

**EFFECTS OF BULLYING ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS.
(A CASE STUDY OF TURBO SUB-COUNTY IN UASIN GISHU COUNTY-KENYA)**

CHEMUTAI DORICUS

EDU-G-4-0328-17

**FAITH NGANYI
EDU-G-4-0431-17**

**ELIZABETH MAINA
EDU-G-4-0471-17**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULLFILLMENT FOR THE REQUIREMENTS FOR THE AWARD IN
BACHELOR OF EDUCATION ARTS GREYSA UNIVERSITY-THIKA**

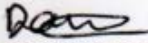
NOVEMBER 2022

DECLARATION

This research project is our original work and has not been presented for award of any degree in any other university. We also declare that all materials cited in the review of literature which is not our own has been acknowledged.

Compiled by:

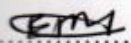
DORICUS CHEMUTAI: **EDU-G-4-0328-17**

Sign.....  Date. 9/12/22

FAITH NGANYI: **EDU-G-4-0431-17**

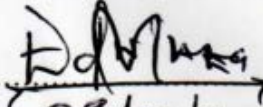
Sign.....  Date. 9/12/22

ELIZABETH MAINA: **EDU-G-4-0471-17**

Sign.....  Date. 9/12/22

Declaration by the supervisor.

This work has been submitted with my approval as a supervisor:

Signature..... 
Date..... 09/12/2022

Mr. Edwin Muna

School of Education

Gretsa University

ACKNOWLEDGEMENT

Our special thanks go to Mr. Edwin Muna for his assistance and support in this project. We would also like to extend our gratitude from the deepest of hearts to our parents for their endless and unfailing support throughout the process of doing this research.

DEDICATION

We would like to dedicate this work to the Almighty God for giving us the strength, health and knowledge in writing this project. We dedicate this work to our parents for supporting us and being there and walking with us in our education journey.

ABBREVIATIONS AND ACRONYMS

GoK- Government of Kenya.

GST- General Strain Theory.

MoE- Ministry of Education

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENT.....	ii
DEDICATION	iii
ABBREVIATIONS AND ACRONYMS.....	iv
OPERATIONAL DEFINITIONS OF TERMS	ix
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of Research Problem	2
1.3 Purpose of the Study.....	2
1.4 Conceptual framework.....	3
1.5 Research Questions.....	3
1.6 Objectives of the Study	4
1.6.1 General Objective.....	4
1.6.2 Specific objectives	4
1.7 Hypothesis of Study	4
1.8 Significance of the Study	4
1.9 Delimitation of Study	5
1.10 Limitation of study	5
1.11 Assumptions of study.....	5
CHAPTER TWO: LITERATURE REVIEW.....	6
2.0 Introduction	6
2.1 Bullying and academic performance	6
2.2 Bullying and Low Grades	6
2.3 Bullying and Absenteeism	7
2.4 Bullying and Class Participation	7
2.5 Theoretical Framework	8
2.5.1 General strain theory	8
2.6 Research gap.....	8
CHAPTER THREE: RESEARCH METHODOLOGY	9
3.0 Introduction	9
3.1 Research Design	9
3.2 Study Area.....	9
3.3 Target Population	9
3.4 Sampling Techniques	9
3.5 Sample Size	10
3.6 Measurement of Variables.....	10
3.7 Research Instruments	11
3.8 Validity of Measurement	11
3.9 Data Collection Techniques.....	12
3.10 Data Analysis.....	12
3.11 Ethical Consideration	12
CHAPTER FOUR: FINDINGS AND DISCUSSION	13
4.0 Introduction	13
4.1 Response Rate.....	13
4.2 Bullying in schools.....	14
4.3 Bullying, academic performance and low grades.....	15
4.4 Bullying and absenteeism	16

4.5 Bullying and class participation	17
4.6 Correlation	18
4.7 Discussion	19
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	21
5.0 Introduction	21
5.1 Summary of The Study	21
5.2 Bullying, Academic Performance and Low Grades	21
5.3 Bullying and absenteeism	22
5.4 Bullying and class participation	22
5.5 Conclusion.....	22
5.6 Recommendations	23
5.7 Suggestion for Further Research	24
REFERENCES	25
APPENDICE: APPENDIX 1	27
QUESTIONNAIRES	27

LIST OF TABLES

Table 1 sample size	10
Table 2 showing Measurement of variables	11
Table 3 Questionnaire and interviews Return Rate	13
Table 4 showing frequencies and percentages of Bullying in schools.....	14
Table 5: showing the marks of students in two consecutive exams	15
Table 6 showing frequencies of absenteeism	16
Table 7 showing frequency and Percentages.....	17
Table 8: Ho1: There is no relationship between bullying and low grades in public secondary schools Turbo Sub County, Uasin Gishu County.	18
Table 9: Ho2: There is no relationship between bullying and students' absenteeism in public secondary schools in Turbo Sub County, Uasin Gishu County.....	18
Table 10: Ho3 There is no relationship between bullying and students class participation in public secondary schools in Turbo Sub County, Uasin Gishu County.	19

LIST OF FIGURES

Figure 1 conceptual framework	3
Figure 2 showing a pie chart on bullying in schools	15

OPERATIONAL DEFINITIONS OT TERMS

Bullying-it is an aggressive behavior of students towards others.

Social group- is two or more students who interact with one another, share similar characteristics and collectively have a sense of unity.

Social activities- activity considered appropriate on social occasion.

Low grades-the score below C-.

