

**ANALYSIS OF PARENTING STYLES AND BULLYING BEHAVIOR AMONG GIRLS
IN PUBLIC SECONDARY SCHOOLS IN KAJIADO WEST SUB-COUNTY, KENYA**

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DECLARATION

I declare that this thesis is my original work and to my own understanding it has not been presented in any other college or university for the award of a degree. Information obtained from other sources has been properly acknowledged.

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DEDICATION

This work is dedicated to my beloved husband Consintantino Morara, children Hanniel, Hadassah, and Habishai for their patience with me whenever I was absent physically and emotionally. May God bless you abundantly?

ABSTRACT

The purpose of this study was to analyze parenting styles and bullying behavior among girls in public secondary schools. Cross sectional survey design and phenomenological design was used. The target population was schools in Kajiado West Sub County, Parents, Principals, Deputy Principals, Heads of counseling Department and Girls students. A total of 272 respondents participated in the study. Data was analyzed using both qualitative and quantitative techniques. Six girls secondary schools were targeted, Six Principal, Six Deputy Principals, Six heads of counseling department, 164 students, 30 bully students and 60 parents. The sampling procedures were both probability and non- probability sampling. Purposive sampling procedure was used to sample schools, student bullies and Parents of the student bullies. Other Students were sampled using stratified sampling procedure. Data was collected using questionnaires, interview guides and document analysis guides. Conclusions and recommendations were made based on the findings. In most schools very little is done to curb bullying from the school administration although they often referred to the guidance and counseling departments. The study findings revealed the following: first the most prevalent type of parenting style among parents of students in Kajiado west sub County was authoritative. Second the prevalent bullying was verbal abuse followed by sexual harassment. The least types of bullying were cyber bullying and abuse. Verbal bullying did not seem to bother the students like the sexual bullying did. Third, findings showed that students with bullying behaviors had their parents not close to them and they never listen to their needs. Authoritarian parenting style was the most linked to bullying while neglectful and permissive parenting styles were least linked to bullying. Most parents who were interviewed mentioned that they were too busy for their children's needs. Fourth, the effects of bullying seen among the bullies and victims were poor relationships among students. In both cases there was declined academic performance. Finally, the ways suggested for curbing bullying were suspension, dialogue with the parents and guidance and counseling to both bullies and victims. The Parents should demand for more consultative engagements not only on money matters but also in regard to students discipline in terms of bullying in school. The government should also enhance policy formulation that is holistic, inclusive and participatory to address the challenges posed by bullying. Finally, there was need to train teachers on skills of handling bullying incidences in schools.

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGEMENTS	ii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF ABBREVIATIONS AND ACRONYMS	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study	1
1.5 The Scope and Delimitation of the Study	11
1.6 Theoretical Framework	12
1.6.1 Strengths of the Theory	14
1.6.2 Limitations of the Theory	14
1.6.3 Application of the Theory to the Study.....	15
1.7 Conceptual Frame Work	15
REVIEW OF RELATED LITERATURE	19
2.1 Introduction	19
2.2 Review of related theories	19
2.2.1 Theory of parenting style	19
2.2.2 System Theory on Family Influences on Children’s Bullying Behavior	23
2.2.3 Classical Ecological Theory	24
2.3 Empirical Studies	26
2.3.1 Types of Bullying in Girls Boarding Schools	26
2.3.2 Parenting Styles and Bullying at School	28
2.3.3 Effects of bullying on bullies and victims	31
2.3.4 Strategies in Curbing Bullying in Schools	33
2.4 Summary of Reviewed Related Literature and Knowledge gap	36
CHAPTER THREE	38
RESEARCH DESIGN AND METHODOLOGY	38

3.1 Introduction.....	38
3.2 Locale of the Study	38
3.3 Research Design	39
3.4 Target Population	40
3.5 Sample and Sampling Procedure	40
3.5.1 Sampling of Schools	41
3.5.2 Sampling of Students	41
3.5.3 Sampling of Parents	42
3.5.4 Sampling of Principals, Deputy Principals and Guidance and Counseling Heads	42
3.6 Data Collection Instruments	43
3.6.1 Questionnaires.....	43
3.6.2 Interview Guide.....	44
3.6.3 Document Analysis Guide	44
3.7 Validity of Research Instruments.....	44
3.8 Reliability of Research Instruments.....	45
3.8.1 Qualitative Reliability of Research Instrument	45
3.10 Data Analysis Procedures	46
CHAPTER FOUR.....	49
DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS	49
4.1 Introduction.....	49
4.2 Return Rate of Instruments	50
4.3 Demographic Information of the Participants.....	51
4.3.1 Demographic Information of the Principals and Deputy Principals	51
4.3.2 Demographic Information of parents	53
4.3.3 Demographic Information of heads of Guidance and Counselling departments	54
4.3.4 Demographic Information of students	56
4.4 Types of Parenting Style.....	58
4.5 Types of Bullying	67
4.6 Influence of parenting style on Bullying	71
4.7 Effects of Bullying	73
4.8 Ways of Dealing with Bullying	76

4.9 Document analysis	83
4.9.1 Punishment /Reward Book	83
CHAPTER FIVE	85
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	85
5.0 Introduction.....	85
5.1 Summary of the findings	85
5.1.1 Demographic information.....	86
5.1.2 Types of Parenting Style	87
5.1.2 Types of Bullying.....	90
5.1.3 Influence of Parental Style in Bullying.....	91
5.1.4 Effects of Bullying	91
5.1.5 Ways of Dealing with Bullying	93
5.2 Conclusions.....	94
5.3 Recommendations	96
5.3.1 Government	96
5.3.2 School Management	96
5.3.3 Community/ parents.....	97
5.4 Limitations of the study.....	98
5.5 Suggestions for Further Research	98
REFERENCES.....	99
Appendix I: Cover Letter	105
Appendix II: Questionnaire for students.....	106
Appendix III: Interview guides for Head of Counseling Department	113
Appendix IV: Interview guide for principals/deputy principal.....	115
Appendix V: Interview schedule for Parents	117
Appendix VI: Interview Guide for Student Bullies	120
Appendix VII: DOCUMENT ANALYSIS GUIDE	122

LIST OF TABLES

Table 1 Secondary school bullying cases in Kajiado West Sub County 2015-2017	6
Table 2 Sample Size Distribution for Selected respondents	43
Table 3 Participants Response Rates	50
Table 4 Distribution of demographic information of Principals and Deputy Principals.....	52
Table 5 Demographic information of the parents	53
Table 6 Demographic information of Heads of Guidance and Counselling Department	55
Table 7 Age of Student Respondents.....	56
Table 8 Class distribution of the Student Bullies.....	57
Table 9 who the student is staying with at home	58
Table 10 Authoritative parenting style.....	59
Table 11 Authoritarian parenting.....	61
Table 12 Permissive parenting style	64
Table 13 showing uninvolved parenting.....	65
Table 14 Feel safe in school.....	67
Table 15 Types of Bullying	69
Table 16 Categories of bullying.....	70
Table 17 Confront others	71
Table 18 Influence of parental style in bullying	71
Table 19 Victim Responses	73
Table 20 Bullies Responses	74
Table 21 how long bullying has affected you	76
Table 22 the effects of bullying	76
Table 23 what do you do when someone bullies you?.....	77
Table 24 what do teachers do when bullying is reported to them?	78
Table 25 When you receive bullying message, what do you do?	78
Table 26 Sources of document reviews	83
Table 27 Summary of Black book Records	84

LIST OF FIGURES

Figure 1: Influence of parenting styles on bullying behaviour among girls	16
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LIST OF ABBREVIATIONS AND ACRONYMS

ADH	Attention –Deficit/Hyperactivity Disorder
AERA	American Educational Research Association
APA	American Psychological Association
GSSHS	Global School-Based Student Health Survey
MOE	Ministry Of Education
ODD	Oppositional Defiant Disorder
PPQ	Parental Perception Questionnaire
SEO	Sub County Education Officer
SLT	Social Learning Theory
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UK	United Kingdom
UNICEF	United Nations Children Funds
US	United States
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

The study examined an analysis of parenting styles and bullying behavior among girls' in public secondary schools in Kajiado west. The chapter presents the background of the study, statement of the problem, research objectives, research questions, significance of the study, scope and delimitation, theoretical frame work, conceptual frame work and operational definition of terms.

1.1 Background to the Study

Large numbers of students in the world are experiencing bullying in their schools and this remains a significant problem in the education system. Bullying and victimization in schools have been linked to a decrease in academic achievement (Kearney, 2008). In a school setting bullying is defined as repeated and continuous actions directed towards one or more students and it is aggressive behavior that can be physical, verbal or relational (Carrera, DePaima, & Lameiras, 2011) and (Sheema, 2016). Study by Wald & Beran (2010) explored that in Europe, Australia, and the US associated bullying behavior and vigilant discipline in parents with bullying conduct, and over guidance in parents with exploitation

A study examined that a percentage of 10% to 30% of youths and children experience bullying at distinct prevalent rates (Solberg & Olweus, 2003). Additionally, a study by Berger, (2007) indicated bullying and victimization degrees at 9% to 32% and 3% to 27% correspondingly. Furthermore a World Health Organization, (WHO) survey of 35 countries reported that extents of bullying and victimization are 11% among school children (Craig &

Harel-Fish, 2004). In America a study showed that between 15 to 20 % of students' encountered a regular bullying in school (Mitsopoulou and Giovazolias 2013). In China, contrast to the public's concern and huge policy needs, the knowledge of school bullying and violence is under investigation and it is reported that 87% of the 1st to 9th grade students reported being bullied and 49% reported bullying others (Ziqiang, Guirong, & Haibo, 2017).

Managing students' behavior in schools has been a great challenge and concern to many teachers, parents and the entire society. Schools face the challenges related to disruptive and antisocial students' behavior such as fighting, verbal abuse, bullying and sexual harassment (Osher, Bear, Sprague, & Doyle, 2010). Bullying is widely spread in Sub-Saharan African countries than in other parts of the world. Detailed information on adolescents bullying behaviors is lacking, with the absence of reliable data bases in most countries. Countries like South Africa, Namibia and Tanzania are beginning to collect information to map future trends. This seems to be missing in Kenya, particularly in Kajiado west Sub County.

A report of Africa Health Mental Organization (AHMO) 2007 rated bullying in boys schools higher than in Girls schools which stood at 67% for boys and 60% for the girls. The trend has changed over the last 10 years where the incidences of bullying among girls seem to be rising according to AHMO 2017 report which showed that 1 in every 5 girls were bullied in school. In addition, the findings showed that bullying is spreading so fast to other counties where the incidences were few including Kajiado County which is one of the 47 counties in Kenya. In the past five years, there have been reported cases of girls who are involved in bullying cases in the County and specifically in Kajiado West Sub County according to records at the Sub-County Educational Office headquarters (SEO, 2017). The problem of bullying is elusive, costly and it involves physical and emotional harm at a time when public demands for safer schools defy the

solution. Therefore, measures to avert the prevalence of this phenomenon have to be put in place. The current research will seek to find out why the incidences among girls are increasing and the role of parenting styles in the acquisition of bullying behavior.

While there is evidence that bullying incidences are high, few studies are empirically conducted to examine the contributing factors to this phenomenon particularly in Kenya. A Study conducted by Ndetei, Khasakhala, Mutiso, Ongecha-Owour & Kokonya (2014), attributes the problem of bullying in schools to the mixture of students admitted coming from diverse socio- cultural backgrounds, often lacking cultural and social homogeneity. Evidences from the UNICEF (2017) indicate that the vice in Kenya is deeply rooted in cultural beliefs. The vice is seen as a norm since parents and government has ignored it. Although it is illegal for teachers to use corporal punishment they encourage physical bullying by fellow students (UNICEF, 2017).

An annual report released in the United Kingdom, (Ditch the label, 2017) indicated that 10 students had been bullied within the week in which the study was conducted. This trend seems to be no different in Kenya. After the incidence of bullying in Alliance high school details of bullying emerged and it was realized that Alliance was not an isolated case since bullying was found to be taking place in several parts of the country. The chilling details emerged as one of the form one student at alliance displayed blood stained clothes as a result of being tortured by the seniors (KTN News, 2017). More than 10 students reported being beaten up with sticks and electric cables, slapped and forced to lie on the graves of the school founders for hours at night and swim on grass (Nation Daily Newspaper, 2017). These terrifying incidents were exposed in a report by the Teachers Service Commission (TSC) officers who carried out the investigation.

When addressing the Media after the Alliance incident of bullying, the then education Cabinet, Fred Matiangi, ordered a probe into bullying in high schools since Alliance was not an isolated case in Kenya. Data sets from the World Health Organization in a March, 2017 -backed Global School-based Student Health Survey, indicated that violence among adolescents in Kenya was widespread in schools.

Causes of bullying in schools have been explored and there seems to be no permanent solution. Ngesu ,Gunga, Wachira, Muriithi, & Odhiambo (2013) cited intra school factors which include rules enforcement in schools and extra school factors that include peer influence to be causes of bullying in school. Report by (AHMO, 2017), attributed the problem of bullying in Kenya to be because of cultural and societal orientation where bullying is considered as a norm and a form of correcting the indiscipline students. Ndetei, et. al (2014) attributed bullying to differences in the social economic orientation among students in national schools. In all the above sited factors there seems to be a gap on the parenting factors and so, this study seeks to find out how various parenting styles may be related to bullying among girls in secondary schools.

Ngata, (2017) reported that the western schools lead in bullying with 67% which is different from the studies that were conducted in the University of Nairobi in the year 2007 (Ndetei, et al., 2014) that put National schools in the lead. The trend of bullying in western schools increased more than 3 times between 2006 and 2010, and between 2010 and 2017 reports of bullying increased. At the national schools, incidents of bullying in a month which is slightly lower than other schools (Wachira, 2017).

Parents portray different parenting styles and it has not been clearly established to which ones are linked to different forms of bullying. Some researches have linked authoritarian, permissive, and neglectful parenting to high levels of externalizing problems and authoritative parenting as showing small negative concurrent association (Pinquart, 2017). Literature is missing on which parenting style is closely linked to bullying as an externalizing behavior.

Studies have recommended different ways of bringing up children. Alizade, Talib, Abdulla, & Mansor (2011), proposed that Parents should never display inappropriate behavior, anger, frustration, or disappointment when a child misbehaves. They should use only positive reinforcement, create a positive environment and should not in any way react, pay attention to or misconducts to extinguish such act. A Study showed that children growing up in homes that lack warmth and support from the parents and where parents are lacking in management skills and treating children with hostility might make children to become delinquent (Craig & Harel-fish, 2004).

Parenting has increasingly been recognized as an important predictor for outcomes of the children. Warm and supportive parenting was repeatedly credited for its association with children's higher educational achievement, better psychosocial development, and a lower rate of deviant behaviors (Baumrid, 1971).The caregivers may use discipline measures that are likely to introduce bullying characteristics in children. Shalhevet (2017) showed that adolescents learn bullying behaviors from parents or primary caregivers although the research did not look onto the specific parenting styles that make adolescents to become bullies.

