in School

The study concludes that peer bullying manifests different trends in every school and it affects learners negatively. This conclusion concurs with the existing policy dubbed *safety standards manual for schools in Kenya: schools as safe zones* which states that learner to learner violence creates risky situations or threats that cause accidents, bodily injury as well as emotional and psychological distress to students. This encourages delinquency, truancy, and absenteeism in the long run. Recent incidents of peer bullying in Laikipia County have inflicted untold physical, emotional, and psychological injuries to victims and influenced some to drop out of school.

5.2.3 Forms of Peer Bullying and Academic Engagement in School

The study concludes that there is a significant negative relationship between peer bullying and aspects of academic engagement. From a policy perspective, this conclusion agrees with the policy titled *safety standards manual for schools in Kenya: schools as safe zones* as contained in MOE (2008). The policy states that when teaching-learning is interrupted by acts of violence on learners, syllabus coverage gets compromised and performance in national examinations declines. It further notes that the government's commitment to the promotion of access, equity, participation, retention, completion, and quality at school level of education is bound to be affected if safety and security concerns are not addressed fully. Indeed, Laikipia County has schools that have witnessed high dropout rates and poor performance in national examinations. However, the study provides an escape route by availing recommendations on how to minimize the negative effects of peer bullying on academic engagement in Laikipia County and beyond.

5.2.4 Forms of Peer Bullying and Co-Curricular Engagement in School

The study concludes that peer bullying negatively and significantly affects aspects of co-curricular engagement. The long term implications of this include leaving students' talents

unexploited and dismal performance in co-curricular competitions in Laikipia County. From a policy perspective, the problem has in the past prompted MOE (2008) to formulate a policy framework titled *safety standards manual for schools in Kenya: schools as safe zones*. A critique of this policy however, revealed that it emphasizes the negative effects of bullying on academic engagement but overlooks the effects of bullying on co-curricular aspects of school engagement. This study strengthens the policy by revealing how various forms of peer bullying affect co-curricular engagement. It lays down recommendations on how to minimize the negative effects of peer bullying on co-curricular engagement in Laikipia County and beyond.

5.3 Recommendations

Based on the findings and conclusions, critical recommendations are made in light of fighting bullying and its negative influences on school engagement.

5.3.1 Recommendation for National Government Administration

- i. Local authorities and the police should seriously investigate cases of peer bullying and charge perpetrators in court to serve as a deterrent.

5.3.2 Recommendations for School Management

- i. Principals should stop over empowering school prefects in order to curtail them from taking advantage of their powers to perpetrate forms of peer bullying.
- ii. Boards of management and school communities should organize sensitization campaigns through seminars, walks, sporting activities, and workshops to increase the level of awareness on various forms of peer bullying and how to curb them.

5.3.3 Recommendations for Teachers

- i. Teachers should increase vigilance and their supervisory role on students to ensure that cases of non-participation occasioned by peer bullying are detected early and curbed.

- ii. Teachers should take own initiative to read literature on forms of peer bullying to get reliable and current knowledge on how to curb peer bullying in their schools.
- iii. Teachers should teach Life Skills Education to equip learners with interpersonal skills that help them empathize and build healthy relationships with peers.
- iv. Teachers should display magazines, anti-bullying campaign posters, and newspaper articles about forms of peer bullying on school notice boards.
- v. Teachers should encourage students to write creative articles on dangers of peer bullying.

5.3.4 Recommendations for Parents

- i. Parents should warn their children against committing peer bullying while in school. This will guard against a surge in cases of peer bullying.
- ii. Parents should fulfill the material needs of their children in order to curb cases of students perpetrating property bullying to meet those needs.
- iii. Parents should report to school authorities in the event that they notice peculiar changes in their children like bed wetting, unexplained injuries, truancy, and fear of school. Some of these changes could be early warning signs that their children are bullied in school.

5.3.5 Recommendations for Further Research

The study revealed gaps that justify the need for further empirical studies in some areas related to the problem studied.

- i. Future studies on peer bullying and school engagement should focus on primary schools. This can also be done using samples drawn from secondary schools in other counties.

- ii. A comparative study should be done to compare peer bullying in public and private secondary schools. This will lead to a broader understanding of the problem.

5.3.6 Recommendations for Enhancing Existing Policy

- i. The Ministry of Education should revise the school safety guidelines contained in MOE (2008) to address emerging forms of peer bullying like cyber bullying.
- ii. The existing policy framework on school safety should be reviewed to create a *National Campaign against Bullying* agency within MOE to fight forms of peer bullying.
- iii. The existing policy on school safety should be reviewed to outline the negative effects of peer bullying on aspects of co-curricular engagement.

5.3.7 Recommendations for New Policies

- i. The MOE should introduce a new policy that ratifies a specific day in the school calendar dedicated to public walks against all forms of peer bullying.
- ii. The MOE should design a new policy through which its media and public relations department can create appropriate anti-bullying public sensitization messages that can be broadcasted in the mainstream media.

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APPENDIX A: STUDENT QUESTIONNAIRE

Hi. I am Edwin Ombasa from Kenyatta University. I intend to collect data on a topic titled, *“Influence of peer bullying on school engagement of secondary school students in Laikipia County.”* Please help me complete this questionnaire by giving honest responses. All information given will be treated with utmost confidentiality. Respond to each of the questions either by putting a tick [] or giving a brief explanation as required. Don't write your name or admission number in this questionnaire. Thank you.

Welcome!