Academic Performance- results which learners get in end of term examination.

Blackmail-it is the case whereby a student has compromising information and uses this chance to threaten other students in order to get favor from them.

ABSTRACT

Cases of bullying have been on the rise in public secondary schools in Kenya. Many experiences bullying and many other forms of violence on a day-to-day basis within school. Most students in public secondary schools in Turbo Sub- County, Uasin Gishu County have either been bullied or have known someone who has been bullied. Therefore, this study aims at investigating the effects of bullying on students' academic performance in public secondary schools in Turbo Sub County, Gishu County, Kenya. The study based on General Strain Theory. This study employed a descriptive research design. The target population was 5050 respondents comprising of 25 principals, 25 disciplinary masters and 5000 form two students. Simple random sampling method was used to select respondents from various samples. The sample size was 220 respondents comprising of 10 principals, 10 disciplinary masters and 200 form two students. The data collection tools were questionnaires for the students and interviews for disciplinary masters and principals. Content validity was carried out to ensure that the instruments were valid and the test re-test technique was used to estimate the reliability of the instruments. The data was collected using questionnaires and analyzed using SPSS and discussion and presented using table, pie-charts, percentages, frequencies and bar graphs.

CHAPTER ONE: INTRODUCTION

This chapter focuses on the background of the study, statement of the problem, purpose of study, research questions, and objectives of study, hypothesis of study, significance of study, delimitation of study, limitation of study and the assumption of the research study.

1.1 Background of the Study

Bullying is considered a common form of violence in schools. Various studies indicate that bullying makes schools unsafe places for students (Maliki et al., 2009). Shahria et al. (2015) reported that bullying is deemed as a serious problem in academic settings in all parts of the world. They found that bullying has negative impact on academic performance. Different studies conducted on the effects of bullying in secondary schools show that bullying is considered one of the problems by education practitioners in the world (Brown et al. 2008; Carney and Merrell et al 2010). The aforementioned research established that bullying is more rampant among females' students than their male counterparts. Alison (2016) stated that bullying is considered as global problem that affect emotional, social, and physical wellbeing of school-age students worldwide. Shafqat (2015) argued that bullying in schools occurs in bathrooms, dorms, buses and in classes.

Bullying at school affects academic achievement since bullied students feel fear and weak and at the same time it affects students' personality traits and self-confidence. Therefore, such situations make bullied students unable to follow or to pay proper attention to their study. Such students may also miss opportunities to participate with their colleagues or even enjoy school activities. Bullied students usually lose concentration when they are attending their classes.

According to Poipoi (2011) up to the late 1970s, it was a sort of compulsory disciplinary drill in most secondary schools. In 1999 a group of male students in Nyeri High School locked up 4 prefects in their rooms at night for bullying them and doused them in petrol killing them. According to Ikambili (2003), beating as a form of bullying accounted for about 30% in public mixed day secondary schools in Nairobi Province. The Government of Kenya (GoK) through schools' administration stepped up to eradicate bullying because it has adverse effects on education. However, despite its ban, bullying of students persists. In May 2006, a 15-year-old

Form One student of a high school in Lare district in Kiambu County, further succumbed to injuries caused by a bully (Okwemba, 2007). Later in 2008, Mathiu (2008) reported that over 254 secondary schools in Kenya experienced violence and Uasin Gishu County were among the top listed 10 with 54 cases. Despite the prevalence of bullying in schools in Kenya, little appears to have been done to reduce cases of bullying.

1.2 Statement of Research Problem

Although the government of Kenya has put measures to curb bullying cases are still being reported in Turbo County. Kiplagat (2008) argues that school administrators would want to dismiss the existence of bullying cases because of its seriousness and effects but they still happen. Nyasato (2009), on the other hand reported a case where six prefects were expelled from secondary school in Manga sub-county, Kisii county for brutally bullying a form one student where one of the victims was seriously injured and admitted to the hospital. The aim of this study was to examine the impacts of bullying on students' academic performance and the possible remedies a case of study Turbo subcounty, Uasin Gishu county.

1.3 Purpose of the Study

The purpose of the study was to find out the effects of bullying on students' academic performance in public secondary schools in Turbo Sub County, Uasin Gishu County.