Although a relationship between the dimensions of parental styles and disciplinary measures have been shown, there is lack of knowledge about the indirect effect of parenting

styles in adolescents bullying involvement through discipline enforcement measures employed by the parent. It is against this background that the current study is undertaken. The researcher is interested with the home environment and the parenting aspects that are likely to contribute to bullying among girls in secondary schools, given that the trend of bullying in girls are on the rise especially in Kajiado west Sub County.

Several incidences of bullying have been reported within the Sub County according to the records in the sub County offices. In one of the school one girl was reportedly being threatened by another senior girl because she could not be her friend. The girl demanded that she be transferred to another school and after investigations by the school discipline committee, it was discovered that the girl was being forced into a relationship that she did not want. Also in another neighboring school, a girl was beaten up for allegedly refusing to wash clothes of a form four girl to whom she was assigned to as school mother.

Table 1: Secondary school bullying cases in Kajiado West Sub County 2015-2017

Division	Number of schools	Number of bullying cases
Mosiro	4	10
Magadi	5	15
Ewaso Kedong	4	12
Ngong	6	17
Total	19	55

Source: kisamis County Education Officer 2017

Document analysis from Kisamis Education office (MOE, 2017) reveals that there exists a worsening situation of secondary student bullying behavior in Kajiado West Sub County. Several studies have found that fear of being bullied when entering secondary schools worries children

more than anything else. In Kenya, Kajiado Sub County, students miss school because they are being bullied and in some instances bullying causes untold misery to learners and their parents. There have been a lot of serious effects of bullying in school where the bullied learners suffer from psychological disorders, some committing suicide or turn out to be worse bullies.

The researcher was interested in the area because most of the existing research has been done in the Western and Asian cultural backgrounds, leaving a vast unknown area in other cultural background like Africa and specifically in Kenya. In addition, researches done in Kenya, have concentrated on ways of curbing indiscipline in adolescents but very little is said about problem of bullying. Researches by (Ngesu, et al., 2013) concentrated on external and internal factors, (Ndeti, et al., 2014) focused on social economic background of the bullies and the WHO (2017) report found out cultural background as the causes of bullying. No researches have focusing on parenting styles, so the study will focus on parenting styles as the cause of bullying among girls in secondary schools.

The level of discipline in schools partly depends on the willingness of the school to enlist support from parents in maintaining discipline (Kiumi, Bosire, & Sang, 2009). The high prevalence of bullying cases among adolescents in schools in Kajiado west Sub County connotes a serious disconnect between parents and their children. While reporting on digital news, Wachira, (2017) mentioned that the bullying cases in Kenya are so wide spreading that the vice may not be resolved quickly. It was therefore important to investigate on the gap that has not been filled by the parents. A number of family characteristics have been linked to bullying perpetration for example some members of the same family may get involved in gang, poor parental supervision, lack of parental emotional support, poor communication, inappropriate discipline, negative family environment, domestic violence and parental abuse (Cook, Williams,

Guerra, Kim, & Sadek, Jun 2010). Therefore, the parenting styles in families need to be examined to find out the style that subjects children to bullying.

Context of the Study

Kajiado Sub County is an electoral Sub County in Kajiado County with an average population of 104, 300 people. The Sub County is one of the six Sub Counties in the county and it is bordered by Kajiado North and Isinya Sub Counties. The area square is 8,398 with Maasai being the main ethnic group (Kenya .co.ke 2017). It is a new Sub County which was formerly Kajiado North and then later split into west and north. It is approximately 20 kilometers south of Kenya's Capital Nairobi. Majority of the researchers did their work outside Kajiado County and they mainly focused on the causes of bullying which were different from the parenting styles.

1.2 Statement of the Problem

School bullying is a worldwide phenomenon and a growing but relatively new research area with problems, disagreements and unsolved issues since its emergence in the late 1960s (Olweus, 2013). In China, contrast to the public concern and huge policy needs, the knowledge of school bullying and violence is under investigated and it is reported that 87% of the 1st to 9th grade students reported being bullied and 49% reported bullying others (Ziqiang, Guirong, & Haibo, 2017). Extreme cases in china were amplified by the internet and social media, and attracted attention from public authorities which raised eyebrows and investigations needed to be done. A research done by Gopolng & Julie (2017) revealed that South Africa kids are the most bullied in the world. The report showed that the then South Africa's minister of Basic Education was worried about bullying in schools. Urgent measures needed to be done to establish the root causes of bullying.

In Kenya the trends are not different, since in the most recent years there have been several reported cases of bullying where the worst one was that of a top National school which hit most headlines both locally and internationally (Wachira 2017). In Kajiado County, there are reported cases of learner's involvement in bullying problem. There is a great concern on the knowledge of the parents on the issues and their role in bullying. According to Kibiego (2010) many elders (parents) complain that the youth of today are morally delinquent. Many parents have neglected their role of bringing up their children and have left all to the nannies and some have sent these children to the boarding schools at an early age. Among school aged children, it is a major threat to school safety and to the physical and psychological well-being of children. This has become a major concern in the society specifically in Kenya and in Kajiado West Sub County. In summary, this study attempted curbing the tremendously increase in incidences of bullying in girls secondary schools in Kajiado west Sub County.

1.3 Research Objectives

The study was guided by the following Specific objectives:

1. To examine the bullying behaviors exhibited by adolescents in Kajiado west Sub County
2. To find out how parenting styles influence bullying behaviors among girls in secondary schools in Kajiado west Sub County
3. To find out the effects of bullying on bullies in public secondary schools in Kajiado west Sub County
4. To investigate ways of curbing bulling in public secondary schools in Kajiado west Sub County

1.4 Research Questions

The study was guided by the following questions:

- 1) What are some of the bullying behaviors exhibited by adolescents in Kajiado west Sub County are exhibiting?
- 2) In what ways do parenting styles influence bullying behaviors among girls in secondary schools in Kajiado west Sub County?
- 3) What are the effects of bullying on bullies in public secondary schools in Kajiado west Sub County?
- 4) How can bullying be curbed in public secondary schools in Kajiado west Sub County?

1.4 Significance of the Study

The aim of this study was to assess the influence of parenting styles in acquisition of bullying behaviors among girls in public Secondary Schools in Kajiado west Sub County. The study focused on the types of parenting styles that are used in the Sub County and how they influence the girls in acquiring different types of bullying behaviors. The purpose of this study was to identify the extent to which parenting styles are the building blocks for the development of bullying behaviors amongst girls in schools within the Sub County. The findings will create awareness to the parents about specific styles that make their children (students) to be bullies.

The study is significant in establishing the influence of different types of parenting styles in acquisition of bullying behaviors. It is hoped that this study may provide empirical evidence to schools, parents and other stake holders about different types of parenting style and how they expose the girls to different types of bullying activities. The findings may also help in formulating policies that may be used in curbing bullying incidences in the society. The study

will also provide recommendations on how parents, teachers and administration can assist in reducing the incidences of bullying in schools. It may also benefit the parents in learning on how their parenting styles make their children to be bullies.

People who work with the learners such as teachers and counselors may use the findings of the study to advice parents on positive parenting styles that lead to positive behaviors and improve academic performance. Finally it is also hoped that the findings of this study may stimulate further research in this area. This is not only for documentation on the role of parenting style in acquisition of bullying behavior but also in instituting other intervention measures.

1.5 The Scope and Delimitation of the Study

The study was tailored to only look into the influence of parenting styles in the acquisition of bullying behaviors among girls in secondary schools in Kajiado West Sub County. The researcher is aware that parents have a role in shaping their children and this is determined by the type of parenting styles they employ. However, the researcher deemed it primary to find out the prevalent styles that are among parents of girls in Kajiado west Sub County, the various bullying types that the girls in Kajiado west Sub County exhibit and the influence the styles used have on them. Bullying in this study was delimited to physical, relational, sexual, and verbal and the extent to which girls are involved in bullying.

The researcher chose the area since the region had witnessed many incidences of bullying among girls. In addition, there was a report that was filed by digital standard media group (2017) that the menace was spreading so very fast from Nairobi County to other counties especially this area. The study drew its respondents from students of Girls Secondary Schools in the sub County. The area was chosen after several incidents involving girls in the sub County where in

one of the girl's secondary schools a form one girl was reported to have been beaten up by another girl seemingly by refusing to enter into a lesbian relationship. Parents of the bullies were included and the parents of other students were included to protect the bullies from victimization. Principal, Deputy Principals and Head of counseling departments were also included to give information on bullying in students.

1.6 Theoretical Framework

A theoretical framework describes a theory or model in which the study is grounded. The study adopted the theory of social learning which was developed by Albert Bandura in 1977 and later modified by Hensley (2004). The theory is based on the idea that adolescents acquire beliefs and bullying behaviors from their role models, specifically close friends, teachers and parents. The theory explains how parents influence children's thinking, actions and behaviors. It explains how children learn from direct experience or from observation and modeling. According to Bandura, attention to an event is influenced by characteristics of the event and the observer. For example repeated observation of an event by a child who has been paying attention to what the parents are doing should increase learning of either a negative or a positive behavior. The motivational component of the theory depends on the reinforcement or punishment that accompanies performance of the observed behavior (Bandura, 1977).

The Social learning theory predicts that children can learn antisocial or prosocial acts by watching what the elders are doing. The theory suggests that watching repeated antisocial acts make children more likely to perform these acts in real life and causes desensitization accounts for children who are heavily exposed to violence and antisocial behaviors (Bandura, 1977).

Bandura observed that if a model is positively used for performing antisocial acts, the observed acts are performed more frequently in real life. Likewise, if children are promised more rewards for performing antisocial acts, they exhibit more behavior that is antisocial. Bandura believed in reciprocal determinism, which means the world and a person caused each other (Rafiq, 2018). Additionally Nesbitt (2013) mentioned that when children observed models they encoded their behaviors, remembering what they have been seeing and replicating such behaviors. Theory holds that behavior is molded by rewards and punishments, or reinforcement. Past and present rewards and punishments for certain actions determine the actions that individuals continue to pursue.

Ronald, Marvin, Lonn, & Marcia (1979) using social learning theory of deviant behavior tested with survey data on adolescents drinking and drug behavior. The theory demonstrated that the central part is the process of learning. Skinner and Bandura (1977) also reinforced this by stating that a deviant behavior is learnt and it can be unlearned. Social behavior is acquired both through direct conditioning and through imitation or modeling others' behavior. The behavior is strengthened by a reward, which is a positive reinforcement or avoidance of punishment which is a negative reinforcement. It can also be weakened by aversive stimuli and by loss of rewards. This shows that a deviant or conforming behavior is based on the past and present rewards, punishments for the behavior and the rewards and punishments that may be attached to alternative behavior.

For the behavior to continue it has to be defined as good. Travis Hirschi (1969) control or bondage theory of deviance stipulates that deviancy comes as a result of individuals being bonded to groups and institutions. This is vividly seen as the adolescents are usually found

attached to groups that many at times are engaging in bullying behaviors and so they tend to influence each other and in the process deviant behaviors are learnt bullying being in the list.

1.6.1 Strengths of the Theory

The theory can easily handle inconsistencies in the child's behavior which are being observed. This is by attributing to the fact that the child is imitating something or a person. This view of behavior is extremely optimistic in that, it suggests that given the right and friendly environment, any behavior can be changed. It also gives accurate picture of the way the behavior is learned. It is clear that children and adolescents in this case copy others behaviors behavior. The cognitive element of Bandura offers a way to eventually integrate the learning theory and cognitive development approaches (Bandura, 1977).

1.6.2 Limitations of the Theory

Much emphasis is placed on what happens to the adolescent rather than what the adolescents do with the information given to them (Rew, 2010). The theory goes far on stating that the society directs how one behaves and acts.

Secondly, the theory does not take into account the actual developmental changes that occur as the adolescent matures in terms of physical or mental growth. Its weaknesses notwithstanding, applying this theory to secondary school students, theory is of paramount importance because it enables us understand how an individual is influenced by what he or she observes and listens within the environment of interaction. In addition, the theory will be useful since it will clearly outline and explain the behavior of students who bully others and how they learn it. This will help the researcher and all those who will benefit from the study to point out the change of behavior in the learning institution.

1.6.3 Application of the Theory to the Study

This theory informs the study in various dimensions. It was applied to the study to predict what the adolescents are likely to learn from their parents and caregivers. According to the social learning theory, behavior good or bad is learnt and it can be unlearned. Bullying as a behavior can be learnt from the parents, peers or through observation of the people who are perceived to be models to the adolescents. Parents being the first caregivers impart a lot of learning to the adolescents. Parents who are involved in physical fights may tend to produce children who are bullies because children observe and imitate what they do. Therefore, the theory recommends that parents being the role models of the adolescents should uphold sound morals that children can imitate. In addition, the parental styles used should allow learning of good traits to take place.

1.7 Conceptual Frame Work

A conceptual frame work is a diagrammatic representation of how variables interact. It provides a clear concept of the areas in which meaningful relationships are likely to exist (Cargan, 2007). Figure 1.1 presents the conceptual framework of the role of parenting styles in the acquisition of bullying behavior among girls in public secondary schools.

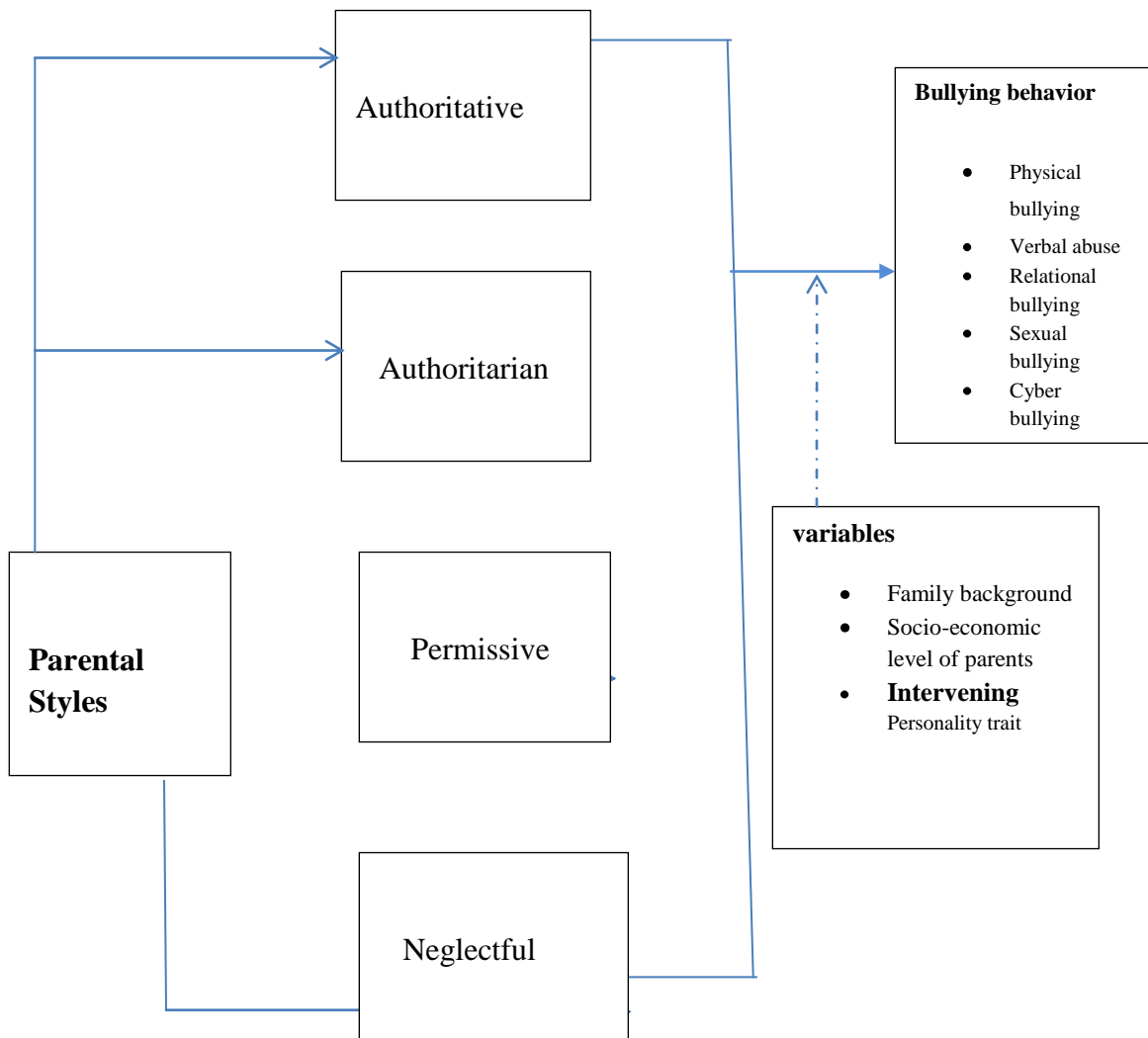


Figure 1 Parenting styles influencing bullying among girls in public secondary schools