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender: Male [] Female []
2. Age: Below 14 years [] 15 - 17 years [] 18 - 20 years [] Over 21 years []
3. Category of your school: National girls' boarding [] Extra-county mixed boarding []
County mixed boarding [] County girls' boarding [] Sub-county mixed boarding [] Sub-county mixed day []
4. Class: Form One [] Form Two [] Form Three [] Form Four []

SECTION B: ACTS EXPERIENCED OR COMMITTED

*You are required to answer only **ONE** question (5 or 6) in this section, depending on what was **most common** to you in the last 30 days. Read all the two questions first before answering the one that best suits you.*

5. The table below outlines intentional acts of bullying that other students may have done to you repeatedly in the last 30 days. Use a tick [√] to identify them.

Acts	No	Yes	Comments
a. A student caning you			
b. A student slapping you			
c. A student forcing you to kneel on a hard surface			
d. A student insulting you			
e. A student calling you a bad nickname			
f. A student laughing to embarrass you			
g. A student damaging your belongings			
h. A student hiding your belongings			
i. A student forcing you to spend your money to buy him/her something			
Any other, (specify)			

6. The table below outlines intentional acts of bullying that you may have done repeatedly to other students in the last 30 days. Use a tick [] to identify them.

Acts	No	Yes	Comments
a. Caning a student			
b. Slapping a student			
c. Forcing a student to kneel on a hard surface			
d. Insulting a student			
e. Calling a student a bad nickname			
f. Laughing to embarrass a student			
g. Damaging a student's belongings			
h. Hiding a student's belongings			
i. Forcing a student to spend his/her money to buy you something			
Any other, (specify)			

SECTION C: BULLYING AND ACADEMIC ENGAGEMENT

Answer only **ONE** question (8 or 9); depending on what has been **most common** to you in the last 30 days. Read all the two questions first before answering the one that best suits you.

7. The following are questions on how being bullied may have influenced your academic engagement in the last 30 days. Please tick appropriately and remember to give a brief explanation detailing on the specific bullying act you experienced and how it resulted into the consequence mentioned.

- i. Have you skipped a class lesson because of being bullied by a student? Yes [] No []

Explain your answer

- ii. Have you failed to do or complete homework because of being bullied by a student?
Yes [] No []

Explain your answer

- iii. Have you failed to write lesson notes because of being bullied by a student? Yes [] No []

Explain your answer

- iv. Have you failed to read your lesson notes because of being bullied by a student? Yes [] No []

Explain your answer

- v. Have you stopped answering questions in class because of being bullied by a student? Yes [] No []

Explain your answer

- vi. Any other, (specify)
-

8. The following are questions on how committing acts of bullying to other students may have influenced your academic engagement in the last 30 days. Please tick appropriately and remember to give a brief explanation detailing on the specific bullying act you committed and how it resulted into the consequence mentioned.

- i. Have you been suspended from an ongoing class lesson by a teacher because of bullying a student? Yes [] No []

Explain your answer

- ii. Have you missed examinations because of bullying a student? Yes [] No []

Explain your answer

- iii. Have you been expelled from a subject-based group discussion by your peers because of bullying a student? Yes [] No []

Explain your answer

- iv. Have you been suspended from school because of bullying a student? Yes No

Explain your answer

- v. Any other, (specify)
-

SECTION D: BULLYING AND CO-CURRICULAR ENGAGEMENT

Answer only **ONE** question (11 or 12); depending on what has been most **common** to you in the last 30 days. Read all the two questions first before answering the most appropriate for you.

9. The following are questions on how being bullied may have influenced your co-curricular engagement in the last 30 days. Please tick appropriately and remember to give a brief explanation detailing on the specific bullying act done to you and how it resulted into the consequence mentioned.

a. Identify training session(s) you skipped intentionally because you were bullied by a student.

Football Volleyball Handball Netball Basketball Rugby Table tennis
Badminton Hockey Music Drama Discus Javelin Running races Walking
races Jumping Lawn tennis Swimming **NONE**

Explain your answer

b. Identify the co-curricular activity/activities you successfully convinced your close friends not to participate in because you were bullied by a student. Football Volleyball Handball
 Netball Basketball Rugby Table tennis Badminton Hockey Music Drama
 Discus Javelin Running races Walking races Jumping Lawn tennis
Swimming **NONE**

Explain your answer

c. Identify the co-curricular activity/activities you dropped out of because you were bullied by a student.

Football [] Volleyball [] Handball [] Netball [] Basketball [] Rugby [] Table tennis [] Badminton [] Hockey [] Music [] Drama [] Discus [] Javelin [] Running races [] Walking races [] Jumping [] Lawn tennis [] Swimming [] **NONE** []

Explain your answer

d. In which co-curricular activity/activities did you stop training your peers because you were bullied by a student? Football [] Volleyball [] Handball [] Netball [] Basketball [] Rugby [] Table tennis [] Badminton [] Hockey [] Music [] Drama [] Discus [] Javelin [] Running races [] Walking races [] Jumping [] Lawn tennis [] Swimming [] **NONE** []

Explain your answer

e. Any other, (specify)

10. The following are questions on how committing acts of bullying may have influenced your co-curricular engagement in the last 30 days. Please tick appropriately and remember to give a brief explanation detailing on the specific bullying act you committed and how it resulted into the consequence mentioned.

a. Identify the training session(s) you were suspended from because of bullying a student. Football [] Volleyball [] Handball [] Netball [] Basketball [] Rugby [] Table tennis [] Badminton [] Hockey [] Music [] Drama [] Discus [] Javelin [] Running races [] Walking races [] Jumping [] Lawn tennis [] Swimming [] **NONE** []