1.4 Conceptual framework

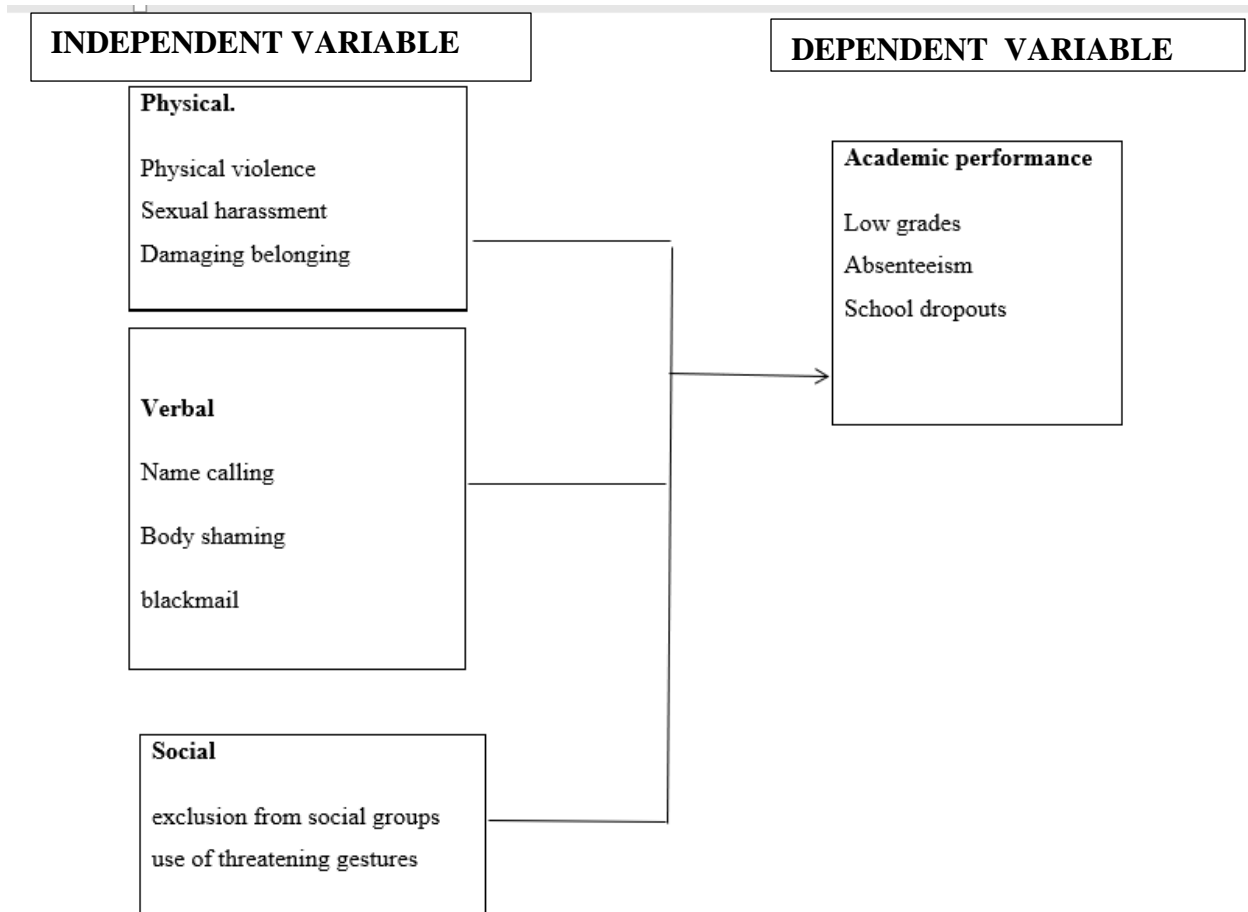


Figure 1 conceptual framework

1.5 Research Questions

- 1) What are the effects of bullying on students' academic performance in public secondary schools Turbo Sub County, Uasin Gishu County?
- 2) How does bullying contribute to low grades among students in public secondary Schools in Turbo Sub County, Uasin Gishu County?
- 3) How does bullying contribute to students' class absenteeism in public secondary schools in Turbo Sub County Uasin Gishu County?

1.6 Objectives of the Study

1.6.1 General Objective.

To find out the effects of bullying on student academic performance in public secondary schools in Turbo Sub County, Uasin Gishu County

1.6.2 Specific objectives

- 1) To investigate how bullying contributes to low grades in public secondary Schools in Turbo Sub County, Uasin Gishu County.
- 2) To investigate how bullying contributes to students' absenteeism in public secondary schools in Turbo, Uasin Gishu County
- 3) 3 To investigate how bullying affects students class participation in public secondary schools in Turbo Subcounty, Uasin Gishu County.

1.7 Hypothesis of Study

1. There is no relationship between bullying and low grades in public secondary schools Turbo Subcounty, Uasin Gishu County.
2. There is no relationship between bullying and students' absenteeism in public secondary schools in Turbo Subcounty, Uasin Gishu County.
3. There is no relationship between bullying and students class participation in public secondary schools in Turbo Subcounty, Uasin Gishu County.

1.8 Significance of the Study

The research importance stems from the importance of the topic it deals with, which is considered very important for many parties. Moreover, it is going enable those concerned know how to deal with the problem of bullying and its obvious consequences on school students' academic achievement. It also enables the victims to know how to avoid being bullied.

1.9 Delimitation of Study

This study was specifically meant to determine the effects of bullying on students' academic performance in public secondary schools in Eldoret Subcounty Uasin Gishu **County**. It involved school principals, student and teachers in Eldoret Subcounty Uasin Gishu County.

1.10 Limitation of study

Some of the respondents were unwilling to respond to our questions for fear of victimization. To avoid this, we assured them that the information they will give will be confidential.

1.11 Assumptions of study

Bullying has been experienced in public secondary schools for long time and it is a continuing vice that is affecting the lives of many learners.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter focuses on literature that analyses the effects of bullying on students' academic performance in public secondary schools in Turbo Sub County, Uasin Gishu County and conceptual framework. The literature is presented from research questions.

2.1 Bullying and academic performance

Cynthia (2014) analyzed bullying impact on student's performance either in short or long term. She found that there are differences in relationship between bullying level and academic performance depending on student's academic achievement. Nadine (2014) investigated bullying impact on student's ability to academically succeed. Nadine found that bullied students have feel of fear from coming to school because they feel that they are unsafe; therefore, they are unable to concentrate which affect negatively on their academic success. Mundbjerg et al. (2014) analyzed the relationship between bullying in elementary school in Denmark. They found that bullied students have lower academic achievement in 9th grade and bullying impacts are larger if it is more severe. Placidius (2013) found that physical bullying was perceived as a dominant bullying element. Roman and Murillo (2011) found that aggression in schools has a negative effect on academic performance in Latin America. They affirmed that students who have been physically or verbally abused perform less Poor academic performance was as an impact of bullying. Mehta et al. (2013) found that when students feel that bullying is a phenomenon in their school, they feel that they are unsafe which reflected on less engaged in school community. Therefore, they have less motivation to do well at school and they do not participate in school activities. Konishi et al. (2010) found that school bullying affects negatively academic performance.