Source: Researcher, 2017

In this study, the independent variables are the parenting styles that the parents of students in the Sub-County may be using and the dependent variables are bullying behavior that may be shown by the secondary school girls. Many variables interact together and affect the acquisition of bullying behavior among adolescents. Parenting styles are the independent factors. Bullying

behaviors are the dependent factors. Peer influence, family background, socio-economic level of parents, and personality are the intervening factors. These intervening variables come in between the independent and dependent variable and affect the dependent variable. The researcher formulated a conceptual framework for this study as illustrated in figure 1.1

Acquisition of bullying behaviors is dependent on the type of parenting style upon which the adolescent girl was raised on. The most common parenting styles include Authoritarian, Authoritative, Permissive and Neglectful (Maccoby & Martin, 1983). Common bullying behaviors among adolescents are relational verbal and physical. Relevant aspects in acquisition of these bullying behaviors can be peer influence, family background socio economic level of parents and the personality traits of the student.

The peer factors are the type of friends the student has and what traits do they possess that are similar or different from the student. The family background includes the factors that are surrounding the home environment and they include the parents' relationship and their beliefs. Socio economic level is the financial stability of the family and they ability to provide the basics in the family. The personality factors include the traits of the students that may make them to be bullies. Finally, drug and substance abuse may make a student to be violent.

1.8 Operational Definition of key Terms

Acquisition: is the process of obtaining a particular trait that a person was not born with

Bullying behavior: refers to repeated harm to individual student or a group of students by another with unequal power within the school setting

Parent: It is a person who on a continuing day to day basis, through interaction, companionship, interplay and helps to fulfill the child's emotional needs

Parenting style: These are ways of raising children who are school going

Parenting factors: These are factors that affect children of different ages and spread to the school setting and in acquisition of bullying behavior.

Students: These are people in a formal setting being taught to follow some instructions or training in secondary school

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of related literature on the role of parenting styles in acquisition of bullying behavior, review of related theories on parenting styles, empirical studies on types of bullying in schools, the relationship between parenting styles and bullying in schools, effects of bullying on bullies, strategies in curbing bullying in schools, and summary of the reviewed related literature.

2.2 Review of related theories

2.2.1 Theory of parenting style

Out of several researches that have been done on parenting theories the one that has been most influential reference in the research field on parenting styles is Baumrind (1966, 1968, 1980). Her studies were initially focused on two styles, authoritative and authoritarian before widening onto other styles. She mentioned 4 parenting styles included **permissive, authoritarian, authoritative and uninvolved parenting style.**

Permissive parenting style - permissive parents according to Baumrind (1968) are parents who are non-punitive, accepting and affirmative in their relationship towards their children. The parent discusses with the child the policies to be used in the house and gives explanation why they should be used. These parents or guardians make few or no demands for household chores and they allow children to behave the way they want and they leave them regulate their own

activities. The parent tries not to exercise control over the child. Permissive parents are warm but not demanding, indulgent and passive. They are openly effective and loving but setting no limit, even when the children's safety is at stake (Greenwood, 2013).

Authoritarian parenting style- These are [parents who attempt to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set of conduct usually designed by higher authority (Baumrind D. , 2005). They use physical punishment or threats for wrong doings. Children are required to follow rules without any explanation from the parents (Cherry, 2013). They demand too much from their children while they seem to neglect their responsibility toward their children. Parents who use this type of style tend to have children who are anxious, withdrawn, and unhappy. They usually do well in school and they are not likely to engage in antisocial activities like drug abuse, however they have poor reactions to frustrations (Baumrind D. , 2005). Such parents are extremely strict and highly controlling they dictate how their children should behave without giving room for any dissenting opinion or behavior from their children. Researches show that authoritarian parenting produces adolescents with bullying and victimization, as well as depression and anxiety symptoms (Georgiou & Stavrinides, Parenting at home and bullying at school, 2013).

Authoritative parenting style – this parenting style have parents direct their children's activities in a rational, issue oriented manner, exercising control when necessary, but gives the children freedom to act independently and responsibly. They are very sensitive and involved in child's activities, responsive to needs of their children; they encourage verbal conversation and allow children to question parental requests. They are willing to negotiate with their children. This is a kind of democratic style of parenting where the parents are attentive and explain the reasons for the rules they set for them to obey. They set clear expectations and high standards, as

well as monitor the children to make decisions and learn from their mistakes (Greenwood, 2013). The Parents are warm and nurturing, and they treat their children with kindness, respect and affection.

Uninvolved parenting style - (Maccoby & Martin, 1983), added another parenting style called neglectful or uninvolved parenting style. These are disengaged parents who are neither demanding nor responsive. These parents do not monitor their children's behavior and also do not support them. These parents fulfill the child's physical needs but they distance emotionally from the children and these parents have low demands, control and low responsiveness and warmth. The style is characterized by few demands, low responsiveness as well as little communication between parent and child (Cherry, 2013). In extreme cases, uninvolved parents may entail neglect and rejection of the child from the parents (Greenwood, 2013).

There is a generational gap and culture on Baumrind's parenting styles in the sense that times have changed and the way children used to behavior or react to different situations is different from the current youth generation. There is a lot of information everywhere and they are exposed to a lot of it which may also affect their behavior and influencing the type of parenting style used on them. Baumrind's parenting styles never focused on bullying and were not specific on which style leads to individual bullying. This theory has theoretical and empirical support but it has not taken into account the effects of environmental risk factors whereby some youths may be highly vulnerable while others are relatively resilient in the family and peer risks (Benjamin, 2016).

In Africa, (Roman, et al., 2015) conducted a study on the role of parenting styles and psychological needs in the adoption of goals and aspiration of learners, as well as their

psychological well-being using South African sample of learners. A cross-sectional design was used to conduct a study with a sample of 853 learners at public schools in Western Cape of South Africa. Data was collected using Parenting Style and Dimensional Questionnaire (PSDQ), Psychological needs scale, Aspiration Index and the Positive and Negative Affect scale Schedule (PANASI). The results suggested that authoritarian parenting styles influence the adoption of life goals and psychological well-being of adolescents with their father's negative parenting possibly reducing adolescent well-being.

The research by Roman et al (2015) focused only on the psychological needs of the learners and the current study is looking focused on bullying. The current study will use mixed method design different with cross-sectional survey design used above. Also the sample in the current study is relatively small, 320 respondents compared to the above which is 853. Data collection instrument in the above study are questionnaires, Psychological needs scale, Aspirational Index and the Positive and Negative Affect scale Schedule (PANASI) and current study is using interview guides, document analysis and questionnaires.

In Kenya, (Ong'era, 2016) did a research on relationship between parenting styles, learners involvement in behavior problems and academic performance. The study used mixed method design involving descriptive and correlation designs. Data was collected using questionnaires and interview guides. The sample population comprised of 40 parents and 400 learners from public secondary schools. The findings of the study revealed that learners of authoritative parents have low involvement in problem behavior and perform better academically as compared to learners of authoritarian, permissive and neglectful parents. It was also revealed that involvement in problem behavior is negatively correlated with academic performance.

In Ongera study (2016) the researcher focused on parenting styles and general behavior problems and academic performance different from bullying that is being handled in the current study. Research was also conducted in Nairobi County different from the current study that is focusing Kajiado County specifically Kajiado West Sub County. Sample population was 440 and current study will use 320 respondents.

2.2.2 System Theory on Family Influences on Children's Bullying Behavior

The theory was proposed by Donna Cross & Amy Barnes. It emphasizes on a friendly family which later gives rise to a friendly school and eventually the bullying free environment. If a child is raised in a home with parents who provide friendly environment children are likely to have good character that does not show bullying traits. Bullying is believed to have a social history from home where the parents are said to be the first teachers during the initial stages. If the parents are abusive in terms of punishing their children or there is marital conflict between them which causes them to even physically abuse each other, the child is likely to pick such traits and apply to the peers at school (Cross & Barnes, 2014).

The Study was conducted among kindergarten and first grade students. Child conduct problems were associated with hostile attribution style irritable discipline styles among mothers. A sample of 20 bullies, 20 victims, and 20 bully/victims and 20 control children was used. Four assessment measures were used which included, Family Relation Test (FRT), Parenting Style Questionnaire (PSQ) Family Systems Test (FST) and the Separation Anxiety. The result showed the importance of treating bully/victims as a separate group.

In Kenya, Ashino (2013) conducted a study on relationship between parenting styles and preschool children's performance in curricular activities in Kisauni District in Mombasa County.

A correlation research design was employed to carry out the study. A sample size of 160 pre-school children together with their parents was selected from 20 pre- schools. Questionnaires and interviews were used to collect data. The findings of the study indicated a significant relationship between Authoritative parenting style and children's performance in Pre-school activities. There was no significant relationship between permissive parenting style and children's performance.

The above two studies looked at children in primary school and the current study will focus on adolescents in secondary schools. In addition, the variables are different. The study by Cross & Barnes (2014) looked at family systems and bullying, study by Ashino (2013) focused on parenting style and curricular activities and the current study is looking at parenting styles and bullying. The research designs in the above study were correlation design different from the current that is using convergent parallel design. The sample sizes were slightly small in the above studies than the current study. Data collection instruments were also different. The current study will use questionnaires, interview guide and document analysis while Cross and Barnes used Family Relation Test (FRT), Parenting Style Questionnaire (PSQ) Family Systems Test (FST) and the Separation Anxiety. Finally the geographical area was also different from where the current study will be done where the cultural conditions may be different.

2.2.3 Classical Ecological Theory

The proponent of the theory is (Bronfenbrenner, 2005). The theory emphasizes on the interrelated exchange between individuals, their social environment, rejection from home or by the peers and victimization behavior. The theory supports the hypothesis that bullying and peer victimization are reciprocally influenced by family. According to the theory delinquency (bullying) is a function of breakdown of societal bonds (Hirschi & Stark, 1969). The act occurs

when an individual bonds to society is weak or broken. This means that the virtues that place people together have been broken and so the relationship no longer exists.

The application of this theory is on the engagement in bullying behavior as attachment to caregivers. If the caregivers or parents bully the children they may likely to be bullies. Aggressive modeling and poor parental supervision contribute to bullying, causal direction has not been clearly established and the impact of families after controlling for hereditary influences remains unclear to people (Simpkins, Riggs, Ngo, Ettekal, & Okamoto, 2016).

The environment of young people is dramatically shaped by the people close to them for example the parents and other caregivers. When they attain the age of going to school other influences come from peers and other adults but still the parents remain the key component in shaping them because the fact that they have gone to school does not mean that they are away from their parent, still parents must be present in shaping them. With respect to the family context, much more is known about families of children and adolescent who bully others than family of children who are chronically victimized. The fathers of the victim have been found to be critical and distant (Olweus, 2013).

In Kenya a study by Mwai (2012) on parent involvement in public primary schools suggested that a parental involvement activity was important. A qualitative design utilizing Epstein's Model of parental involvement was used to examine parental involvement practice in public primary. Schools were selected purposively and data was collected using literature review, interviews, observations, and focus group discussion. The current study will use mixed research method different from above that used only qualitative design. In addition, the data collection

instrument will be qualitative and quantitative, different from the above which is only qualitative.

2.3 Empirical Studies

2.3.1 Types of Bullying in Girls Boarding Schools

A study by Phillips (2007) explored the concept of spanking among 130 adolescents in the United Kingdom by use of interview guides for data collection. He concluded in his study that spanking is a specific type of bullying that involves public acts of physical and verbal violence and humiliation prevalent amongst male peers. Using qualitative analysis she uncovered that punching strategies were taken up and used by many boys to affirm masculine norms of toughness, strength, dominance, and control.

A report by Dinkers, Kemp & Baum (2009) examined that 200 students in South Africa using descriptive design in order to establish the extent of racial bullying among male students. In qualitative research, Interview guides were administered to collect data from the respondents who included teachers and students in elementary school. They found out that ethnic minorities were generally at risk of racial bullying and 70% of the participants reported that name calling was one of the most common techniques used in racial bullying.

They further found out that racial bullies pick up prejudices and racism from their parents or communities. Since racial division in Africa was artificially entrenched, learners indulge in derogatory name calling and racial incidents in schools had been on the increase ever since schools became racially integrated. They reported that bullying had been influenced by the fact that many South African children had grown up in a racially divided country.

The above research utilized interview guides only as the data collection instruments contrary to the current research which will use interview guides and questionnaires. Contextually, the reviewed study differs from the current study because it only focused on the extent of racial bullying among whites dominated schools in South Africa while the current study will focus on wider types of bullying in public secondary schools. Also the above research used only descriptive survey design and took a qualitative paradigm and it may have not addressed the extent of racial bullying articulately since fewer figures were used. This will be addressed in the current study which is going to involve both qualitative and quantitative design, specifically cross-sectional and phenomenological designs.

In addition, the research dealt with students of mixed races meaning that some of the recommendations made in the above study may not apply to the current study whose respondents is from the same race. Finally, the above study focused only on students as respondents and the current study is incorporating the parents to investigate the role of the parenting styles in acquisition of bullying behavior among adolescents in schools.

In Kenya, (Ndetei, et al., 2014) conducted a study on bullying in Public Secondary Schools in Nairobi. A self-report socio-demographic questionnaire and the Owle's Bullying Questionnaire of 1991 were used. A stratified sample of 1012 students was used in the study. Students reported various types of bullying, ranging from physical, relational and verbal. The study found out that being bullied was significantly associated with becoming a bully in turn. This research concentrated only on the question as to whether bullying was taking place and the forms of bullying. The current study will look at parenting styles which were never focused in the research. In addition, the sample was very large than compared to the current study.