Explain your answer

b. Identify the co-curricular competition(s) you missed/got excluded from because of bullying a student. Football [] Volleyball [] Handball [] Netball [] Basketball [] Rugby [] Table

tennis [] Badminton [] Hockey [] Music [] Drama [] Discus [] Javelin [] Running races []
Walking races [] Jumping [] Lawn tennis [] Swimming [] **NONE** []

Explain your

answer _____

c. Identify the co-curricular activity/activities you were expelled from because of bullying a student. Football [] Volleyball [] Handball [] Netball [] Basketball [] Rugby [] Table tennis [] Badminton [] Hockey [] Music [] Drama [] Discus [] Javelin [] Running races [] Walking races [] Jumping [] Lawn tennis [] Swimming [] **NONE** []

Explain your answer

d. Identify the co-curricular activity/activities your peers refused to play with you because you bullied a student. Football [] Volleyball [] Handball [] Netball [] Basketball [] Rugby [] Table tennis [] Badminton [] Hockey [] Music [] Drama [] Discus [] Javelin [] Running races [] Walking races [] Jumping [] Lawn tennis [] Swimming [] **NONE** []

Explain your answer

e. Any other, (specify)

SECTION E: MANAGING THE PROBLEM

11. (a) Tick if the following strategies are used and effective, used but not effective, or are not used to tackle bullying in your school. You can also give brief comments on what you think about them.

Strategy	Used & Effective	Used but not Effective	Not Used	Comments
i. Guidance and counseling services				
ii. Manual punishment to bullies				
iii. Corporal punishment to bullies				
iv. Suspending bullies from school				
v. Expelling bullies from school				
vi. Implementing anti-bullying policies				
Any other, (specify) _____				

11. (b) Other than the strategies outlined above, suggest **new** ones that can be employed to eradicate bullying in your school.

12. Briefly suggest how the strategies in 11 (a) above can be used to ensure that every student participates in all academic and co-curricular activities.

END

APPENDIX B: FOCUS GROUP DISCUSSION GUIDE

Hi. I am Edwin Ombasa from Kenyatta University. I intend to collect data on a research topic titled: “*Influence of peer bullying on school engagement of secondary school students in Laikipia County.*” To enable me achieve this goal please cooperate with me in this discussion by being orderly and honest with your responses. All information given will be treated with utmost confidentiality.

Welcome!

Note

Before the discussion starts, ensure the following:

- *All participants are seated comfortably in a semi-circle and are able to see the moderator.*
- *All external distracters are eliminated.*
- *All writing materials and voice recorders are in place.*
- *The researcher gives a brief introduction and builds a good rapport with discussants.*
- *All participants are issued with consent forms and sign them.*
- *All participants are given the rules of engagement and made to understand them.*
- *Clarify on the repeated and intentional nature of acts of peer bullying.*

Questions for Victims

- Collect participants’ demographic information such as age (below 14 years, 15-17 years etc.), class (Form One, two, three), school type (mixed day, girls boarding, mixed boarding.)
- Probe on acts related to **physical bullying** (probe if they were forced to kneel on hard surfaces, being slapped by others); **verbal bullying** (probe if they were called bad nicknames, students insulting others, get examples of nicknames used); **property bullying** (probe on cases of victims losing belongings, cases of students hiding others’

belongings etc.); (Inquire about the classes where victims come from... was it Form One, Form Two or Form Four?). Where did such acts commonly occur? (Probe if they were common in classes, in dormitories, along poorly lit corridors etc...frequency of bullying...once, twice or severally...why did victims get bullied? (Probe if it was because of their physique, appearance... Record their voices). Probe on how the acts affected their self-identity, personality, the intended and actual effects...anger, submissiveness etc.

- How does physical, verbal, and property bullying affect academic participation? (Probe if victims failed to complete homework because of being bullied. Who didn't write lesson notes because of being bullied? Ask if there are those that didn't read lesson notes because of being bullied; Probe on the nature of the bullying (being slapped, belongings hidden) that affected academic activities mentioned ...record their statements).
- How does physical, verbal or property bullying affect co-curricular participation? (Probe if some dropped out of music, football, rugby after being bullied, and probe if victims skipped training sessions of rugby, hockey... record their statements...how were they bullied? Did somebody beat them...record statements)
- What is being done to curb peer bullying in your school? (Probe on the strategies that are being used currently, new strategies proposed... probe on guidance and counseling to victims and bullies, caning bullies, suspending bullies from school etc...record voices). Probe how the strategies can ensure that every student gets involved in all academic and co-curricular activities of the school? (Probe on guidance and counseling, suspensions...record their statements).

Questions for Bullies

- Record their class (forms 1 -4), gender (male or female), school type, age (below 14 years, 15 – 17 years) etc.
- Probe on acts related to **physical bullying** (probe if they forced other students to kneel on hard surfaces, if they beat others); **verbal bullying** (probe if they nicknamed others, insulted others...record examples of nicknames, insults used); **property bullying**

(probe on cases of bullies damaging belongings, hiding others' belongings etc.); (Inquire about the classes where bullies come from...). (Probe if bullying was done in classes, in dormitories, along poorly lit corridors etc....frequency of bullying...one, twice or severally... record their statements). Ask them why they bullied others (probe if they do so to raise their self-esteem, to revenge, because they were also bullied, because they hate the appearance of others etc.) How did victims feel?