2.2 Bullying and Low Grades

Bullying affects student's academic performance in various ways. Ammermueller (2012) found that being bullied has a significantly negative impact on present and future students' performance in school. Brank et al. (2012) indicated that bullying victims are weak, shy and

anxious. They added that victims' performance is poor in school. Glew et al. (2005) reported that bullying prevents concentration and subsequent academic performance since bullying victims lose interest in learning and experience a drop in academic grades because their attention is distracted from learning.

2.3 Bullying and Absenteeism

Chaux et al. (2009) argued that ten to fifteen percent of adolescents worldwide are bullied two or more times a month. Skrzypiec (2008) found that third of students who had been seriously bullied reported having serious difficulties in concentrating and paying attention in class because of bullying and the fear associated with. Also, students seek to avoid attending school classes for the purpose of avoiding victimization. Victimization experiencing can lead to absenteeism and leading to poor academic performance. Skapinakis et al. (2011) found that victims were more likely to report suicidal thoughts than were bullies.

2.4 Bullying and Class Participation

Juvonen, et al. (2011) said that bullying experiences affect victims' academic performance in both direct and indirect ways. So bullied student by his peers may become worried and afraid of being teased, therefore he may stop participating in class or may have trouble in concentrating on class work because of fear. They added that students who are often subject to be bullied by their peers during school period have less engagement at school and poor grades. Konishi et al. (2010) confirmed that interpersonal relationships within school environment influence academic performance. Marcela and Javier (2011) found that bullying is a serious problem throughout Latin America. They indicated that; students who suffer from their peer's aggression have lower performance in reading and math than those who do not; and students who are in classrooms with more physical or verbal violence are worse than those in less violent classroom settings. Mishna (2003) indicated that bullying is "a form of aggression in which there is an imbalance of power between the bully and the victim that occurs largely in the context of the peer group.

2.5 Theoretical Framework

2.5.1 General strain theory

According to general strain theory, individuals experience negative reaction and emotion, especially anger when they are treated unjustly and unfairly (Agnew, 2001, p. 321). Agnew maintains that individuals who experience strain are more at risk to engage in deviant or delinquent behaviors. The relationship of the elements of general strain theory to the phenomenon of bullying has been suggested in several studies. Browne and Falshaw (1996) for example, have reported a sample of youth placed at a youth treatment service and found that bullies were more likely to have experienced and suffered childhood physical and emotional abuse, as indicated by their placement on the child protection register. Another study with diverse samples (Olweus, 1993) revealed that youth experience of physical punishment, maltreatment, and rejection by parents, peers, and teachers are significantly related to bullying. In addition, some studies (Bosworth et al., 1999; Espelage et al., 2000) indicate that anger has a significant positive effect on bullying. Overall, these findings would be consistent in considering GST as an explanation because they indicate that individuals who experienced physical/emotional abuse, maltreatment, rejection and/or anger are more likely to engage in bullying.

2.6 Research gap

This study reviewed literature that it is relevant to the research under investigation. It sought to determine if at all there is an existing relationship between bullying and public secondary schools academic performance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The chapter focused on research design, study area, target population, sampling techniques, sample size, measurement of variables, research instruments, reliability of measurement, data collection techniques, data analysis, logistical and ethical consideration.

3.1 Research Design

This study used survey which falls under descriptive design to administer questions and interviews to sample individual. According to McBurney (1994), survey method is the assessment of public opinion or individual characteristics by the use of questions and sampling methods. Descriptive design describes areas of behaviour, attitudes, values and characteristics. It determines and reports things are.

3.2 Study Area

This research took place in Turbo Sub County Uasin Gishu County because it has been recording higher cases of bullying.

3.3 Target Population

This study was carried out in the Turbo Sub County, Uasin Gishu County. The target population will be 5050 respondents that are 25 principals, 25 disciplinary masters and 5000 form two students.

3.4 Sampling Techniques

The researcher used simple random sampling to select 200 form two students and 10 disciplinary masters in their various schools and purposive sampling was used in the selection of school.

A simple random sampling method was used to select the participants where every individual had an equal chance of getting selected to be the part of sample. This was achieved by giving tags with numbers to students and later selecting students with tag number ten as part of the sample, this also applied to teachers.

3.5 Sample Size

Sample size is the portion of the population that is picked by the researcher for the research study to represent a target population.

Respondents	Target population	Sample size	Sample size per school
Students	5000	200	20
Disciplinary masters	25	10	1
Principals	25	10	1
TOTAL	5050	220	22

Table 1 sample size

3.6 Measurement of Variables

Variables	Indicator	Measurement scale
	<ul style="list-style-type: none">• Physical violence• Sexual harassment	

Physical bullying	<ul style="list-style-type: none"> • Damage belongings 	ordinal
Verbal bullying	<ul style="list-style-type: none"> • Name calling • Body shaming • Blackmail 	Ordinal
Social bullying	<ul style="list-style-type: none"> • social exclusions from groups • use of threatening gestures 	ordinal

Table 2 showing Measurement of variables

3.7 Research Instruments

The researcher designed an interview schedule as one of the data collection instruments for the study, where the school principals and disciplinary masters were interviewed.