Similarly, the research was done in Nairobi, different with the current study that will be done in Kajiado County.

2.3.2 Parenting Styles and Bullying at School

Authoritarian parenting has been perceived to produce adolescents with bullying and victimization, as well as depression and anxiety symptoms this is according to the study by (Georgiou, Ioannou, & Stavrinides, Parenting styles and bullying at school: The mediating role of locus of control, 2017). The study was done using structural equation modeling and it showed that parenting styles predict the development of these experiences differently. They used a sample of 252 elementary school students attending the 4th, 5th or 6th grade of mean age of 11.5 years and their mothers. Ten schools were randomly selected and instrument for collecting data was Revised Bullying and Victimization Questionnaire (BVQ) (Olweus, 2013)

A theoretical model was developed and its ability to fit data was tested. The main factors included in the model were, parental style as perceived by the child and self-reports were used. According to the study, authoritarian parenting is positively associated to bully-victim experiences at school, while authoritative parenting is negatively associated to the same variables. The findings from the above research indicated mediation effects with locus of control being a full mediator in the relationship between authoritative parenting style and bull-victim experiences and partial mediator in the relationship between authoritarian parenting styles and bully-victim experiences at school.

The above research was conducted using only mothers to represent the parents and the current study will include the primary care giver who may not be necessarily a mother. Also the current study is including the teachers and administrators who have been left out in the above

research. Contrary to the above research the current study will use both questionnaires and interview guide. Gómez-Ortiz, Romera, & Ortega-Ruizab, January (2016) Carried a research on parenting styles and bullying, parental psychological aggression and physical punishment being the mediating role. The research design used was qualitative .Researcher used a sample size of 2060 Spanish high school students (47.9% mean age of 14.34 and the result confirmed that victimization directly correlates with parental psychological aggression discipline behavior across both sexes. Result also concluded that non-democratic parenting styles favor the use of punitive discipline, which increases the risk of adolescents bullying involvement.

The gap in this research is that the researcher used sample from Spanish high school students which is different from the current study which is focusing on African high school students. In addition, the above study used a large sample size compared with the current study that focused on a small sample size of 320.

(Luk, et al., 2016), did a longitudinal study on bullying of sexual minority youth in three waves of data from health passage longitudinal study of public students in and around Birmingham, Alabama; Houston; and Los Angeles County. Data collection started when students were in the 5th grade in august 2004 through September 2006 and continued in the 7th and 10th grade. Students were selected randomly to participate in interview at three waves and answered key item for this analysis.

Items were collected from the children with the use of audio computer-assisted self-administered interviews and indicated that mother father authoritativeness was protected against bully victimization and depression through higher self-esteem. Conversely having a permissive or authoritarian mother was positively linked to bullying perpetration, which in turn, is

associated with increased alcohol use, and to a lesser degree, more alcohol related problems. Result from the above findings suggested that bullying perpetration and victimization might, respectively, serve as externalizing and internalizing pathways through which parenting styles and self-esteem are linked.

The above study used longitudinal design which takes a long time compared to the cross-sectional and phenomenological design that has been used in the current study. Also the above study used interviews only different from the current study that used both interview guides and questionnaires. The sample population was very large and it changed at every level.

A recent meta-analysis of 70 studies (Leraya, Samara, & Wolke, 2013) examined the correlations between parenting factors and children's involvement as a victim or bullying-in victim. A systematic review of the published literature on parenting behavior and peer victimization using Medline, Psych INFO, Eric and EMBASE from 1970 through the end of December 2012 was conducted. Prospective cohort studies and cross-sectional studies were included. The meta-analysis revealed that high parental involvement and support, warm and affectionate relationships and good family communication and supervision were significantly likely to protect children and adolescents against peer victimization, while abuse and neglect and maladaptive parenting were the best predictors of victim or bully/ victim status at school.

The above study used cohort studies and cross sectional studies different from the current study that is using phenomenological and cross sectional. Also self-reports were used different from the current study that is used questionnaires and interview guides.

In South Africa research done by (Corene De Wet, 2015) investigated the experiences of a group of Free State Secondary School. The study employed the use of Delaware questionnaires

which reported that bullying was rampant. Only 16% of the learners indicated that it was not a problem. It also reported that boys were more often victims of bullying than girls. This study only limited itself to experiences of bullying and failed to focus on the role of the parents in bullying. Another weakness is the use of Delaware questionnaires which may not have captured all the aspects that would cause bullying. This will be addressed because the participants will give their views on the role of the parental styles in acquisition of bullying behaviors.

2.3.3 Effects of bullying on bullies and victims

In Sweden, (Thornberg & Jungert, 2017) did a research on callous-unemotional traits, harm-effect moral reasoning, and bullying among adolescents. Research was based on recent report from the Swedish agency for Education (2016), where 9% of grade 4-6 students of approximately 10-12 years old and 3% of the Grade 7-9 students of approximately 13-15 years old reported being bullied by other students on a weekly basis. Self-reported data on callous-unemotional traits, harm effect moral reasoning in bullying situation and perpetration were collected from 381 children from 13 schools in Sweden. Structural equation modeling was used to test the hypotheses.

The above research focused on the effects of bullying on both bullies and victims contrary to the current research that will focus on the effects on the bullies only. The above research was carried out among Swedish children different with the current research that is focusing on the Kenyan adolescents who are different from the Swedish children. Sample population was 381 slightly higher than the current study.

A study by Willford, et al (2016) on the effects of bullying and victimization on cognitive empathy development during the transition to middle school using longitudinal survey found that

cognitive empathy increases during adolescence, which might help in explaining why bullying decreases during middle and late adolescence. Longitudinal investigation in the study aimed at offering important insights for developmentally relevant intervention programs aimed at reducing bullying involvement and training youth to prevent and intervene in bullying situations. A sample of 431 students was used. 14 experimental designs and 14 control group school participated in the investigation.

Data was randomized from 4th and 5th grade students enrolled in 28 urban elementary schools and results revealed a significant decrease in peer victimization for experimental participants compared to controls detailed accounts of the study's main findings were reported (Willford, et al., 2016). Different from the above study, the current study will use a mixed research design specifically a cross sectional survey design and phenomenological design. In addition, the above research concentrated only on the urban elementary schools while the current study is focusing on adolescents from both urban and rural setting. Sample was relatively larger than the current.

A prominent cyber-bullying case in the United States of America centered on Lori Drew and her involvement in the death of her daughter's peer, 13-year old Megan Meier. Drew and her co-conspirators created a fake Myspace profile under the guise of a 16 year old boy named 'Josh. Megan, who had known emotional difficulties, later committed suicide. Drew was acquitted on charges based on the judge's interpretation of the computer crime (Zetter, 2009). This prompted a research in South Africa by Butlet (2011) to study on 386 elementary school girls in order and find out how bullying affected their learning. Buttlet used both questionnaires and observation guide to collect data from the girls whose ages ranged between 9-13 years. She used survey design and reported that 45% of girls who were bullied performed poorly in class work than their

counterparts. On the other hand, the bullies were also reported to have lower grades in academic work.

The reviewed study used survey design and observational guide which in the context of bullying may not yield required information accurately since behaviors to be observed were unlikely to be captured during the study. In the current study, questionnaires and interview guides will be used to capture the behavior of students which may capture more accurate information from the participants.

In Kenya, there are no empirical studies that have been done to show the relationship between parenting style and bullying. The available literature has often focused on the general causes of bullying, extent of bullying in schools and their effect (Itegi, 2017). In general causes literature on parental factors are available but none has focused on the specific parenting styles that may cause bullying among students in secondary schools. Itegi (2017) conducted a study on bullying and effects of bullying with public schools experiences. She adopted Ex-post facto design to explore possible cause and effect of bullying. A sample of 300 students was used and the result indicated that bullying was more rampant in schools. Data for the study was collected using questionnaire and interview schedule. Current study used convergent parallel design, with a sample of approximately 320 respondents. In addition, parents and teachers were included in the study which is different in the case above.

2.3.4 Strategies in Curbing Bullying in Schools

A research by Bradshaw, Waasdorp, & Leaf (2012) investigated the impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection: A randomized controlled effectiveness trial, (2012) Carried out study on preventing bullying through behavioral

intervention and supports through a public address. The study recommended PBIS (Positive Behavioral Interventions Supports in achieving behavior change in schools (Horner, Sugai, & Anderson, 2010). The research documented the importance of school wide prevention efforts that provide positive behavior across all school contexts and involve all school staff in prevention activities (Ross & Horners, 2009). Two randomized controlled trials of school wide PBIS in elementary schools showed that high quality implementation of the model is associated with significant reduction in office discipline referrals and suspensions and other problem behavior such as emotion regulation behavior as well as bullying perpetration and peer rejection (Bradshaw, Waasdorp, & Leaf, The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection: A randomized controlled effectiveness trial, 2012) (Bradshaw, Translating research to practice in bullying prevention, 2015).

Intervention schools were provided with training and coaching, support in the review of their school climate data and the selection and implementation of prevention programs such as Olweus bullying Prevention Program (Olweus, 2013). This frame work concluded that poor school climate is associated with increased bullying and negative student outcomes. The study used comparison of adjacent age cohort. Self-reports data and teacher surveys were used. The current study will use convergent parallel design and interview guide and questionnaires to get findings from the participants on ways of curbing bullying in schools. The research is incorporating all the stake holders in curbing bullying behavior. This will include the findings from the teachers, administrators, parents and the students themselves.

A study on constitutional policies was done in the United Kingdom by Roland and Fandrem (2000) who formulated some forms of aggression that might be associated with poor institutional policies. The study used questionnaires on 300 students and 30 teachers in trying to

introduce and develop a practical understanding of how bullying might be associated with bad policies in some schools. Using descriptive design they reported that bullying occurred in some schools partly due to lack of disciplinary channels and threatening habits by some teachers.

Contrary to the above reviewed literature which focused on constitutional policies alone, the current study will focus on other factors specifically the parenting styles. Further, the reviewed study was not gender based and investigation the phenomenon in both boys and girls. The current study is focusing on taking an exploration concerning the phenomenon under investigation among girls in boarding secondary school. Again, the above study adopted a descriptive design which is contrary to the current study which is focusing on both qualitative and quantitative design. Again only questionnaires were used in the above study and the current study will use questionnaires, interview guide and document analysis.

In Kenya, Mbogo (2012) conducted a research in a particular boys' boarding and day School in Eastland's, Nairobi to find out whether institutional culture encourages bullying in schools. He administered questionnaires to 60 students and interview guides each for the principal and teacher counselor. He used descriptive survey design and reported that there was a significant relationship between institutional culture and bullying in schools. The research was prompted by a photo of a high school student posted in the internet by his school bullies while in the bathroom. The perpetrators allegedly used a cell phone to film the victim (Ghetto Radio News, 2012).

The reviewed study had a limitation because only one school was used and this could not be a true representation of all other schools in that area. In addition, since the study was conducted immediately after the incident which featured in the Kenyan media made some

respondents not to disclose the real information for fear of implication. The above research focused only on the students, discriminating teachers, administrators and parents.

2.4 Summary of Reviewed Related Literature and Knowledge gap

It is evident that several researches on parenting styles and acquisition of bullying behavior among adolescents have been carried out both locally and internationally. The majority of reviewed research on the effect of parenting on children is focused on maternal parenting styles since mothers primarily are responsible for child bearing process. However, fathers have increasingly shown interest in being part of the family in parenting and therefore this research incorporates all parents and other caregivers. It is important to note that much research parents' role on children's behavioral outcomes has been conducted in American and Asian families. Therefore, studies evaluating this in African countries especially in Kenya are lacking. This has been supported with statements that today's parenting literature is dominated by concepts based on western cultures.

Even if the mediating mechanisms of transmission of harsh parenting have received a lot of attention, very little work has been done to investigate the continuity of other parental styles and their roles on acquisition of bullying behavior. Constructive parenting is not the opposite of abusive parenting or non-abusive parenting does not necessarily mean constructive since the absence of coercive or harsh parenting behavior could be found among neglectful parents as well.

Previous studies have been focusing on urban children and none has focused on rural setting and since this research is focusing on boarding secondary schools children from both urban and rural setting will be targeted. Again majority of studies have focused on the causes of bullying and very few have focused on parenting styles in relation with bullying

Also prior studies primarily focused on single aspects of parental control like (Testa, Hoffman, & Leonard, 2011) and they failed to integrate different aspects of parenting styles to shed light on the unique contributions on bullying. Conceptualization and measurement of behavioral control confuses the understanding about behavioral control. Most studies used parental knowledge to assess behavioral control. Most of the empirical literature clearly shows that many schools had not done enough to curb bullying and its influences. Most of the reviewed studies were done in western countries with majority of them adopting qualitative paradigm or quantitative paradigm only. Also most of them used observations, questionnaires or interviews only which may encourage bias and so the current study will try to address all the above bias.

Reviewed studies conducted in Kenya adopted different methodologies and instruments to elicit data from respondents. A few studies done were focusing in the general causes and none has ever singled out the aspect of parenting style as possible cause of bullying behaviors. This study will be conducted in Kajiado West Sub County which is different from other geographical area where similar studies have been conducted.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section presents the methodology on the influence of parenting styles on the bullying behaviour among girls in secondary schools in Kajiado West Sub-county. The chapter presents details of the research design, target population, sample and sampling procedures, description of research instruments, validity of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Locale of the Study

The study was carried out in Kajiado West Sub County which is an electoral Sub County of the larger Kajiado County. The County has an average population of 104-300 people and covers an area of 8,398 square kilometers. The population is predominantly of the Maasai ethnic group (Open Data Kenya, 2017). It is a new Sub County which was formerly Kajiado North and then later split into West and North. It is approximately 20 kilometers South of Kenya's Capital Nairobi. This area has been targeted because in the recent years it has been experiencing cases of bullying mainly in girls' school that range from relational, verbal to physical abuse. The study targets were girls in public secondary schools, their parents, school Principals, Deputy Principals, and Guidance and Counseling Heads.

3.3 Research Design

According to Ngau & Kumssa (2004), a research design is the way a study is planned and conducted, the procedures and techniques employed to answer the research questions which entails choosing participants for the study, techniques and approaches for collecting data. This research employed a mixed research method design. It adopted survey and phenomenological design. A cross sectional survey design which falls under quantitative paradigm was appropriate for getting information at one point in time to describe the current characteristics of the selected samples from each of the participants. In qualitative approach, phenomenological approach was used which emphasized on participants' experiences and interpretations where interview guides and document analysis guides were used to collect first-hand in-depth information to supplement data gathered using the survey design.

Mixed methods entail philosophical assumptions that guide the direction of the collection and analysis of data and the adoption of qualitative and quantitative in many phases in the research (Creswell & Plano Clark, 2007). The use of survey and phenomenological approach provided a better understanding of a research problem. The approach also provided strengths that offset the weakness of both qualitative and quantitative research (Terrell, 2012).

In depth interviewing was carried out with the selected girls directed to participant's experiences on bullying were addressed. The Questionnaires also contained some open ended questions that provided the participants a chance to explore and express their personal experiences and feelings towards involvement of parents in bullying and the ways in which bullying can be controlled. The two approaches were used concurrently.