- Influence on academic participation (Probe if bullies missed exams, ask if they got suspended from school because of bullying. Probe on the nature of the bullying that affected their academic participation i.e. slapping others, hiding belongings, kissing others by force, laughing at others...record their statements).
- Influence on co-curricular participation (Probe if some got suspended from rugby, hockey etc. after slapping, insulting, laughing at others, or beating others; probe if peers stopped playing with them javelin, volleyball etc. after insulting, beating, sending them threatening messages; ask if they have been suspended from athletics, music... record their statements...).
- What is being done to curb bullying in your school? (Probe on the strategies that are being used currently, new strategies proposed... probe on guidance and counseling to bullies, suspending bullies from school etc...record statements). Probe on what they think should be done to ensure that every student gets involved in all academic and co-curricular activities of the school? (Probe on motivational speakers... record statements).

Questions for Observers

- Record if they are below 14 years, 15 – 17 years etc., class (form one, two), gender (male or female), type of school (mixed day, mixed boarding etc.).
- Probe on acts they saw related to **physical bullying** (probe if they saw a student being slapped, students being caned); **verbal bullying** (probe if they saw others called bad nicknames, students insulting others ...get examples of nicknames used...); **property bullying** (probe if they saw students damaging others' belongings etc.); (Inquire about the classes where victims came from... was it Form One, Form Two or Form Four?).

Where did you witness such acts? (Probe if it was in classes, dormitories, along poorly lit corridors etc. Probe on how boys and girls got involved as victims and as bullies...frequency of bullying...once, twice or severally...why do observers think victims get bullied? Record their statements). Probe on why victims were bullied...was it because of physical appearance or family background; probe on how acts of peer bullying affected the self-identity, personality of victims, the intended and actual effects...anger, submissiveness; how observers were affected...feared, angered...

- Influence on academic participation: probe if they saw victims failing to complete homework after being bullied (by being beaten, slapped). Who didn't write lesson notes because of being bullied? (Being slapped, belongings hidden, being laughed at...record their statements).
- Influence on co-curricular participation (Probe if they saw someone dropping out of music, table tennis, rugby after being bullied, probe if they saw victims skipping training sessions of rugby, hockey... record their voices...how were they bullied until they dropped out, skipped training sessions or stopped training others? (Probe if bullies insulted them, slapped them, kissed them forcefully etc.).
- What is being done to curb bullying in your school? (Probe on the strategies that are being used currently and new strategies proposed... probe on guidance and counseling to victims and bullies, suspending bullies from school etc...). Probe on how the strategies can ensure every student gets involved in all academic and co-curricular activities. Probe if observers prefer peer tutoring, guidance and counseling... (...record statements).

Thank you for your cooperation.

APPENDIX C: INTERVIEW GUIDE OF STUDENTS

This interview guide was used to collect information from students who were classified as victims, bullies and observers. The researcher interviewed each respondent separately and varied his questions depending on the category of the respondent being interviewed. Data was related to the topic, “*Influence of peer bullying on school engagement of secondary school students in Laikipia County.*”

Procedure

Before the interview session starts, ensure the following:

- *The interviewee is seated comfortably and is able to see the interviewer.*
- *All external distracters are eliminated.*
- *All writing materials and voice recorders are in place.*
- *The interviewer introduces himself and builds rapport with the interviewee.*
- *The interviewee is issued with consent forms and signs them.*
- *The interviewee is given the rules of engagement and made to understand them.*
- *The interviewer establishes the profile of the interviewee (victim, bully or observer).*
- *Clarify on the repeated and intentional nature of acts of bullying.*

Interview Questions for Victim

- Ask questions on demographic information such as age (below 14 years, 15-17 years etc.), class (Form One, two, three), school category.
- Probe on acts related to **physical bullying** (probe if interviewee was forced to kneel on hard surfaces, being slapped by others, being caned); **verbal bullying** (probe if interviewee was called bad nicknames, if interviewee was insulted by others...get examples of nicknames used); **property bullying** (probe on cases of victims losing belongings, cases of students hiding others' belongings etc.); (Inquire about the classes where victims come from... was it Form One, Form Two or Form Four?). Where do such acts commonly occur? (Probe if it's common in classes, in dormitories, along

poorly lit corridors etc...frequency of bullying... twice or severally...why did victims think they get bullied? (Probe if it's because of their physique, background, appearance... effects on personality, self-identity...Record their statements).

- Influence on academic participation: probe if victims failed to complete homework because of being bullied? Who didn't write lesson notes because of being bullied? Ask if there are those that didn't read lesson notes because of being bullied; Probe on the nature of the bullying (being slapped, belongings hidden, being kissed forcefully) that affected academic activities mentioned ...record their statements).
- Influence on co-curricular participation (Probe if some dropped out of music, football, rugby after being bullied, probe if victims skipped training sessions of rugby, hockey... record their voices...how were they bullied? (Being insulted, caned,) probe how the bullying acts affected participation in those co-curricular activities etc.).
- What is being done to curb bullying in your school? (Probe on the strategies that are being used currently, new strategies proposed... probe on guidance and counseling to victims and bullies, caning bullies, suspending bullies from school etc...record voices). Probe on the strategies can improve academic and co-curricular participation (Probe on guidance and counseling, motivational speakers...record their statements).

Interview Questions for Bully

- Record their class (forms 1 - 4), gender (male or female), school category (sub-county mixed, national girls), age (below 14 years, 15 – 17 years etc.)
- Probe on acts related to **physical bullying** (probe if they forced other students to kneel on hard surfaces, if they beat others); **verbal bullying** (probe if they nicknamed others, insulted others...record examples of nicknames, insults used); **property bullying** (probe on cases of bullies damaging belongings, hiding others' belongings etc.); (Inquire about the classes where bullies came from...). (Probe if bullying was done in classes, in dormitories, along poorly lit corridors etc....frequency of bullying... twice or severally... their statements). Ask them why they bully others (probe if they did so to raise their self-esteem, to revenge, because they were also bullied, because they hate the appearance of others etc.