The interview aimed at getting information about the victims of bullying and the whole bullying problem in schools. The questionnaire design was the title (Effects of bullying on students' academic performance).

3.8 Validity of Measurement

Validity is a measure of how well an instrument measures what is supposed to measure. According to Mugenda & Mugenda (2003) content validity is a degree to which data collected using a particular instrument represents a specific domain of indicators or content of particular concept. The questionnaires were analyzed on the content validity with the help of an expert of administration in the education sector.

3.9 Data Collection Techniques

The data for this study was collected using questionnaires and interviews. The questionnaires were distributed to the randomly selected students. We also conducted interviews on the sampled teachers. Questionnaires are commonly used to obtain information about population and each item in the questionnaire is formulated to target specific objective, research question or study hypothesis, Mugenda (1999)

3.10 Data Analysis

Data analysis refers to the act of examining recorded data critically and making correct inference. In our case of study, since data collection method was used, questionnaires descriptive statistics were used in data analysis. Descriptive statistics involves presentation of the findings and figures in tables, charts, graphs and percentages.

3.11 Ethical Consideration

A permit to carry the research was requested from the University. Further permission will be sought from Turbo District Education Office. The researchers will introduce themselves and the reason for the research to the respondents. To enhance confidentiality, names of the respondents were not used in the research and they were not forced to respond to the questionnaires.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the findings and interpretation of findings. It includes the response rate and findings of effectiveness of the use of alternative methods to corporal punishment, challenges faced when using these alternative methods and how these challenges are overcome. Findings were analyzed and descriptive and inferential statistics were used in form of tables, bar graphs and pie charts.

4.1 Response Rate

A total of 183 questionnaires were returned out of a possible 200 representing a 91% response rate. This was a high response rate more than 70% which is the recommended rate for descriptive studies. On the interview side, a total of 6 principles and 9 disciplinary masters were available for the oral interview out of the expected 20. This accounts for 85% which is again within the recommended range.

Category Respondents	of Questionnaire/interview distributed	Questionnaire /interview Returned	Percentage Rate	Return
Students	200	183	91%	
Teachers	20	15	85%	

Table 3 Questionnaire and interviews Return Rate

Total	220	198	88%	
--------------	------------	------------	------------	--

Table 3 above Indicates that the questionnaire and interview return rate achieved. From the return rate, students were 91%, teachers’ 85%. The average 88% was a high response rate than 70% recommended for descriptive studies and from this rate it was a good representative rate to draw out conclusions.

4.2 Bullying in schools

Studies indicate that bullying makes schools unsafe places for students. This is evident by the response from most students who responded that they felt unsafe in schools, the table below shows frequencies and percentages as a breakdown of student’s response on their safety in schools.

Safety in schools					
		Frequency	Percent	Valid Percent	Cumulative Percent
valid	yes	52	34.8	34.8	34.8
	no	131	65.2	65.2	100.0
Total		183	100.0	100	

Table 4 showing frequencies and percentages of Bullying in schools

From the table above, 65.2% of the respondents said that they were never involved in any bullying related practice which is a good percentage although, 34.8% of respondents were involved bullying. This shows however that despite its ban, bullying of students persists at this era of which it is supposed to have been dealt with completely.

This information can also be presented in pie chart as shown below;

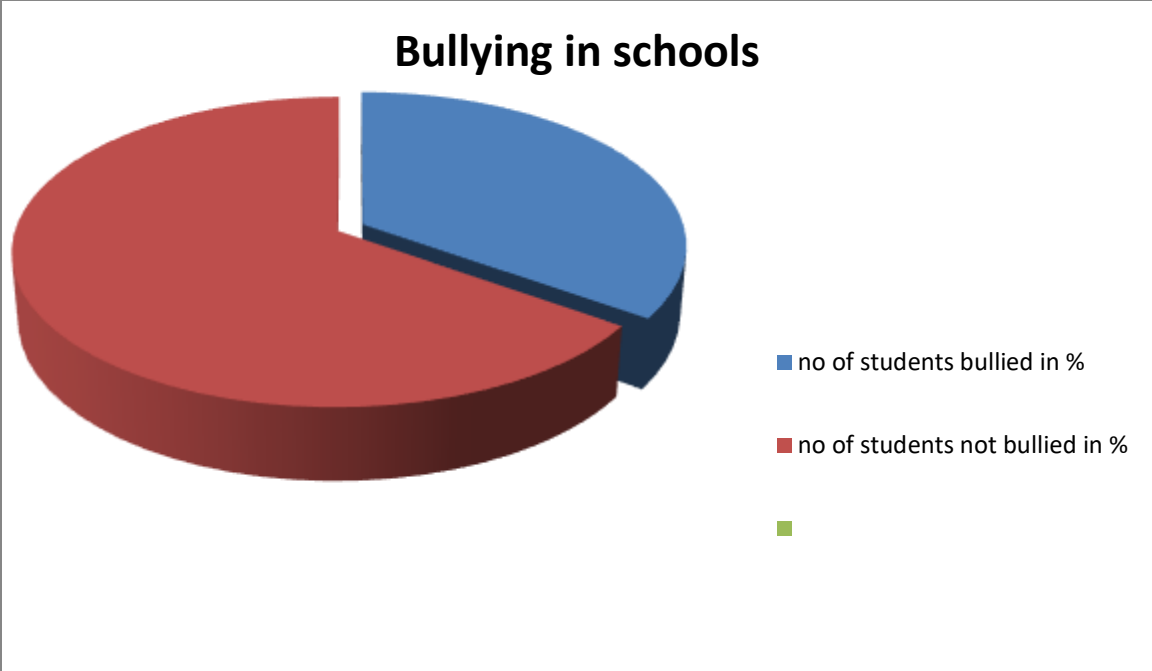


Figure 2 showing a pie chart on bullying in schools

4.3 Bullying, academic performance and low grades

This research found that bullied students have lower academic achievement and bullying impacts are larger if it is more severe. Bullying prevents concentration and subsequent academic performance since bullying victims lose interest in learning and experience a drop in academic grades because their attention is distracted from learning.