3.4 Target Population

Target population comprised of parents of students in the Sub County, school principals, deputy principal, guidance counseling heads, and students from form one to form four. The Sub County has 27 secondary schools where 16 schools are public school and 11 private as reflected in the Sub County Education Office data.

3.5 Sample and Sampling Procedure

A Sample is a number of people from a large group used in tests to provide precise information about the group. Sampling is the process by which a researcher selects a group of participants (the sample) from a larger population (Pearson, 2010). Probability and non-probability sampling procedures were used in this research. For a cross-sectional survey Research, a sample of 10% to 20% of population is acceptable (Gay, Mills, & Airasian, 2009). In probability sampling, the researcher specified the probability or chance that each member of a defined population will be selected to the sample. Probability sampling was useful because the researcher was able to generalize since it seeks representatives on the wider population (Cohen, Manion, & Morrison, 2007).

Non probability sampling was used to get information from a particular source. Specifically, purposive sampling was used to select student bullies and parents of the bully students. The bullies were selected based on the type of bullying committed. The sampling procedure helped the researcher to build a sample that was satisfactory to their specific needs (Best & Kahn, 2011). Principals, Deputy Principals and Head of Counseling Department were purposively included in the study.

3.5.1 Sampling of Schools

There is no exact size of sample but it depends on the purpose of the study and the nature of the population under scrutiny (Cohen, et al, 2007). There are 27 secondary schools in the sub County (N=27). Random sampling procedure was used to arrive at 6 schools. The study took 19% of the 27 school in county.

3.5.2 Sampling of Students

The students were categorized into bullies and non-bullies. The formula presented below was used to sample the students. Separately five bullies will be purposively selected per school for interviews. Using the record book for bullying behaviors students were selected systematically. The rest of students who were not bullies were sampled using stratified sampling technique.

For sample size determination the following formula will be used:

$$n = \frac{N}{1 + N (d)^2}$$

Where:

N = population size

n = desired sample size

d = margin of error at 7.5% at a standard value of 0.075 and the standard normal deviate at the required confidence level at 95% at a standard value of 1.96

Using the above formula the sample size was determined as 164 respondents. However, due to the non-responses and data cleaning 156 questionnaires were analysed and used in the presentation of this report.

In this method of sampling, the first Kth unit was selected with the help of random numbers and the remaining units were selected automatically according to a predetermined

pattern. Since the K^{th} number was the 3^{rd} then systematically the researcher arranged the students into sections and picked every 3^{rd} number in the subsequent counts. The method has an advantage of being easy to draw a sample with minimal cost and well spread evenly over the population.

3.5.3 Sampling of Parents

Parents of the Bullies and non-bullies were targeted. Parents of the bullies were sampled purposively. The rest of the parents per school were selected by use of simple random procedure and mixed with the others and organized into focused groups. The parents of the bullies were five per school and the other thirty were the parents of non-bullies. For the non-bullies, using the register of the students per class parents as a sampling frame, the parents were selected randomly through picking of folded pieces given numbers representing the names of the parents as indicated in the sample frame. The researcher picked the numbers randomly and then followed the numbers with the names of the students after which the parent were identified and given questionnaires. The selection ensured one parent per a household. Since these students come from different counties, the parents were consulted during the Annual General Meeting or class meetings. After seeking permission from the principals the parents were requested to fill in the questionnaires during the meetings.

3.5.4 Sampling of Principals, Deputy Principals and Guidance and Counseling Heads

Principals, Deputy Principals and Guidance and Counseling Heads were selected and included in this study. Six Deputy Principals were included gave the names of the students involved in bullying cases and six Heads of Counseling teachers were given information of the students with bullying behaviors whom they have counselled.

Table 2 *Sample Size Distribution for Selected respondents*

Participants	Sample
Schools	6
Principals	6
Deputy Principal	6
Heads of Counseling	6
Students (non-bullies)	164
Parents	60
Bullies	30

3.6 Data Collection Instruments

Data collection instruments are tools by which data are collected. Questionnaires, interview guides and document analysis were used in collecting data from members of the sample group (Mutai, 2001). The study adopted the following tools for data collection: questionnaires, interview guide and document analysis guide.

3.6.1 Questionnaires

The questionnaires were structured based on the main research questions except section I provided for demographic characteristics of the respondents. The questionnaires solicited for information on the types of parenting styles used by parents, various types of bullying behaviors witnessed, effects of bullying on bullies and the ways in which bullying could be curbed. It contained both open-ended and close ended questions. It also contained details of opinions, perceptions and attitude of behaviors elicited by those children with information and characters observed from the children in the study group.

3.6.2 Interview Guide

The questions were open ended to allow for the respondents' views and additional experiences not captured in the questionnaires to be heard. The instruments were used to triangulate some of the questions in the questionnaire. It also helped to get in-depth understanding of topic studied.

3.6.3 Document Analysis Guide

The researcher used document analysis checklist to collect primary data on the recorded bullying cases and how they are resolved. Minor punishment book shed light on the daily bullying infractions teachers deal with while the schools major offence or black book provided information on students' serious bullying offences. It helped the researcher to find out the extent to which schools used punishment or reward strategy to solve cases of bullying in schools.

3.7 Validity of Research Instruments

Validity is the ability of test instrument to measure what it is supposed to measure. It is the quality of the instrument or the procedure that enables it to measure what it is designed to measure (Kombo & Tromp, 2013). The reason for doing this was to ascertain that the questionnaires measured what they were intended to measure, the relevance of items in the questionnaire to the study content. The items in the questionnaires were subjected to content validity while interview guides were validated through the use of credibility checks (Zohrabi, 2013).

3.8 Reliability of Research Instruments

According to (Orodho, 2008), reliability focuses on the degree to which empirical indicators are consistent across variables attempting to measure theoretical concept. Reliability is the measure of the degree to which research instrument would yield consistent result (Mertains, 1998). The researcher used split half method where the same instruments were administered to two groups of respondents at the same time. The two tests were taken simultaneously and the result recorded. The results for the two tests were correlated and the deviations recorded. The reliability was computed with the help of Statistical package for Social Science (SPSS) using Cronbach's alpha.

3.8.1 Qualitative Reliability of Research Instrument

According to Creswell (2009) the reliability, of research instruments in qualitative data focuses on the researcher for being the instrument itself. In qualitative research, both validity and reliability are treated together. In this study, the researcher allowed the respondents to consent to participate in the study, the right to withdraw and encouraged them to be frank. Respondents were assured that the status of the respondent would be independent and the findings would be treated with confidentiality and would not use to implicate them whatsoever.

The open ended questions in the questionnaires, interview guide and document analysis were checked for their credibility and dependability by using triangulation. In triangulation the researcher adopted two approaches; triangulation and use of iterative questioning.

3.9 Data Collection Procedure

The system in any research involves gaining of official permission from the relevant authority before proceeding with the study (Marion, 2001). An introductory letter was given

from the department of post graduate studies CUEA before getting a research permit from the ministry of Education Headquarters. The letter was presented to the education officer and the sampled schools to seek for the permission to do the research. Selected teachers and parents were approached and the researcher introduced herself and the consent to participate. Self-administered questionnaires and interviews were administered.

All the questionnaires were delivered by the researcher personally to the respective respondents and collected later. Therefore, the researcher used drop and pick methods since the respondents were given one week to fill the questionnaires after which they were collected. In addition, the research collected data using interviews. This took two weeks. The interviews with Principals, Deputy Principals, bullies and parents were conducted on an agreed date and notes taken.

3.10 Data Analysis Procedures

Since the study adopted mixed method, analysis of data was also done using both quantitative approach and qualitative approaches. Quantitative data, which were collected through questionnaires, were analyzed both descriptively and by use inferential statistics.

In descriptive analysis, the numerical findings were analyzed using frequencies and percentages. Data was analyzed by use of SPSS, version 22 for windows. Data from questionnaires was analyzed as per the research questions of the study, using quantitative methods and the outcome was tabulated, tallied and summarized. Descriptive statistics like mean, percentages and frequencies were used to summarize the data and describe the sample.

Qualitative data collected by use of interview guides was analyzed using the thematic framework. According to (Bernard & Ryan, 2010) thematic framework is a way of organizing or

defining history to identify and place sites, persons and events in context. The data was categorized into themes and used thematic analysis through discussions and presented in the form of narratives, direct quotes and excerpts. In this study, the focus was to identify and describe both implicit and explicit ideas within the themes as stipulated in the research questions. On the other hand, content analysis was used to systematically extract important information in the documents used (Kombo & Tromp, 2013).

3.11 Ethical Considerations

According to Resnick (2011) ethics/morals are norms that distinguish between acceptable and unacceptable behaviors. They are methods, procedures or perspectives for deciding how to act in a particular event. The researcher adhered to the highest possible standards that guide educational research by making sure that the entire work is scientifically, scholarly, and professionally done by deriving all knowledge and act in honest manner and with integrity (American Educational Research Association (AERA), 2011).

Before embarking on the research, the proposal was presented to the supervisors for academic approval. The researcher then followed all the required research procedures in Kenya by obtaining full permission and approval to conduct research from appropriate Government institutions before going to the field for data collection (Best & Kahn, 2011). Permission to do research was sought from the ministry of education headquarters, and director of education in Kajiado west Sub County. The purposes of the study and objectives were explained; confidentiality of the responses given and use of the data as well as benefits and risks of participation in the study were explained. The respondents were requested to confirm if they were willing to participate in the study and informed that they should feel free not to answer any question that they may not be comfortable with, however the importance of answering all the questions was emphasized.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study based on the data collected through questionnaires for students, and heads of counseling department and interview guides for the student bullies, deputy principals and principals of schools and focused group discussions for the parents. The summaries of these findings are presented in tables of frequencies and percentages, and narratives in the form of direct quotes. This was done by identifying information from the data which are important for the study, categorized related topics, explaining, interpreting and summarizing the key findings. The written documents collected from the selected schools such as school rules, regulations/ code of conduct and school discipline policies, and record of minor and major offences were also reviewed and findings summarized. The chapter is organized into five sections that include return rate of instrument, demographic information of the study participants, findings according to the research questions and document analysis. The findings were presented according to the research questions.

4.2 Return Rate of Instruments

The findings regarding distribution of study participants are presented in table 3

Table 3 Participants Response Rates

Represents	Method	Target	Response	Response rate
Students	Questionnaire	164	156	95.1%
Bullies	FGD	30	25	83.3%
Parents	FGD	60	56	93.3%
Department Counsellors	KII	6	6	100.0%
School principals	KII	6	6	100.0%
Deputy principals	KII	6	6	100.0%
Response Rate		272	255	93.8%

Six Secondary School in Kajiado West Sub County that were selected for this study included Olooseos, Baraka, Kimuka, Olooyankalani, Olooborsoit and Ewasu girls secondary schools. The initial sample size of the study was determined as 164 student respondents who were provided with questionnaires however, after checking and validation, 156 questionnaires were qualification for analysis. The study was done in all the classes from form 1 to form 4. The study objective was to determine how parental styles – Authoritative, Authoritarian, Permissiveness and Neglectfulness influence bullying behavior in secondary schools in Kajiado West sub-county. The methods and techniques used in this study included Key Informant Interviews (KII), mainly to support triangulation. The KII included The School Principals (6) and the Deputy Principals (6) and Heads of Guidance and Counselling Department. Focused Group Discussions (FGD) respondents included 25 Student Bullies (83.3%) and 56 Parents (93.3%).

According to Mugenda and Mugenda (2013), the percentage of subjects who respond to questionnaire is adequate if it is 50%, good at 60% and very good at 70%. As shown in Table 4.1, three target groups did not meet the initial targeted numbers. This was because some students returned the questionnaires without filling in anything and efforts by the researcher to follow them up proved futile. Some of the parents contacted refused to respond claiming that they could not understand the Kiswahili and English despite the effort of looking for the translator.

4.3 Demographic Information of the Participants

This part describes the demographic features of the participants. The aspects of interest to the study were gender, age, education level, class, and length of service of the respondents.

4.3.1 Demographic Information of the Principals and Deputy Principals

This part presents demographic information of Principal and Deputy Principals. Data were collected, analysed and presented in the table 4.2

Table 4 Distribution of demographic information of Principals and Deputy Principals

Variable		Frequency	Percentage
Gender	Male	2	17
	Female	10	83
Total		12	100
Age bracket	40-50	8	67
	50-60	4	33
School category	County	1	17
	Sub County	5	83
Education level	Degree	10	84
	Masters	2	16
Total		12	100
Years of experience in the position	1-10	4	33
	10-20	6	50
	20-30	2	17
Total		12	100

The data presented in table 4 shows that by gender, female principals and deputy principals were dominant at 83%, while 17% were males. This was the case because the targeted school were all girls boarding. This is a requirement from the ministry of education and Teachers Service Commission that all heads in girls' schools must be females. Concerning age, it is clear that majority of them were between 40-50 years of age representing 67%. Principals in this age bracket are seen to be having an experience of teaching of above 15 years and they seem to have interacted with the learner for a very long time, therefore they can handle any form of bullying incidences. In terms of the type of school category a majority 83 % were sub county schools while a minority of 17% being a county school.

4.3.2 Demographic Information of parents

This section sought information regarding gender, age bracket marital status, education level and occupation of the parents. The summary is shown in table 4.3

Table 5 Demographic information of the parents

Demographic variable		Frequency	Percentage
Gender	Male	21	37
	Female	35	63
Total		56	100
Age bracket	30-40	41	73
	41-50	13	23
	Above 51	2	4
Total		56	100
Marital status	married	28	50
	Single	28	50
Education level	Non formal	14	25
	Certificate	25	44
	Diploma	10	18
	Degree	6	11
	Masters	1	2
Occupation	professional	20	36
	Business/farming	36	64
Total		56	100

The data presented in Table 5 shows that female parents were 63% while male were 37%. The numbers of females were more and this shows that females create time and are more concerned about their children welfare and discipline in school, an aspect which can both shape

the children's behaviour or spoil them as mothers are termed to be accommodative and understanding. Concerning the age, 73% of the parents were aged 30-40, 23 % of the parents were aged 41-50, while 4% were above 51. The age bracket 30-40 years is the most active parenting age for most secondary school parents, who are busy looking for resources to support their families and might not have enough time to monitor their children in terms of discipline.

In terms of marital status 50% of the parents were married while 50% of them were single. Concerning education level 44% of the parents who took part in the study had education up to certificate level, 25% non-formal, 18% diploma 6 % degree while only 2% with masters level. This shows that most parents have low levels of education and the reason why there are more questionable incidences of bullying.

Concerning occupation 36 % had professions while 64 % were involved in other activities. This shows that most of the parents are never available for their children's needs since they are busy looking for sources of income to cater for their needs and those of their children. This could explain the reasons why their children were involved in bullying cases. Farmers who could take time off to attend to their children cases did not have any formal skills to handle the bullying cases.

4.3.3 Demographic Information of heads of Guidance and Counselling departments

The teacher counsellors' demographic information focused on sex, age, academic qualification, year of experience and any formal training.