- Influence on academic participation (Probe if bullies missed exams, ask if their peers denied them textbooks because of bullying them, got suspended from school because of bullying. Probe on the nature of the bullying that affected their academic participation i.e. slapping others, hiding belongings, laughing to embarrass others...record their statements).
- Influence on co-curricular participation (Probe if some got suspended from rugby, hockey etc. after slapping, insulting or beating others; probe if peers stopped playing with them javelin, volleyball etc. after insulting, beating; ask if they have been suspended from athletics, music, drama because of insulting, beating... record their statements...).
- What is being done to curb bullying in your school? (Probe on the strategies that are being used currently, new strategies proposed... probe on guidance and counseling to bullies, suspending bullies from school etc...record statements). Probe on what they think should be done to ensure that every student gets involved in all academic and co-curricular activities of the school? (Probe on suspensions, expulsions... record statements).

Interview Questions for Observer

- Record if they are below 14 years, 15 – 17 years etc., class (Form One, two), gender (male or female), category of school (mixed day, mixed boarding etc.).
- Probe on acts they saw related to **physical bullying** (probe if they saw a student being slapped, students being beaten); **verbal bullying** (probe if they saw others called bad nicknames, students insulting others...get examples of nicknames used...record statements); **property bullying** (probe if they saw victims losing belongings, students damaging others' belongings etc.); (Inquire about the classes where victims came from... was it Form One, Form Two or Form Four?...). Where did you witness such acts? (Probe if it was in classes, dormitories, along poorly lit corridors etc. Probe on how boys and girls got involved as victims and as bullies...frequency of bullying...twice or severally...why do observers think victims get bullied? Record their statements).

- Influence on academic participation: probe if they saw victims failing to complete homework after being bullied (by being beaten, slapped). Who didn't write lesson notes because of being bullied? (Being slapped, beatings, and belongings hidden...record their statements).
- Influence on co-curricular participation (Probe if they saw someone dropping out of music, table tennis, rugby after observing somebody being bullied, probe if they skipped training sessions of rugby, hockey after observing acts of bullying... record their voices...how were others bullied until observers dropped out, skipped training sessions or stopped training others? (Probe if bullies sent victims to buy things using their own money, insulted victims, slapped victims etc.).
- What is being done to curb bullying in your school? (Probe on the strategies that are being used currently and new strategies proposed... probe on guidance and counseling to victims and bullies, suspending bullies from school etc...record statements). Probe on how they can ensure that every student gets involved in all academic and co-curricular activities. (Probe if observers prefer guidance and counseling...record their statements).

***Note:** Finish by thanking the interviewee and allow him/her to ask any question before leaving the interview room.

APPENDIX D: INTERVIEW GUIDE OF DEPUTY PRINCIPALS

Hi. I am Edwin Ombasa from Kenyatta University. I intend to collect data on a topic, “*Influence of peer bullying on school engagement of secondary school students in Laikipia County.*” Please help me complete this interview by responding to all questions as honest as possible. All information provided will be used for academic purposes only.

Welcome!

Note

Before the interview starts, ensure the following:

- *The participant is seated comfortably and is able to see the moderator.*
- *All external distracters are eliminated.*
- *All writing materials and voice recorders are in place.*
- *The participant is issued with consent forms and signs them.*
- *The researcher introduces himself and builds rapport with his respondent.*
- *The participant is given the rules of engagement and made to understand them.*
- *Clarify on the repeated and intentional nature of acts of bullying.*

Procedure

- Start by collecting demographic information (gender, years served in current station etc.). Are you aware of cases of bullying in your school? (Probe on acts related to **property bullying** – bully taking victim’s belongings, bully destroying victim’s belongings; **physical bullying** – bully slapping, beating others; **verbal bullying** – bully insulting, calling nicknames; Which classes do bullies and victims come from...forms one, two, or four...probe where such bullying acts commonly occur. (Probe if it’s common in classes, in dormitories, along poorly lit corridors etc. Probe on the gender commonly involved (as victims and bullies) with various types of bullying... is it boys, girls or both? Are there cases that have been recorded? How did your office handle them?

...record their statements...). Probe on why students bully others...is it to raise their self-esteem? Dislike for victims' appearance? Because of the physique of victims etc... impacts on self-identity, personality traits, intended and actual effects on victims...

- How bullying influenced academic participation of victims, bullies and observers (Probe if victims missed lessons after being forced to kneel on hard surfaces; if victims failed to write lesson notes after their properties e.g. books were hidden; if bullies missed exams after beating other students; if bullies were suspended from an ongoing lesson after slapping others; if observers lost concentration in class after seeing another student being called bad nicknames or being sent offensive sexual messages; if bullies missed exams; if observers changed schools or dropped some subjects after seeing other students being beaten etc. ... seek any available statistics related to this ... record their statements).
- How bullying influences co-curricular participation of victims, bullies and observers (Probe if victims stopped training their peers in hockey, volleyball etc. after being beaten; if victims dropped out of javelin, table tennis or handball after being insulted by bullies; if bullies got suspended from a rugby; if peers refused to play with bullies that hid/destroyed their properties; if observers felt demoralized to play for their hockey teams, badminton teams after seeing a student forced to kneel on hard surface etc. ...record their statements).
- How can bullying be curbed (Probe on strategies being used currently e.g. giving manual punishment to bullies, caning bullies, probe if the school authorities suspend bullies from school. Ask if those strategies are effective or not. Ask about new strategies proposed e.g. formulating new anti-bullying policies... record their voices...). What should be done to ensure that every student gets involved in all academic and co-curricular activities of the school...record their voices)

Thank you for your cooperation.