The researchers identified those students who were being bullied based on their responses on their returned questionnaires. The data found was then analyzed by comparing the marks of students while joining secondary school (KCPE marks) based on points on grade chart, and the current level of study, as shown in the table below;

Table 5: showing the marks of students in two consecutive exams

No of students in groups	KCPE entry marks (in points)	Marks in form two (in points)	Difference between the marks (in points)
40	7	4	3
57	10	7	3
54	9	5	4

32	8	5	3
----	---	---	---

The table above clearly reflects the relationship between Bullying and academic performance. the differences in relationship between bullying level and academic performance depends on student’s academic achievement Bullying has really resulted to drop in performance with most students having dropped performance by more than 3 points when their grades of KCPE is compared to the current grades at form two level.

4.4 Bullying and absenteeism

Students seek to avoid attending school classes due to fear and for the purpose of avoiding victimization. Some students choose not to appear in school twice in a week due to the threats or troubles that they are likely to face on that day. For this case, they choose not to appear for classes in order to avoid facing the wrath of a bully. Sometimes, a threat may be posed early on the same day which now leads to victims skipping lessons leading to low lesson attendance. Students give reasons like being sick while others may just hide and choose not to attend classes with no reason on rare cases some students even quit schooling due to fear of bullies.

The responses filled by students on the questionnaires and the responses by teachers in interviews, shows that some of the known victims of bullying has shown irregular class and lesson attendance. This clearly manifests the effect of bullying on class attendance. The table below shows analyzed frequencies of absenteeism basing on yes and no answers and the percentage of the number of days skipped by victims of bullying.

Table 6 showing frequencies of absenteeism

		frequencies of absenteeism				
		Frequency	No. of days skipped by absentees	Percent	Valid Percent	Cumulative Percent
Valid	yes	46	24	24.4	24.4	24.4
	no	137	75	75.6	75.6	100.0
	Total	183	114	100.0	100.0	

From the table above, we see that most of the students who agreed to be victims of bullying appear to be missing classes and skipping lessons. This accrues to about 24.4 %. With a total term day of 114, the 24.4% means that victims of bullying tend to waste 24 days in the whole term and the miss a lot in class leading to low performance as a result of bullying.

4.5 Bullying and class participation

Bullied students do become worried and afraid of being teased; therefore, he may stop participating in class or may have trouble in concentrating on class work because of fear. Most of the victims of bullying feel shy and inferior of their bullies. This leads to low class participation as a student cannot outshine the master. In most cases, bullies are always low achievers and they do not actively engage in class activities. This affects the contribution of the students who are victims of bullying in class activities because they fear speaking before their masters who in this case are their bullies.

To find out how bullying affects class participation, the researchers were guided by a set of questions which were answered and analyzed on a yes or no basis. The results are as shown in the table below

Table 7 showing frequency and Percentages

	Frequency	Percent (yes)
Yes/no		
Excluded from social groups 57/126		31
Write notes for seniors 76/107		42
Inactive in class due to fear 44/139		27
Total	183	100

From the table above, 31% of the students agreed that their low contribution in class is due to being excluded from social groups. This denies them platforms to contribute on class work. On the other side, 42% which is the highest value in this category agreed that they usually write notes for senior students which make them too much engaged and they lack time to participate in

class activities. 27% Of the respondents related their inactiveness in class with fear of victimization by their bullies.

4.6 Correlation

Table 8: Ho1: There is no relationship between bullying and low grades in public secondary schools Turbo Sub County, Uasin Gishu County.

ANOVA
rate

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.851	3	4.284	12.165	.001
Within Groups	22.888	65	.352		
Total	35.739	68			

The one-way ANOVA was performed to test if there is any significance difference between bullying and low grades in public secondary schools Turbo Sub County, Uasin Gishu County. The results show that there is a significance relationship between bullying and low grades in public secondary schools at .001 which is less than .00. The null hypothesis is therefore accepted. bullying leads to low grades in public secondary schools Turbo Sub County, Uasin Gishu County

Table 9: Ho2: There is no relationship between bullying and students' absenteeism in public secondary schools in Turbo Sub County, Uasin Gishu County.

ANOVA
rate

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.363	3	.788	1.534	0.010
Within Groups	33.377	65	.513		
Total	35.739	68			

According to the table above the null hypothesis is accepted with a value of 0.010 which is $\leq .05$. Therefore, therefore bullying contributes to students' absenteeism in public secondary schools in Turbo Sub County, Uasin Gishu County.

Table 10: Ho3 There is no relationship between bullying and students class participation in public secondary schools in Turbo Sub County, Uasin Gishu County.