Table 6 Demographic information of Heads of Guidance and Counselling Department

Demographic Variable		Frequency	Percentage
Gender	Female	6	100
Total		6	100
Age bracket	40-50	4	67
	51-60	2	33
Education level	Degree	5	84
	Masters	1	16
Total		12	100
Years of experience in the position in station	1-10	2	33
	11-20	3	50
	20-30	1	17
Total		12	100

All the teacher counsellors (100%) contacted in the study were females and this can be as a result of the schools targeted being girl's schools. Concerning the age of the counsellors 67% were 40-50 while 33% 51-60. Those who were between 40-41 were the majority because the teachers have relatively long teaching experiences and are younger than those who are 51-60 year and so they are energetic. The fact that most counselling teachers are elderly enables them to handle adolescents and their problems effectively

On academic qualification the findings revealed that most of the teacher counsellors 84% are holders of bachelor’s degree, a small number 16% are holders of a master’s degree. These findings show that generally, an overwhelming number of teacher counsellors have undergone training in education where psychology in human development is one of the areas that are covered. As such they have undergone training on the psychology of adolescence which helps them handle teenagers. Juma (2000) indicate that most teacher counsellors are holders of at least bachelors of education meaning that they are academically qualified to handle students at secondary level.

On years one has served has a counselling teacher in the station indicted that 50% have been counsellors for over 10 years,33% for below ten years and 17% for more than 20 years. These findings mean that most teacher counsellors have been in their present station for long and so they know most of the students and they are able to attend to their needs.

4.3.4 Demographic Information of students

The demographic information of students included, age, class, and primary caregiver and their frequency and percentage in terms of age, class and the primary care giver is as shown in table 7.

Table 7: Age of Student Respondents

	N	Minimum	Maximum	Mean	Std. Deviation
Age	144	13	19	15.53	1.273

The average ages of the respondents were 15.53 with the minimum age of 13 and maximum age was 19 and standard deviation of 1.273 as presented in table 4.5. The study population among the students was 156 girls distributed as; form one 55 (35.3%), form two 47

(30.1%), form three 45 (28.8%) and form four 9 (5.8%). The reason why there was low turnout of the form fours is that the time during which the study was done the students were doing a mock examination and so they did not get time to fill the questionnaires given to them.

Table 8: *Class distribution of the Student Bullies*

Class	Frequency	percentage
Form 1	3	12
Form 2	5	20
Form 3	15	60
Form 4	2	8
Total	25	100

The Table 8 show that the number was high in form two and three because this is the critical age in high school where the students tend to be unruly. In form two most of the teenagers are in adolescence stage, the most troublesome age. At the same time most of them are usually on revenge mission on what may have been done to them in form one. In form three students have already acclimatised themselves with school environment and they feel that they own the school. Nothing is above them they always intimidate the students in lower forms.

Table 9: *The distribution of the information on the parent those students stay with at home*

Mother alone	Count	2	1	6	12	21
	%	9.5%	4.8%	28.6%	57.1%	14.3%
Father alone	Count	0	1	7	7	15
	%	.0%	6.7%	46.7%	46.7%	10.2%
Both parents	Count	7	9	26	63	105
	%	6.7%	8.6%	24.8%	60.0%	71.4%
Guardian	Count	0	1	0	5	6
	%	.0%	16.7%	.0%	83.3%	4.1%
Total	Count	9	12	39	87	147
	%	6.1%	8.2%	26.5%	59.2%	100.0%

The findings in table 9 show that most of the students (71.4%) stayed with both parents. Table 4.7 provides more information on this issue. Further analysis shows that children staying with the guardian are less likely to confront others (83.3%) based on cross tabulation of who the student is staying with and confronting others. Those staying with their fathers alone are most likely to confront others. Interviews with the students who were organised into focused groups in different schools indicated that majority of the students who bullied others stayed with both parents.

4.4 Types of Parenting Style

The table below show the different behaviours, actions and statements that show that the parent is authoritative t.

Table 10: The distribution of the information on the authoritative parenting style

Statement		Never	Rarely	Don't know	Sometimes	Always	Total
My Parents use Authoritative Parenting style	Freq	-	2	-	12	141	155
	%	-	1.3	-	7.7	90.4	99.4
My Parents are there for my needs and feelings	Freq	3	2	4	48	94	151
	%	2.0	1.3	2.6	31.8	62.3	100.0
My parents take my wishes into consideration before asking me to do something	Freq	4	8	3	25	114	154
	%	2.6	5.2	1.9	16.2	74.0	100.0
My parents encourage me to express my feelings and problems	Freq	3	9	5	44	92	153
	%	2.0	5.9	3.3	28.8	60.1	100.0
My Parents seek for opinion and preference of me when making plans for the family	Freq	6	8	4	35	96	149
	%	4.0	5.4	2.7	23.5	64.4	100.0
My parents explain the reasons why they expect things to be done the way they want	Freq	5	14	1	43	90	153
	%	3.3	9.2	.7	28.1	58.8	100.0
My parents stand with me and understand when I am upset	Freq	22	9	2	48	71	152
	%	14.5	5.9	1.3	31.6	46.7	100.0
My parents give me an equal opportunity in the family	Freq	6	7	6	25	100	144
	%	4.2	4.9	4.2	17.4	69.4	100.0
My parents compliment me	Freq	7	7	2	38	98	152
	%	4.6	4.6	1.3	25.0	64.5	100.0
My parents respect my views and encourage me to share them	Freq	4	6	2	21	119	152
	%	2.6	3.9	1.3	13.8	78.3	100.0
My parents spend more time with me	Freq	7	28	1	59	59	154
	%	4.5	18.2	.6	38.3	38.3	100.0
My parents explain their expectations from me and give reasons for the same	Freq	4	7	2	29	110	152
	%	2.6	4.6	1.3	19.1	72.4	100.0

Table 10 shows the responses on various issues. The responses show authoritative parenting style is practiced shown as always (90.4%) while a very a very small number 1.3% said that they rarely use the style. The parents are always there for their daughters' needs 62.3% and 1.3% are rarely there for their needs, most parents take their daughter's wishes into consideration before asking her to do something 74.0%, as 1.9% did not know, most parents encourage their daughters to express their feelings and problems 60% as 2.0% never allow them. Most of the parents always seek their daughters' opinion and preference when making plans for the family 64.4% as 2.7 did not know. Most parents explain the reasons why they expect things to be done the way they want 58.8% while 3.5 never and most parents stand with their daughters and understand when they are upset 46.7% and 5.9 did not. Most parents 69.4% always give their daughters an equal opportunity in the family as 4.2 never give the equal chance and 64.5% always compliment their daughters while 4.6 never. Most parents 78.3% always respect their daughters' views and encourage them while 4.5 never. Most parents 72.4% always explain their expectations to their daughters and give reasons for them. However, the finds show that most parents 38.3% sometimes have enough time for their daughters while the same numbers always have time for them.

Qualitative data from interviews on parents from learners who were organised into six focus groups showed that few parents were there for the needs of their children. Most of them claimed that the parents never real took into consideration there issues. They never encourage them to share their feelings. One student of the student was quoted saying that:

“...in fact my mum does not understand me and even if I had an issue she will be the last person I will inform. She never respects my views, never gives me equal opportunity and she expects me not to question anything that she says.....she only knows on how to abuse”

Table 11: *The distribution of the information on the Authoritarian parenting*

Statement		Never	Rarely	Don't know	Sometimes	Always	Total
When he/she asks me to do something I must not question because he/she is my parent and she means what she says	Freq.	27	10	4	43	69	153
	%	17.6	6.5	2.6	28.1	45.1	100.0
He/she punishes me by denying me privileges like Television	Freq.	76	9	3	50	15	153
	%	49.7	5.9	2.0	32.7	9.8	100.0
He/she yells at me when correcting me	Freq.	64	15	4	52	15	150
	%	42.7	10.0	2.7	34.7	10.0	100.0
He/she hits me when he/she doesn't like what I have done	Freq.	56	32	4	46	12	150
	%	37.3	21.3	2.7	30.7	8.0	100.0
He/she punishes me by withholding emotional expressions	Freq.	76	13	16	38	9	152
	%	50.0	8.6	10.5	25.0	5.9	100.0
He/she criticizes me openly when my behaviour does not meet his/her expectations	Freq.	61	18	7	35	26	147
	%	41.5	12.2	4.8	23.8	17.7	100.0
He/she struggles to change the way I think or feel about things	Freq.	36	5	15	41	50	147
	%	24.5	3.4	10.2	27.9	34.0	100.0
He/she criticizes me when he/she is correcting my behaviour	Freq.	65	28	7	26	20	146
	%	44.5	19.2	4.8	17.8	13.7	100.0
He/she keeps reminding me about my past mistakes so as to correct the current behaviour	Freq.	55	10	5	41	39	150
	%	36.7	6.7	3.3	27.3	26.0	100.0
He/she reminds me about all the things he/she has and is doing for me	Freq.	44	14	6	29	54	147
	%	29.9	9.5	4.1	19.7	36.7	100.0

Table 11 shows the responses to the authoritarian parenting, a good number of the respondents (45.1%) indicated that when the parent asks them to do something they must not question because it is a parent while a small percentage of 2.6% did not know. To most of the respondents (49.7%) the parents never punish them by denying privileges such as Television and

5.9% rarely deny those privileges. A good percentage (42.7%) of the respondents indicated that the parents never yell at them when correcting them. Further analysis does not show a relationship between parents yelling at their children and the student feeling happy and fulfilled neither is there a relationship between parents fighting and yelling at their children. A good number of the respondents (37.3%) indicated that they never hit them when they don't like what their child has done and a small percentage of 8.0% always hit them when the parent doesn't like what they are doing. Notable is that 30.7% of the parents sometimes hit their children. Most parents 50.0% never withhold emotional expressions when punishing while 5.9 always withhold emotions. Most parents 41.5 % never critics children openly when her behaviour does not meet her expectation while 12.2 % rarely do. Most parents 34.0 always struggle to change how the child thinks or behaves while 3.4 rarely struggle. Most parents 44.5 % never critics their children when correctly them while 4.8% did not know. Most parents 36.7 never remind their children about the past mistake so as to correct their behaviour while 6.7% rarely. Most parents 36.7 always remind their children of the things they do for them while 4.1 did not know.

The parents who also never punish their children by withholding emotional expressions is indicated at 50.0% of the respondents. A good number of the respondents 41.5% never criticise their children openly when their behaviour does not meet the parent's expectations. However, the majority of the respondents 34.0% indicated that their parents struggle to change the way they think or feel about things. At the same time, a good number of the respondents (44.5%) parents never criticise them when correcting their child's behaviour. Some of the respondents (36.7%) indicated that their parents never keep reminding their children about their past mistakes so as to correct their current behaviour. However, the analysis show that 26.0% and 27.3% of the respondents indicated that their parents always and sometimes, respectively kept reminding their

children about their past mistakes so as to correct their current behaviour. The findings show that the majority 36.7% of the respondents specified that their parents remind them about all the things done for me.

Qualitative information show that bullies are an outcome of poor communication between parent and child, little or poor discipline at home, rejection, victims of emotional or physical home abuse, family break-up and abusive parents. Incidentally, those in form one and two tended to suffer more of bullying than those in form three and four (Okwemba, 2018). The student bullies said that most of the parents practiced authoritarian style of parenting. Interviews with them indicated that their parents never expect them to question them whenever they ask them to do anything because they mean what they say. They also indicated that their parents yell at them whenever they are correcting them and once in a while they punch them. They also critic them when corrected in regard their past mistakes and what they have done for them. One of the girl interviewed said that:

“My mother’s word is final, we have a very cold relationship, and she is not close to me and I am not supposed to question what she says or ask me to do. She does not know my friends and I will never wish that she gets to know them. She may embarrass me. Sometimes I do not wish to be associated with her.”

Table 12: Permissive parenting style

		Never	Rarely	Don't know	Sometimes	Always	Total
My parents find it difficult to discipline me	Free	77	14	12	35	12	150
	%	51.3	9.3	8.0	23.3	8.0	100.0
My parent gives attention to me whenever I cause commotion	Free	18	14	12	56	46	146
	%	12.3	9.6	8.2	38.4	31.5	100.0
My parent gives me everything I ask for	Free	15	26	5	64	40	150
	%	10.0	17.3	3.3	42.7	26.7	100.0
My parent take my desires into account before asking me to do something	Free	18	18	11	49	50	146
	%	12.3	12.3	7.5	33.6	34.2	100.0
Parent takes what I prefer	Free	24	19	3	69	33	148
	%	16.2	12.8	2.0	46.6	22.3	100.0
Parents gives me permission to go where I want	Free	25	30	5	87	4	151
	%	16.6	19.9	3.3	57.6	2.6	100.0

Table 12 above shows that 51.3% of the respondents never find it difficult to discipline the students while 8.0% did not know and always. Some of the respondents 38.4 % indicated that their parents sometimes give attention to them whenever they cause commotion. A number of parents 42.7% give them everything they ask for 3.3% did not know. Some of the parents 34.2% always take the desires of their children into account before they ask anything while 12.3 rarely or never ask them. Most parents 46.6% sometimes take what their children prefer while 12.8 rarely. Majority of the parents 57.6 sometimes give permission to their children to go where they want while 2.6 always give permission. However, qualitative information shows that the parents always deny their children their privileges and the necessary commodities. Most of the respondents 34.4% indicated that their parents took their desires into account before asking their

children to do something and 46.6% specified that their parents sometimes take away what they prefer. The majority of the respondents 57.6% indicated that their parents give them permission to go where they want.

Qualitative data on permissive parenting indicated that 5 out of the 25 interview bullies had their parents practice permissive parenting style. Since the parents allow them to do what they feel, they mention that their parents have never corrected them whenever they bullied anyone since the time they were young. One of the students was quoted saying that

” my father always says that I am a baby and when I grow up I will stop the habit of verbally abusing other children in the estate”.

Table 13: *Uninvolved parenting style*

		Never	Rarely	Don't know	Sometimes	Always	Total
My parents ignore any bad behaviour from me	Free %	120 80.0	7 4.7	1 .7	13 8.7	9 6.0	150 100.0
My parent punishes me by isolating me where I am alone with little explanation	Free %	68 47.6	17 11.9	10 7.0	35 24.5	13 9.1	143 100.0
My parents prescribes punishment for me but does not implement them	Free %	50 36.5	23 16.8	8 5.8	41 29.9	15 10.9	137 100.0
My parent threatens me with punishment more often than actually giving it	Free %	58 42.3	16 11.7	9 6.6	31 22.6	23 16.8	137 100.0
My parent punishes me by taking privileges away from me such as visiting friends	Free %	64 44.8	27 18.9	4 2.8	35 24.5	13 9.1	143 100.0
My parents punishes me with little or no justification	Free %	56 40.6	12 8.7	26 18.8	28 20.3	16 11.6	138 100.0

Table 13 shows the levels of involvement in parenting. The majority of the respondents 80.0% indicated that their parents never ignore any bad behaviour from their children while 0.7 did not know. The majority of the respondents 47.6% specified that their parents never punish them by isolating them to where they are left alone with little explanation while 9.1 always isolate their children. Most of the respondents 36.5% pointed out that they never prescribe punishment for them but does not implement them while 10.9% of the parents always. Most of the respondents 42.3% indicated that the parents never threaten them with punishment more often than actually giving it while 11.7 rarely threaten them. The majority of respondents 44.8% indicated that their parents punish them by taking privileges away from them such as visiting friends while 9.1% always take privileges away. At the same time the majority of respondents 40.6% specified that their parents punish them with little or no justification while 8.7% of the parents rarely justify. More research show that neglecting style is associated with child's involvement in bullying as victims or bullies (Shin & Kim, 2008) something that was different in the current study.