APPENDIX E: INTERVIEW GUIDE OF TEACHERS

This guide was used on teachers who teach and were in charge of some co-curricular activities. All information sought was related to the topic, “*Influence of peer bullying on school engagement of secondary school students in Laikipia County.*” Respondents were required to help the researcher complete the interview by responding to all questions honestly. All information provided was used for academic purposes only.

Welcome!

Note

Before the interview session starts, ensure the following:

- *The respondent is seated comfortably and is able to see the moderator.*
- *All external distracters are eliminated.*
- *All writing materials and voice recorders are in place.*
- *The participant is issued with consent forms and signs them.*
- *The respondent is given the rules of engagement and made to understand them.*
- *Clarify on the repeated and intentional nature of acts of bullying.*

Procedure

- Introduce yourself and proceed to collect demographic information (gender, years served in current station – below 2 years, between 3 and 4, over 6 years etc.). Are you aware of cases of bullying in your school? (Probe on acts related to **property bullying** – bully taking victim’s belongings, bully destroying victim’s belongings; **physical bullying** – bully slapping, beating others; **verbal bullying** – bully insulting, calling nicknames; Which classes do bullies and victims come from...forms one, two, or four... probe where such bullying acts (slapping, insulting) commonly occur. (Probe if it’s common in classes, in dormitories, along poorly lit corridors etc. Probe on the gender commonly involved (as victims and bullies) with various types of bullying... is it boys, girls or both? Are there cases that have been recorded? How did you handle

them? ...record their statements...). Probe on why students bullied others...is it to raise their self-esteem? Dislike for victims' appearance? Because of the physique of victims etc... impacts on self-identity, personality traits of victims...intended and actual effects...

- How did bullying influence academic participation of victims, bullies and observers? (Probe if victims missed lessons after being forced to kneel on hard surfaces; if victims failed to write lesson notes after their properties e.g. books were hidden; if bullies missed exams after beating other students; if bullies were suspended from an ongoing lesson after slapping others; if observers lost concentration in class after seeing another student being called bad nicknames; if observers changed schools or dropped some subjects after seeing other students being beaten etc. ... seek any available statistics related to this ... record their statements).
- How did bullying influence co-curricular participation of victims, bullies and observers? (Probe if victims stopped training their peers in hockey, volleyball etc. after being beaten; if victims dropped out of javelin, table tennis or handball after being insulted by bullies; if bullies got suspended from a rugby, netball or football training session; if peers refused to play with bullies that hid/destroyed their properties; if observers felt demoralized to play for their hockey teams, badminton teams after seeing a student forced to kneel on hard surface etc. ... record their statements).
- How can bullying be curbed? (Probe on strategies being used currently e.g. giving manual punishment to bullies, caning bullies, probe if the school authorities suspend bullies from school. Ask if those strategies are effective or not. Ask about new strategies proposed e.g. formulating new anti-bullying policies... record their voices...). What should be done to ensure that every student gets involved in all academic and co-curricular activities of the school?

***Note:** Give the interviewee room for questioning, thank them and end the session.

APPENDIX F: DOCUMENT ANALYSIS GUIDE

The researcher used this guide to analyze information that was contained in school incidence records. Information sought was related to the study topic, *“Influence of peer bullying on school engagement of secondary school students in Laikipia County.”* This information was segmented along the following themes: forms of peer bullying; influence of peer bullying on academic participation; influence of peer bullying on co-curricular participation; and strategies of managing peer bullying.