ANOVA
rate

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.969	3	1.990	4.344	0.007
Within Groups	29.770	65	.458		
Total	35.739	68			

The One-way ANOVA results show that there is a significance relationship between bullying and students class participation in public secondary schools in Turbo Sub County, Uasin Gishu County cases with value of 0.007. In this regard the hypothesis is accepted this means that bullying reduces students' class participation in public secondary schools in Turbo Sub County, Uasin Gishu County.

4.7 Discussion

This study findings shows that, there is still bullying practices in public secondary schools in Turbo Sub County, Uasin Gishu County. It is also evident that bullying is the most attributing factor to low performance which was proven by the decline in exam grades of form two students of most schools in Turbo Sub County, Uasin Gishu County. This concurs with the findings of Konishi et al. (2010) who found that school bullying affects negatively academic performance of students who are victims of the same.

Furthermore, this research revealed that most students do skip classes and even lessons due to fear of being victimized by their bullies. This finding of supports the view Skapinakis et al. (2011) of students seek to avoid attending school classes for the purpose of avoiding victimization.

Consequently, most students choose not to participate in class activities because of fear of bullies who are also in the same class. They also don't participate in class activities because of a lot of work like writing notes for their bullies and also being excluded from social groups. This finding concurs with Konishi et al. (2010) who confirmed that interpersonal relationships within school environment influence school participation.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study, conclusion and recommendations made basing on the findings of the study. The chapter is based on the results of our research on the effects of bullying on students' academic performance in public secondary schools Turbo Sub County, Uasin Gishu County.

5.1 Summary of The Study

The aim of the study was to investigate whether there is a relationship between bullying and students' academic performance in public secondary schools Turbo Sub County, Uasin Gishu County.

The data analysis was based on 183 returned students' questionnaire and 15 semi structured interviews which were computed using the SPSS software to get the frequencies and percentages from which the interpretation of data is based on.

The study findings from analyzed data are presented below under the following themes derived from the research questions of the study:

5.2 Bullying, Academic Performance and Low Grades

Basing on the observation made from the students' questionnaire it is apparent that there is still bullying practices in public secondary schools in Turbo Sub County, Uasin Gishu County. Furthermore, the study revealed that most of the victims of bullying tend to have low academic performance. There is a gradual reduction of grades as the intensity of frustration increases on the victims. The research found that most of the students have a reduced performance without clearly knowing what is contributing to that. Later with help of this research they found that absentism due to fear of victimization and living in fear due to the environment of fear that is created by the bullies really affects their morale to study leading to low performance.

5.3 Bullying and absenteeism

This research found out that students' fear of attending school or classes and lessons is due to the fear of bullies and for the purpose of avoiding victimization. Students choose not to appear in school basing on the threats or troubles that they are likely to face when they are in school on that day. For this case, they choose not to appear for classes in order to avoid facing the wrath of their bullies. Reasons like being sick and others may just hide and choose not to attend classes with no reason are most of the methods the victims of bullying choose to avoid their bullies. The students end up losing a lot of stuff learned in class in their absence and this leads to low performance

5.4 Bullying and class participation

This research found out that bullied students are always worried and afraid of being teased and despised they therefore stop participating in class or may have trouble in concentrating on class work because of fear. Consequently, victims of bullying are shy and always feel worthless of their bullies. They do lose morale and motivation leading to low class participation. In most cases, the victims of bullying are always told what to say or what to contribute in class especially when a bully is asked a question which they don't know how to respond and they need their servants to respond on their behalf.

5.5 Conclusion

Based on our finding the following are the conclusion of the research

From the collected and analyzed data, there is a lot of limitation which are contributed by bullying to students. Most of the bullies in schools are students who have blocky appearance and big enough to scare other students who are small, look inferior and afraid. Most of the bullies are senior students of form three and four. They tend to take advantage over the junior students who are required to offer services in favor of other students whether on their will or not.

There is more bullying in boarding schools than among students in day schools. This is because in boarding schools, once one has been admitted in the beginning of the term, they are required to stay in schools until the term ends. This gives a good opportunity to the bullies to take chance on their victims because they are confined around the school and they don't have anywhere to run to.

Most of the students who are bullied tend to keep quiet about the matter and choose not to share or report the bullies due to fear of being bullied more and also due to fear of being bullied more and sometimes due to threats posed by their bullies.

Junior students are also bullied by some prefects who demand favors from them in some matters. When the victims cease offering the favors, they usually face reduced leniency and they are subjected to increased pressure from their bullies.

Most of the bullies are low achievers. They usually need to drag their victims so that they remain same. This leads to the victims of bullying to start performing poorly. These victims of bullying are also likely to become future bullies to other junior students especially when their bullies have finished school and they have gained their freedom. They usually take this as a payback for their victimization.

5.6 Recommendations

From various literature review presented in the study, several recommendations are drawn for consideration by the government and other education stakeholders. Most schools are experiencing bullying cases without consent of the teachers. This is because most of the bullying cases go unreported. For this case, schools should employ means to deal with bullying whether reported or not. For this case we recommend the following;

Students should be helped to understand what is meant by bullying. This is because some students are bullied or they bully others without their knowledge. Students should be thought More than just a definition, this also includes what bullying can look and feel like. When they understand what bullying is all about, this can make them avoid being victims of bullying unknowingly.

Because many students don't tell anyone when they have been or are being bullied the school administration should make sure that they can recognize the possible signs that a student is being bullied. They should check signs like Avoiding school or activities and Dropping grades. The school should then find a way to assist affected students.