Qualitative information of the student bullies who were interviewed indicated that some of them were exposed to negative parenting behaviour including abuse and maladaptive parenting. Some students expressed that their parents were never concerned about their issues and so they lacked parental guidance on issues related with bullying. These findings agree with Cross & Barnes (2014) which revealed that if parents are abusive in terms of punishing their children or have marital conflict between them their children are likely to pick such traits.

From the findings, parents of the bullies differed significantly from those of non-bullies in having punitive and conflicting styles. Some parents tend not to support their children and use authoritarian rather than authoritative style. Authoritative style of parenting was found out to be

protective factor against bullying since it implies high acceptance of the child's, good supervision and role setting (Istiana, Alfisa & Yassir (2018). Parents who showed maltreatment of children at home potentially increased the risk of bullying perpetration in school. Similar sentiments expressed in other studies. Maltreated children are more likely than non-maltreated to bully their peers (Gomez, Romera & Ortega, 2016)

In conclusion in assessing the four basic parenting style it was discovered that authoritative parenting styles was the most commonly used while authoritarian was common among the girls who were perceived to be bullies. Permissive and neglectful parenting styles were the least practiced styles among parents of girls in Kajiado West Sub County. This shows that parenting styles can be hierarchically arranged in terms of influence on bullying.

4.5 Types of Bullying

The table below indicates the number of times bullying case are experienced in school and whether the students are safe at school.

The table below shows some of the reactions from the parents that show that girls are safe in school or not safe.

Table 14 Feel safe in school

			How often notice bullying in school					Total
			Once	Twice	Five times	More than five times	Never experienced	
Feel safe in school	Never	Count	2	1	4	6	0	13
		%	15.4%	7.7%	30.8%	46.2%	.0%	8.8%
	Sometimes	Count	8	9	6	13	39	75
		%	10.7%	12.0%	8.0%	17.3%	52.0%	51.0%
	Always	Count	2	5	4	4	44	59
		%	3.4%	8.5%	6.8%	6.8%	74.6%	40.1%
Total	Count	12	15	14	23	83	147	
	%	8.2%	10.2%	9.5%	15.6%	56.5%	100.0%	

Table 14 is showing the responses on feeling safe in schools and how often bullying have been witnessed in school. The majority 50.3% of the respondents indicated that they sometimes felt safe in school. An important area to note is the concern for the 8.6% who feel unsafe in school. Those who are bullied consider school unsafe with increased risk of depression and lowered self-esteem. A cross tabulation between feeling safe and how often bullying is witnessed in school shows that (46.2%) of the respondents who witnessed bullying more than five times indicated that they never felt safe in school. On the contrary, 74.6% of the respondents who never experienced bullying always felt safe. According to Okwemba, (2018), those bullied are increasingly transforming themselves into bullies thus increasing the prevalence of the incidence of bullying in schools.

Girls who were interviewed said that they never feel safe at school because they think that their life's are at risk because they have been accused of bullying other. One girl said that:

“.....I am always in fear because I feel threatened by the form ones. Ever since I forced a form one girl to wash my clothes, the fellow classmates have been ganging against me and I no longer feel safe. They say that they must revenge on me in whichever way. So I am not sure of what they are likely to do to me.”

Similarly majority of them felt like the rest of the school no longer like them and they are living in fear.

Table 15: Types of Bullying

Types of bullying		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
Physical abuse (hitting, kicking, pushing, shoving)	Freq	23	17	15	57	33	145
	%	15.9	11.7	10.3	39.3	22.8	100.0
Verbal abuse (name calling, insulting, swearing)	Freq	48	33	11	36	19	147
	%	32.7	22.4	7.5	24.5	12.9	100.0
Emotional abuse (threatening, humiliating, anonymous calling)	Freq	34	16	21	44	29	144
	%	23.6	11.1	14.6	30.6	20.1	100.0
Sexual abuse (forced affection)	Freq	6	9	18	46	67	146
	%	4.1	6.2	12.3	31.5	45.9	100.0
Relational abuse (exclusions)	Freq	24	25	15	46	36	146
	%	16.4	17.1	10.3	31.5	24.7	100.0

According to table 13, a good number of respondents 32.7% strongly agreed on the highest type of abuse being verbal abuse, which is common among the girls' schools than physical. The least was on the sexual abuse 45.9% strongly disagreed. Generally, most studies have found that the many forms of bullying which include physical abuse, blackmail and threatening, being called bad and nasty names, tricks played on them or even lies about the victim are common in schools (Okwemba,2018).

The girls who were interviewed said that they were accused of many bullying behaviors which included physical bullying, verbal bullying, relational bullying and sexual bullying. The researcher organized the different types of bullying activities and organized into four categories as shown in table 16. The themes were identified and classified with their frequency.

Table 16: *Categories of bullying*

Category of bullying	Frequency	Percentage
Verbal	25	100
Sexual	15	60
Physical	12	48
Relational	3	12

From the table above it is evident that the most common form of bullying was verbal, followed by sexual, physical and finally relational. All the girls interviewed said that they were accused of calling other students funny names. Even those who were accused of other forms of bullying during the interview they also confessed of verbally bullying other student. One girl was quoted saying:

“...I was abusing her as I was beating her; I called her all sorts of names. It is impossible to fight with someone without verbally abusing each other”. Other types of bullying that came up during the interview include coveting other students’ properties, stealing and teasing, struggling for food, bullying with mean names, hurtful comments, purposely exclusion, ignoring someone, molestation and making faces. Hitting, kicking or shoving someone around was the least experienced. Having false rumours told about one another also came up during the study. They also commented that they often engage in small fights. The results reported by Bilgel and Bayram (2014) showed that female students reported more violent behaviors than did male students. Similarly in the current study it was found out that girls in most schools were violent and they often engaged in small fights within the school. The above findings also agree

with the findings by Dinkes (2009) on name calling as the most common form of abuse which falls on verbal in the current study.

Table 17: *Confront others*

Item	Frequency	Percentage
More than once a week	9	6.1
Less than once a week	12	8.2
Occasionally	39	26.5
Never	87	59.2
Total	147	100.0

The findings show that a good number of times students confront one another at varying levels more than once a week (6.1%), less than once a week (8.2%) and occasionally (26.5%). However, the majority of the respondents 59.2% indicated that they never confront other students.

4.6 Influence of parenting style on Bullying

Table 18 shows some of the activities that parents engage in and that may be likely to make their daughters bullies.

Table 18: *Influence of parental style in bullying*

		Never	Occasionally	Always	Total
I see my parents fight	Freq	129	19	3	151
	%	85.4	12.6	2.0	100.0
My parent/ guardian punch me whenever I tell her/him that I have been bullied	Freq	138	3	8	149
	%	92.6	2.0	5.4	100.0
I usually talk to my parent/guardian when bullied	Freq	57	20	71	148
	%	38.5	13.5	48.0	100.0
My parent/ guardian tells me to fight back when bullied	Freq	128	4	14	146
	%	87.7	2.7	9.6	100.0

Table 18 shows the influence of parental style in bullying. The majority of the respondents 85.4% indicated that they never see their parents fighting. The majority of respondents 92.6% indicated their parent/guardian never punch them whenever they tell them they have been bullied. Nearly half of the respondents (48.0%) usually talk to their parents/guardian when bullied. The overwhelming majority of respondents (87.7%) indicated that their parents/guardian tell them to fight back when bullied. Further analysis shows that children staying with their mothers alone are most likely to advice their children to fight back when bullied (15.0%). Information from the counsellors indicated that physical abuse by parents somehow influences children in acquiring bullying behaviour.

The parents through their discussion in groups revealed that there was a moderate positive relationship between parenting style and tendency to bully behaviour. They agreed that the method they use in bringing up their children at home is related to their tendency to bullying behaviour. This means that the kind of environment a child comes from, has connection with the way the child behaves outside the home (Benjamin, 2016).

Parental anger with their children was a persistent factor associated with increased bullying odds. The study showed that there is a relationship between parental anger and bullying. Parents who reported to frequently feeling angry with their children said that they responded aggressively to their children's behaviours or in other interpersonal relationship like with the spouse or siblings. Several studies have shown that parental anger may be associated with higher risks of child maltreatment or intimate partner violence which are known to be associated with child bullying and externalising behaviours in risk and protective factors for child bullying perpetration in US (Rashmi, et.al, 2017).

The bully students who were interviewed showed that their home environment was harsh and the relationship with their parents was not good. Similar sentiments were expressed in a research done by Simpkins & others (2016). They indicated that a child who grows up in a home with poor and harsh parent child relationship, where punitive measures are consistently used by the parents were likely to turn out as bullies. On the other hand where there is understanding warm and loving relationship between the parents and kids, the resultant effect will be children with good social skills who relate well with other students at school.

4.7 Effects of Bullying

Tables 19 and 20 indicate the effects the bullies show after being identified as bullies and the effects of the victims of bullying

Table 19: *Effect of bullying on victim behaviour among girls in public secondary school*

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
Feel irritable	Freq	54	28	8	16	9	115
	%	47.0	24.3	7.0	13.9	7.8	100.0
Feel stressed	Freq	55	35	7	12	6	115
	%	47.8	30.4	6.1	10.4	5.2	100.0
Suffer panic attacks	Freq	25	32	17	19	23	116
	%	21.6	27.6	14.7	16.4	19.8	100.0
Poor concentration	Freq	48	32	9	16	13	118
	%	40.7	27.1	7.6	13.6	11.0	100.0
Drop out of school	Freq	23	22	10	32	29	116
	%	19.8	19.0	8.6	27.6	25.0	100.0
Poor performance	Freq	37	31	12	21	16	117
	%	31.6	26.5	10.3	17.9	13.7	100.0
Lack of interest in personal appearance	Freq	46	34	9	17	10	116
	%	39.7	29.3	7.8	14.7	8.6	100.0
Have low self esteem	Freq	45	34	5	20	14	118
	%	38.1	28.8	4.2	16.9	11.9	100.0
Suicidal thoughts	Freq	25	17	23	24	26	115
	%	21.7	14.8	20.0	20.9	22.6	100.0

Table 19 shows the responses of the victims of bullying. Nearly half of the respondents (47.0%) strongly agreed that they feel irritable, feel stressed (47.8%), poor concentration 40.7%, poor performance 31.6%, Lack of interest in personal appearance 39.7% and have low self-esteem 38.1% when bullied. The majority 27.6% agree that they suffer panic attacks. The majority 27.6% of the respondents disagreed that they dropped out of school and the majority 22.6% strongly disagreed that they will have suicidal thoughts when bullied.

On qualitative data the victims expressed some form of stress, fear, anxiety and panic attacks. They suffer from psychological maladjustments. These findings are similar to Thornberg & Jungert, (2017) who found out that not only bullies who suffered from psychological and social maladjustment but also victims of bullying who were also at risk.

Table 20: *Bullies Responses to the effects the bullies show after being identified as bullies*

Statement		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
Feel happy and fulfilled	Freq	12	10	9	35	46	112
	%	10.7	8.9	8.0	31.3	41.1	100.0
My performance decreased	Freq	22	28	19	24	16	109
	%	20.2	25.7	17.4	22.0	14.7	100.0
I felt depressed	Freq	23	25	10	23	24	105
	%	21.9	23.8	9.5	21.9	22.9	100.0
I started abusing drugs	Freq	7	6	16	35	41	105
	%	6.7	5.7	15.2	33.3	39.0	100.0
Gets into fights with others	Freq	14	15	11	32	32	104
	%	13.5	14.4	10.6	30.8	30.8	100.0
Was suspended from school	Freq	14	20	6	30	35	105
	%	13.3	19.0	5.7	28.6	33.3	100.0
I transferred to another school	Freq	8	7	12	40	38	105
	%	7.6	6.7	11.4	38.1	36.2	100.0
I hate myself and feel others hate me	Freq	19	24	8	24	30	105
	%	18.1	22.9	7.6	22.9	28.6	100.0
I always have suicidal thoughts	Freq	8	9	14	30	44	105
	%	7.6	8.6	13.3	28.6	41.9	100.0

Table 20 is showing the bullies responses. The most of the respondents 41.1% strongly disagreed that they feel happy and fulfilled after bullying others. Most of the respondents 25.7% and 23.8% agreed that that their performance decreased and felt depressed respectively. Most of the respondents 39.0% strongly disagreed that they started abusing drugs after bullying others. Most of the respondents 30.8% disagreed and the same number strongly disagreed that bullying gets them into fights with others. Most of the respondents 33.3% strongly disagreed that they were suspended from school. Most of the respondents 38.1% strongly disagreed that they were transferred to another school due to being bullies. Most of the respondents 28.6% strongly disagreed that they hated themselves and felt that others hate them. Most of the respondents 41.9% strongly disagreed that they always have suicidal thoughts.

Qualitative information shows that the effects of bullying is poor relationship with other students, they are suspended from school thus affecting their academic performance besides instilling fear in other children. The bullies also appear unkempt and do not relate well with other students in school. For those who are bullied appear depressed and anxious. There is increased sadness and loneliness. There is also very little participation in school activities hence they appear withdrawn. Among the student bullies interviewed there are those who became drug addicts as a result of bullying, had increased mental health problems. This was witnessed with one girl who said that:

“Ever since I started bullying others I no longer like myself I feel depressed and sometimes I feel like committing suicide. I have suffered rejection as I feel no one real cares about me including my own parents.”

Table 21: *How long bullying has affected you*

	Frequency	Percentage
Just at the time	106	73.1
For a couple of years	9	6.2
For a long time	30	20.7
Total	145	100.0

Table 22: *Effects of bullying*

		Yes	No	Total
Did bullying affect your academic performance	Freq	60	85	145.0
	%	40.8	59.2	100.0
Did relationship with parents and peers changed due to bullying	Freq	26	119	145.0
	%	17.6	82.4	100.0

Table 22 shows the findings on the effect bullying on the respondents. The majority of respondents 59.2% their academic performance was not affected by bullying and the majority 82.4% relationship with parents and peers did not change due to bullying. The qualitative responses show that those students that were affected was due to constant fear even during class of being bullied, lowered self-esteem, reduced concentration in class, guilt of bullying others and molestations. However, the effect on the relationship with parents and peers was due to poor performance as a result of fear. The above findings agreed with study done by Butlet (2011) in South Africa which revealed that girls who were bullied performed poorly in class work than their counter parts.

4.8 Ways of Dealing with Bullying

The following are some of the strategies that are recommended by the students in dealing with bullying.