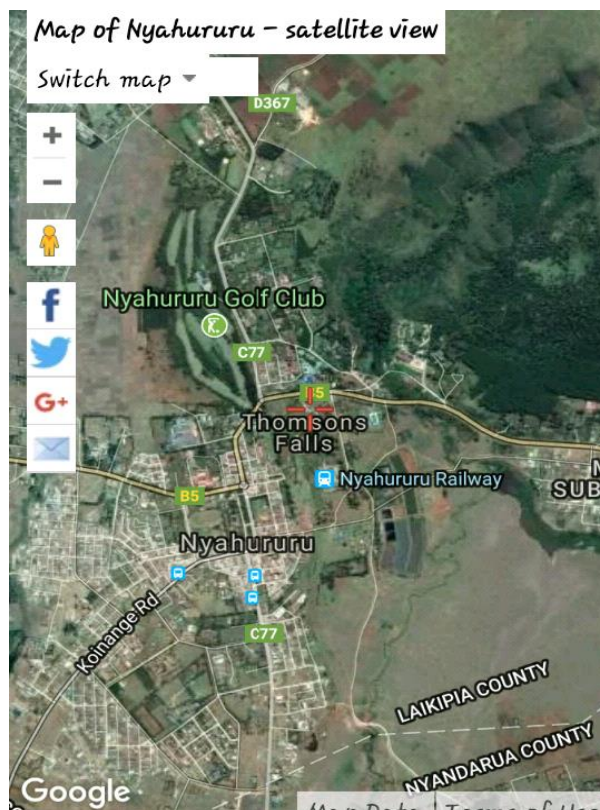
Procedure

- i. Approach the Deputy Principal and brief them about your research goal.
- ii. Request them to give you copies of school incidence records that have been in use since 1st of January 2018.
- iii. Using the incidence records, locate cases of bullying that were recorded between 1st of January 2018 to date. Pay more attention to those that were recorded in the last 30 days. Write and serialize the names of students reported to have been bullies, observers, or victims.
- iv. Take note of the nature of the peer bullying. See if verbal bullying involved bullies insulting others, calling them bad nicknames; see if physical bullying involved bullies slapping or beating victims; see if property bullying involved bullies hiding or destroying properties of victims; see if the acts were committed in class, in dorms or along corridors; see if victims were boys or girls and vice versa; see if the cases happened twice or severally; see if any reasons are indicted why bullies bullied.
- v. Take note of verbatim statements of victims, perpetrators, or observers that may have been recorded in school incidence records.
- vi. Take note of how being bullied may have influenced academic participation of victims i.e. failing to write lesson notes after properties were stolen; skipping classes after being forced to kneel on hard surface etc. Compare how committing acts of bullying may have influenced academic participation of bullies i.e. missing exams after beating others; being suspended from school after insulting victims etc. Note influence on

observers e.g. observers losing concentration in class after seeing peers being beaten etc.

- vii. Note down verbatim statements of victims, bullies, observers, or teachers on how bullying influenced different aspects of academic participation of students.
- viii. Take note of how being bullied influenced co-curricular participation of victims i.e. dropping out of hockey, volleyball after being beaten; avoiding netball, javelin, football training sessions after properties were hidden; compare how committing acts of bullying influenced co-curricular participation of bullies i.e. being excluded from drama, music competitions; getting suspended from rugby, football, long jump teams for insulting victims. Note if observers withdrew from hockey, javelin after seeing others being beaten; if observers performed poorly in table tennis, badminton etc. after seeing a student getting bullied. How were they bullied? Was it by being caned, slapped or insulted?
- ix. Record verbatim statements of bullies, victims, observers or teachers that capture the influence of bullying on co-curricular participation.
- x. Note down how the cases of peer bullying were handled. See if bullies were suspended or expelled from school, caned etc. See if any new strategies of handling the problem are indicated.
- xi. Thank the Deputy Principal and return all the incidence records issued.

APPENDIX G: SATELLITE MAP OF NYAHURURU SUB-COUNTY



Source: Google Maps (2018)

APPENDIX H: INTRODUCTION LETTER TO PRINCIPALS

EDWIN A. OMBASA,

P.O BOX 218 – 40502,

NYANSIONGO.

30TH AUGUST 2018.

THE SCHOOL PRINCIPAL,

THRO'

THE COUNTY DIRECTOR OF EDUCATION, LAIKIPIA COUNTY,

P.O BOX 253 – 10400,

NANYUKI.

THRO'

THE COUNTY COMMISSIONER, LAIKIPIA COUNTY,

P.O BOX 11 – 10400,

NANYUKI.

Dear Sir/Madam,

RE: REQUEST TO CONDUCT A RESEARCH VISIT IN YOUR SCHOOL

My name is Edwin Ombasa. I am a postgraduate student from Kenyatta University doing an academic study on the influence of peer bullying on school engagement of secondary school students in Laikipia County. I have identified your school as one of the localities I will gather data from. Please allow me to do so. Herewith attached are my identification documents and permits from relevant government agencies that have allowed me to undertake the study. Thank you.

Yours faithfully,

Edwin Ombasa

APPENDIX I: CONSENT FORM

Hi, I am Edwin Ombasa from Kenyatta University. I intend to collect data on a research topic to help me complete my postgraduate studies at the university. Before I engage you, I would like you to agree in writing that you are willing to participate in this study. Read the following terms and conditions of participation and if you agree with them, proceed to sign up for the study. You will receive a copy of this form to keep.

- i. I understand that we will discuss and answer questions on the topic of peer bullying in my school.
- ii. I understand that the findings of this study will be used for academic purposes only.
- iii. I understand that my real name won't be included in the study findings.
- iv. I understand that my voice will not be recorded without my consent.
- v. I understand that I will not reveal any private matters I may come across in the course of the study.
- vi. I understand that I will not be compelled to give a response.
- vii. I understand that I will not be given money or a reward to participate in this study.
- viii. I understand that I will not be asked to reveal any details in print or electronic form that promote or express nudity, obscenity or breach the common principles of decency.
- ix. I understand that I can voluntarily withdraw from the study at any stage and keep away my contributions.

DECLARATION: Having read and understood all the terms and conditions of participation, while in the right frame of mind and without duress or treachery, I

Agree to participate in an interview []

Agree to participate in a focus group discussion []

Agree to fill a questionnaire []

Decline to take part in the study []


Signature _____ Date _____ Witness _____


DESIGNATION: Deputy Principal [] Teacher [] Student []


APPENDIX J: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. EDWIN ANDAMA OMBASA
of KENYATTA UNIVERSITY, 218-40502
NYANSIONGO, has been permitted to
conduct research in Laikipia County
on the topic: BULLYING AND STUDENT
ENGAGEMENT IN SCHOOL ACTIVITIES:
THE CASE OF SECONDARY SCHOOL
STUDENTS IN LAIKIPIA COUNTY, KENYA.
for the period ending:
30th July,2019

Permit No : NACOSTI/P/18/69277/23628
Date Of Issue : 1st August,2018
Fee Received :Ksh 1000




Applicant's Signature


Director General
National Commission for Science,
Technology & Innovation

APPENDIX K: COUNTY DIRECTOR OF EDUCATION LETTER

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION
COUNTY DIRECTOR OF EDUCATION OFFICE - LAIKIPIA**

Telegrams: "Education" LKP.
Telephone: 062-31518, 31519
Email: laikipiacountydirector@yahoo.com



file
COUNTY COMMISSIONER
27 AUG 2018
County Director of Education,
Laikipia County
P.O. Box 253,
NANYUKI.