Teachers and other well-wishers and volunteers should stand up as a voice to support for bullying prevention, it's also important to offer time. Volunteer to work with students, teachers or your school's guidance counselor to develop an anti-bullying program. If a school already has a program in place, offer to help when events and fundraisers are held.

5.7 Suggestion for Further Research

A study should be carried out on effects of intervention to prevent bullying in junior secondary schools. Moreover, a study should be carried out on ways of preventing bullying in secondary schools. Understanding the alternative bullying perspective through research engagement with young people is also crucial. Finally, a similar study should be carried out in other sub counties and even at national level so as to have a long-term solution for retention of students in secondary schools.

REFERENCES

- Ammermueller, A. (2012). Violence in European schools: A widespread phenomenon that matters for educational production. *Labour Economics*, 19(6): 908-922. <https://doi.org/10.1016/j.labeco.2012.08.010>
- Brank, E. M., Hoetger, L., & Hazen, K. P. (2012). Bullying. *The Annual Review of Law and Social Science*, 8, 213-230. <https://doi.org/10.1146/annurev-lawsocsci-102811-173820>
- Chaux, E., Molano, A., & Poflrsky, P. (2009). *Socio-economic, socio-political and socio-emotional variables explaining school bullying: A country-wide multilevel analysis*. *Aggressive Behavior*, 35, 520-529. <https://doi.org/10.1002/ab.20320>
- Cynthia, V. (2014). *The Effects of Bullying on Academic Achievement*. *Desarro. soc. no. 74, bogotá, segundo semestre*, 275-308
- Glew, G. et al. (2005). *Bullying, psychosocial adjustment, and academic performance in elementary school*.
- Farrington, D.P. and Tofu, M.M (2009). *School-based programs to reduce bullying and victimization*. *Campbell Systematic Reviews*, 6, 1–148
- Konishi, C., Hymel, S., Zumbo, B. D., & Li, Z. (2010). *Do school bullying and student teacher and academic achievement*. *Canadian Journal of School Psychology*, 25(1), 19-39.
- Mishna, F. (2003). *Learning disabilities and bullying*. *Journal of Learning Disabilities*, 36(4), 336-347. <https://doi.org/10.1177/00222194030360040501>
- Mundbjerg, T., Eriksen, L., Nielsen, H. S., & Simonsen, M. (2014). *Bullying in Elementary School*. *Journal of Human Resources*, 49(4), 839-871.
- Olweus, D. (1994). *Bullying at school: Long-term outcomes for the victims and effective*.
- Omoteso, B, A. (2010). *Bullying behaviour, its adolescent factor and psychological effects among secondary school students in Nigeria*. *The journal of international social research*, 3(10), 498-

509. Lee, C. (2004). *Preventing bullying in schools: A guide for teachers and other professionals*. London: Paul Chapman Publishing.
- Omoteso, B. A. (2010). *Bullying Behaviour, Its Associated Factors and Psychological Effects among Secondary Students in Nigeria*. *Journal of International Social Research*, 3(10).
- Poipoi, G. (2011). *Bullying experiences and compromised academic performance across middle school grades*. *The Journal of Early Adolescence*
- Rigby, Ken (2008). *Children and bullying. how parents and educators can reduce bullying at school*. USA. Blackwell Publishing
- Sekol, I., & Farrington, D. P. (2016). *Personal characteristics of bullying victims in residential care for youth*.
- Shafqat, H., & Jan, A. (2015). *Bullying in elementary schools: its causes and effects on students*. *Journal of Education and Practice*, 6(19), 43-56

APPENDICE: APPENDIX 1

QUESTIONNAIRES

SECTION A: DEMOGRAPHICS INFORMATION

- a) Have you ever been called demeaning names ? Yes [] No []
b) If yes , indicate the demeaning names;
➤
➤
➤

- Have you ever been excluded from social groups? Yes[] No []
If yes indicate some of the occasions;
➤
➤
➤

- Have senior students ever told lies about you? Yes [] No []
- Have you ever been kicked, pushed, and shoved, locked indoors by any form 2, 3 or 4 student? Yes[] No []
- Do you know any of your classmates whose properties were stolen in form one ? Yes [] No[]
If yes indicate the properties
➤
➤
➤
- Have you ever been told by any senior student to write notes for them? Yes[] No []
If yes how many pages were they
➤

SECTION B.

1. Do you feel safe in class. Yes[] No []

If not, why.....

2. How **many** days have you missed class because because you felt unsafe to show up to class?
- Never []
 - 1 or 2 times a week []
 - 1 or 2 times a month []
 - 1 or 3 times in 3 months []
 - Everyday []

3. How many marks did you scored in you KCPE?
4. What grades did you score in the last three consecutive exams?
5. Do you think you scored to your best? Yes [.] No [.]
If no, why...

INTERVIEW QUESTIONS.

1. Are there any cases of bullying that have been reported in your school? Yes[] No[]
If yes indicate the types of bullying common.
 -
 -
 -
2. Any action taken by the taken by the administration?
3. How is the progress of bullied students from the performance records.
4. Did you notice any decline academic performance of students who had reported being bullied by other students?
5. What effect do you think bullying has had on class attendance of affected students.
6. Have you received any reports of victims of bullying consistently failing to do class work or assignments?

Section C: Do you think the following behaviors contribute to low academic performance?

Behavior	Yes	No
Washing clothes for senior students		
Writing notes for senior students		
Properties taken away from you		
Harassment from other students		
Being isolated from social groups		