When replying please quote:
Ref: LPA/C/A/1 VOL. 6(794)

27th August, 2018

TO: WHOM IT MAY CONCERN

RE: RESEARCH AUTHORITY - EDWIN ANDAMA OMBASA

The National Commission for Science, Technology and Innovation letter ref. No. **NACOSTI/P/18/69277/23628** dated **1st August, 2018** refers.

This is to inform you that the above named person has been authorized to carry out research on **"Bullying and Student engagement in school activities: the case of Secondary School Students in Laikipia County, Kenya,"** for a period ending **30th July, 2019**.

After completion of your research findings please furnish this office with a copy of the research.

Kindly assist him where possible.

MUSILI B. M.

**For: COUNTY DIRECTOR OF EDUCATION,
LAIKIPIA COUNTY**

COUNTY DIRECTOR OF EDUCATION
LAIKIPIA
P.O. Box 253 - 10200
NANYUKI

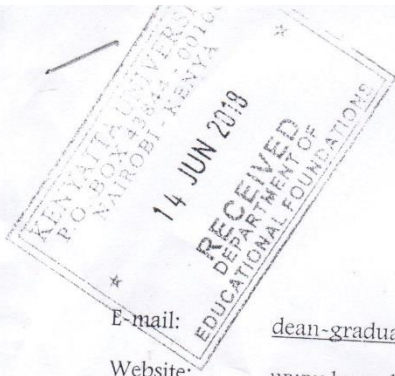
C.C.
National Commission for Science,
Technology and Innovation,
NAIROBI.

The County Commissioner,
LAIKIPIA

ISO 9001:2008 CERTIFIED



APPENDIX L: GRADUATE SCHOOL AUTHORIZATION LETTER



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 12th June, 2018

TO: Ombasa Andama Edwin
C/o Educational Foundations
Department.

REF: E55/27505/2013

SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

This is to inform you that Graduate School Board, at its meeting of 30th May, 2018, approved your Research Proposal for the M.Ed. Degree entitled "Bullying and Student Engagement in School Activities: The Case of Secondary School Students in Laikipia County, Kenya".

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

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

Thank you.

JULIA GITU
FOR: DEAN, GRADUATE SCHOOL

CC Chairman, Educational Foundations Department

Supervisors:

1. Dr. Violet Wawire
Department of Educational Foundations Development
Kenyatta University
2. Dr. Salome Nyambura
Department of Educational Foundations Development
Kenyatta University

APPENDIX M: A SATIRICAL CARTOON OF MWALIMU ANDREW



APPENDIX N: A SCHOOL NOTICE BANNING BULLYING

DETERMINED TO LEARN, NO ONE CAN STOP YOU.
KUBA HANOWI ZGOM

BULLYING

This is **frightening, intimidating or hurting** someone who is smaller or weaker than you.

TYPES OF BULLYING

1. Physical bullying – hitting, stealing or damaging another student's property.
2. Verbal bullying – insulting, mocking or making negative remarks about another student.
3. Social bullying - discriminating others from a group.
4. Electronic bullying – making negative remarks on social media about another student.

NB/ Bullying has no place in Ndururumo and it is primitive.

By Mrs. Mugo
From Joe Mwangi

The future awaits you at Strathmore University

Our Degree Programs	Abbreviation	Duration
Bachelor of Business Science in Financial Economics	BBS(FE)	4 years
Bachelor of Business Science in Finance	BBS(FIN)	4 years
Bachelor of Business Science in Actuarial Science	BBS(ACT)	4 years
Bachelor of Business Science in Telecommunication	BTC	4 years
Bachelor of Science in Informatics Technology	BBIT	4 years
Bachelor of Science in Informatics and Computer Science	BICS	4 years
Bachelor of Commerce	BCCM	4 years
Bachelor of Laws	LLB	4 years
Bachelor of Science in Hospitality Management	BHLM	4 years
Bachelor of Science in Tourism	BST	4 years

APPENDIX O: PEACE EDUCATION SIGN BOARDS



APPENDIX P: ANTI-BULLYING POSTER ON NOTICE BOARD



APPENDIX Q: RANDOM SAMPLING TABLE

N	n	N	n	N	N	N	n	N	n
10	10	100	80	280	162	800	260	2,800	338
15	14	110	86	290	165	850	265	3,000	341
20	19	120	92	300	169	900	269	3,500	346
25	24	130	97	320	175	950	274	4,000	357
30	28	140	103	340	181	1,000	278	4,500	354
35	32	150	108	360	186	1,100	285	5,000	357
40	36	160	113	380	191	1,200	291	6,000	361
45	40	170	118	400	196	1,300	297	7,000	364
50	44	180	123	420	201	1,400	302	8,000	367
55	48	190	127	440	205	1,500	306	9,000	368
60	52	200	132	460	210	1,600	310	10,000	370
65	56	210	136	480	214	1,700	313	15,000	374
70	59	220	140	500	217	1,800	317	20,000	377
75	63	230	144	550	226	1,900	320	30,000	379
80	66	240	148	600	234	2,000	322	40,000	380
85	70	250	152	650	242	2,200	327	50,000	381
90	73	260	155	700	248	2,400	331	75,000	382
95	76	270	159	750	254	2,600	335	100,000	384

KEY: N- Population size n- Sample size

Source: Krejcie & Morgan (1970)