Table 23: *What do you do when someone bullies you?*

	Class								Total	
	Form 1		Form 2		Form 3		Form 4		Freq	%
	Freq	%	Freq	%	Freq	%	Freq	%		
Fight back	2	6.3%	5	10.9%	3	9.1%	2	33.3%	12	10.3%
Get into an argument with that person or group	0	0.0%	4	8.7%	6	18.2%	1	16.7%	11	9.4%
Cry	3	9.4%	3	6.5%	1	3.0%	0	0.0%	7	6.0%
Run away	0	0.0%	3	6.5%	3	9.1%	0	0.0%	6	5.1%
Tell an adult about what is happening	12	37.5%	16	34.8%	10	30.3%	1	16.7%	39	33.3%
I don't get bullied	15	46.9%	15	32.6%	10	30.3%	2	33.3%	42	35.9%
Total	32	100.0%	46	100.0%	33	100.0%	6	100.0%	117	100.0%

Most of the respondents 33.3%, when someone bullies them they tell an adult about what is happening. However, the findings also show that 35.9% of the respondents indicated that they don't get bullied. A cross tabulation on what is done when someone is bullied shows that most of form 4 students respondents (33.3%) fight back, most of the form 3 student respondents (18.2%) get into an argument with the bully, most of the form 1 student respondents (9.4%) cry, most of the form 1 student respondents tell an adult about what is happening. Qualitative data show to counter bullying the schools should have in place a bullying policy, provided reporting channels, establish structures to counter bullying such as counselling departments, students found to be bullies should be punished and the school should develop an effective disciplinary process. Similar strategies were expressed in a research by Bradshaw & others (2015) who talked of suspensions, emotional regulation, positive behavioural interventions and supports on bullying and peer rejection. Also Olweus (2013) proposed similar school bullying policy to prevent bullying incidences.

Table 24: *What do teachers do when bullying is reported to them?*

Item	Frequency	Percent
Never do anything about it	11	8.4
Sometimes does something about it	32	24.4
Always do something about it	88	67.2
Total	131	100.0

Table 24 provides information on what the teachers do when bullying is reported to them. Most of the respondents 67.2% indicated that teachers always do something about bullying. Information from counselors indicated that students reported bullying in school. However, the parents rarely find time to visit their children in school to support their moral growth.

Table 25: *When you receive bullying message, what do you do?*

Item		Class				Total
		Form 1	Form 2	Form 3	Form 4	
Forward to another person	Count	13	13	8	2	36
	%	33.3%	30.2%	23.5%	33.3%	29.5%
Think about consequences	Count	12	11	9	2	34
	%	30.8%	25.6%	26.5%	33.3%	27.9%
Try to engage bully	Count	1	1	2	0	4
	%	2.6%	2.3%	5.9%	.0%	3.3%
Protect your own privacy	Count	1	5	4	0	10
	%	2.6%	11.6%	11.8%	.0%	8.2%
Privately support those who are being hurt	Count	9	8	9	0	26
	%	23.1%	18.6%	26.5%	.0%	21.3%
Ignore everything	Count	3	5	2	2	12
	%	7.7%	11.6%	5.9%	33.3%	9.8%
Total	Count	39	43	34	6	122
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Cross tabulation of the class and what is done when someone receives a bullying message, show that most of the respondents 33.3% for form 1 and from 3 forward to another

person. Most of the form 4 student respondents think about the consequences, most of the form 3 protects their own privacy. Most of the form 3 student respondents 26.5% privately support those who are being hurt and most of the form 4 student respondents 33.3% ignore everything. Generally, most of the respondents 29.5% of the respondents forward the message to another person.

Most respondents suggest that the bullies should be counselled or suspended from school as a lesson to others. The teachers should ensure improved discipline and counsel the victims and bullies. They also suggested that relationship between students should be improved since they cited poor relationship with classmates and negative peer groups as the causes of bullying.

Counselors in the study mentioned that there are guidance services whose aim was to try and prevent violent actions in their schools. They mentioned the procedures to follow when bullying has occurred where first to investigations are done, then the student bully is dispatched to the discipline committee and interrogations done after which they are handed over to the counselor

Counselors also provided information about the negative consequences of bullying to the students. However, they commented that they did not think that the precautions for student safety at the schools were not adequate to prevent bullying actions of students when out of school. They also felt that legal regulations for the prevention of bullying in schools are insufficient. Other measures of coping with bullying behaviors in schools include seminars organized by guidance and counseling service personnel and cooperation between teachers and parents. Previous

researchers have revealed that seminars conducted by guidance services personnel in the schools positively affected the school atmosphere (Siyez, 2009).

Family involvement plays an important role in preventing and reducing bullying behaviors at school (Steffgen et al., 2013) and school counselors indicated that there should be more cooperation between parents and school, and that they needed to work to increase awareness among families so that parents could take more active roles in preventing and reducing bullying behaviors.

Parents recommended that meeting their children's friends could provide them with an opportunity to promote their children's interaction with them. Also getting to know their children's friends could potentially lead to successful bullying prevention and treatment approaches.

Findings from the principals and deputy principals indicated that bullying varies from one school to the other. In one of the schools the most common form of bullying that was experienced was the forced sexual relationship which the school had been struggling to fight for a very long time. She reported that it is usually common among the forms fours and twos, and ones. Most form ones report being sexually harassed by their seniors. The principal confessed that she was barely three years in the school and she has been struggling to get rid of the practice. Some of the causes she mentioned were as a result of some girls coming from broken homes. She said that parents show very little effort in ensuring that their children are not engaging in the affairs. She said that the school had come up with a mechanism of dealing with that and some included, guiding and counselling the girls together with their parents, some punishments

included buying of beds in school and chronic ones were suspended from school until professional counselling was done to them.

In another school deputy principal reported that students became angry and would immediately begin to abuse each other. In that school the most common form of bullying was abuse and mean name calling of other students which later culminated to fights although the incidences of fighting were not many. Generally most principals and deputy principals attributed bullying to family problems. They reported that students who experience problems in their families face difficulties in adapting to the education system, school environment and classroom management.

Some principals mentioned that they are already dealing with issues of bullying in their schools in the sense that they have already organised seminars for the teacher counsellors and other teachers to increase knowledge and awareness about bullying. In one school the principal mentioned that they have a program of visiting parents in their homes so as to assist children living with poverty. Lack of enough resources from home was also seen as a contributing factor to bullying mainly stealing. Principals are continuously working to increase co-operation between school and family.

Class teachers are also instructed to give talks during class meetings about bullying to students and individual interviews are conducted with students who display violent behaviours. They also give forums for students to air their issues. Teachers have ensured that the classrooms are safe and students feel safe by managing their behaviours in class. One principal reported that “in our school we have a culture of inclusion and respect that welcomes all students, we treat all students with equal measures and we encourage students to do the same to others. Finally we

keep an eye on bullying hot spots like in the dining hall and dormitories by ensuring that there is order.

More ever, the bullied students were occasionally rejected and scolded by fellow students because of their perceived weaknesses. Their social interactions were therefor reduced because some students feared them especially when they were beaten or scolded. The principals indicated that some students were given nicknames and even harassed by fellow students. One of the principals stated that “The number of friends some students had in school reduced after they were bullied”. In addition another principal reiterated that

The bullied students had been isolated by their classmates who seemed not to understand why they were bullied. Some students are not fair in this school because they may nickname people like form two nicknamed fatso. They have also nicknamed a form one “post” and make fun of him every day. They don’t even realise that he does not like the joke. When these cases came to my office, I suspended the boys”.

Further, after identifying these aspects, it was important to discuss the strategies used to reduce bullying in schools. The principals were aware that it was increasingly difficult to deny that bullying and other violence could occur in their schools. Thus in the interview, the principal from school one indicated that the school had a common program for all for all students to deal with any kind of students’ defiant behaviour including bullying. For example her school had a serious counselling program that took care of bullying cases in school. Teachers also closely monitored the behaviours of students through “spies” who were available in every classroom and dormitories. They reported any cases of aggressive behaviour.

4.9 Document analysis

Documents received from various schools included school discipline policy documents, school rules and regulations/code of conduct. The researcher also checked out with schools about their punishment and Reward Book generally referred to as the black book. Table 26 indicated all schools 6 (100%) Keep track record of students punishment meted out on the individual student or group of student.

Table 26: *Sources of document reviews*

Document	Total number of schools	Percentage %
Punishment/Reward book	6	100%
School discipline policy	3	50%
School rules and regulations	6	100%

School discipline policy document was collected from one school. Many of the schools surveyed at the moment said that they were still drafting their policy while some had only school rules and regulations. Out of the six schools visited only four schools gave out their school rules and regulations. Others did not provide the books due to the long chain of consent from board of management.

4.9.1 Punishment /Reward Book

All the schools visited keep track record of minor, major and gross misconduct of students and the punishment given to them. This minor misconduct included stealing, snubbing or putting on scary faces, verbal abuse, forcefully taking someone's plate during meals time and excluding others in a group discussion. The major misconduct found in the black books included forced sexual affairs (lesbianism), fighting, threatening others, possession of dangerous weapons, forced use of drugs, theft and forcing other students to wash clothes for them.

Table 27: Summary of Black book Records

Table 27 shows the different categories of the types of bullying misconducts that are recorded in the black book as recorded by the student bullies.

Table 27: Summary of Black book Records

Classification	Type of Misconduct	Punishment meted out
Minor	Stealing, snubbing, making scary faces, verbal abuses, denying someone a plate to serve, and grouping isolation	Detention to do some duties, giving students more academic work, confiscation of stolen items, conduct school cleaning and told to buy and replace the stolen items.
Major	Forced sexual relationships, fighting, threatening others, possession of dangerous weapons, forced use of drugs, theft and forced labour on laundry	Multiple detentions, loss of privileges, suspension, expulsion or longer suspension, psychotherapy recommendation, buying of beds in case of lesbians, parents called to discuss their children's progress.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, conclusions and recommendations based on the analysis of the influence of parenting styles in acquisition of bullying behavior in public girls' secondary schools in Kajiado west sub-county, Kenya.

5.1 Summary of the findings

The purpose of the study was to examine the influence of parenting styles in acquisition of bullying behavior in public girls' secondary schools in Kajiado west sub-county, Kenya. Specifically, the study sought to find out the most prevalent parenting styles that exhibit bullying characteristics, some of the bullying behaviors exhibited by adolescents, the influence of parenting styles that lead to the effects of bullying on bullies and ways of curbing bullying in public secondary schools. The study determined how parental such styles as Authoritative, Authoritarian, Permissiveness and Neglectfulness influence bullying behavior in secondary schools in Kajiado West sub-county.

This study employed mixed research method design which facilitated sufficient data collection by use of questionnaires, interview guides, Focused Group Discussions and Key Informant Interviews. The study utilized both qualitative and quantitative approaches of data collection and analysis. The target population for this study consisted of parents; school principals, deputy principals, guidance counseling heads, and selected students from form one to

form four. These groups were preferred because they have a direct bearing on student bullying in secondary schools. The sample included 6 girls' public secondary schools, 156 students. The study participants also included Key Informant Interviews (KII), which included Head of Guidance and Counseling Department (6), the School Principals (6) and Deputy Principals (6). Focused Group Discussions (FGD) were done on the Student Bullies (30) and Parents (42). Further the students and parents were disaggregated by the student bullies and non-bullies. The schools that participated in the study were: Olooseos, Baraka, Kimuka, Olooyankalani, Olooborsoit and Ewasu girls Secondary Schools.

Stratified sampling procedure was used to sample students while purposive sampling procedure was used to select the parents, school principals, deputy principals and heads of Counseling. The instruments used for this study included the questionnaires, interview guides and document analysis. The collected data was coded and entered into Statistical Package for Social Sciences (SPSS) version 22 for analysis. Data was analyzed using descriptive statistics such as frequencies, mean and percentages and summarized in tables and figures. The findings were summarized based and listed as per the research questions.

5.1.1 Demographic information

The study population among the students was 156 girls distributed as follow form one 55 (35.3%), form two 47 (30.1%), form three 45 (28.8%) and form four 9 (5.8%). The average ages of the respondents were 15.53 with the minimum age of 13 and maximum age was 19 and standard deviation of 1.273. The parents who participated in the study were between ages 30 - 60 years distributed by gender males (10) and females (46).The majority of the principals were above fifty years of age, they were all females given that they were heading girl's schools, they

had a work experience of 10-20 years and many had been in the current stations for over ten years. They all had at least a bachelor's degree in education. The findings show that most of the students (71.2%) stayed with both parents. Further analysis shows that children staying with the guardian are less likely to confront others (83.3%) based on cross tabulation. Those staying with their fathers alone were most likely to confront others.

5.1.2 Types of Parenting Style

The findings show that the majority of the parents (90.4%) practiced authoritative parenting style. The majority of parents were always there for their daughters' needs (62.3%), most parents take their daughter's wishes into consideration before asking her to do something (74.0%), and most parents encourage their daughters to express their feelings and problems. Most of the parents always seek their daughters' opinion and preference when making plans for the family 64.4%. Most parents explain the reasons why they expect things to be done the way they want 58.8% and most parents stand with their daughters and understand when they are upset 46.7%. Most parents 69.4% always give their daughters an equal opportunity in the family and 64.5% always compliment their daughters. Most parents 78.3% always respect their daughters' views and encourage them. Most parents 72.4% always explain their expectations to their daughters and give reasons for them.

However, the findings show that only 38.3% parents sometimes have enough time for their daughters. It was indicated that 45.1% of the parents ask the daughters to do something they must not question, 49.7% of the parents never punish their daughters by denying them privileges such as Television. Most of the respondents (42.7%) indicated that the parents never yell at them when correcting them. 37.1% of the respondents indicated that their parents never hit them when

they don't like what they were doing. Notable is that 30.7% of the parents sometimes hit their children.

The parents also never punish their children by withholding emotional expressions as indicated by a half of the respondents 50.0%. The majority of the respondents 41.5% never criticise their children openly when their behaviour does not meet the parent's expectations. However, the majority of the respondents 34.0% indicated that their parents struggle to change the way they think or feel about things. At the same time, the most of the respondents (44.5%) parents never criticise them when correcting their child's behaviour. Most of the respondents (36.7%) indicated that their parents never keep reminding their children about their past mistakes so as to correct their current behaviour. However, the analysis show that 26.0% and 27.3% of the respondents indicated that their parents always and sometimes, respectively kept reminding their children about their past mistakes so as to correct their current behaviour. The findings show that the majority 36.7% of the student respondents specified that their parents reminded them of all the things done for me.

The findings show that 51.3% of the respondents never find it difficult to discipline the students. The majority of the respondents indicated that their parents sometimes give attention to them whenever they cause commotion and to most respondents 42.7%, the parents give them everything they ask for. However, qualitative information shows that the parents always deny their children their privileges and the necessary commodities. Most of the respondents 34.4% indicated that their parents took their desires into account before asking their children to do something and 46.6% specified that their parents sometimes take away what they prefer. The majority of the respondents 57.6% indicated that their parents give them permission to go where they want.

The majority of the respondents 80.0% indicated that their parents never ignore any bad behaviour of their children. To most (47.6%) parents did not punish their children by isolating. Most of the respondents 36.5% pointed out that their parents never prescribe punishment that is never implemented. Most of the respondents 42.3% indicated that the parents never threaten them with punishment more often than actually giving it. Most of the respondents 44.8% indicated that their parents punish them by taking privileges away from them such as visiting friends. At the same time the most student respondents (40.6%) specified that their parents punish them with little or no justification.

Qualitative information shows that the most prevalent parenting style of the bully parents was authoritarian. It was evident that bullies are an outcome of poor communication between parents and the child, little or poor discipline at home, rejection, victims of emotional or physical home abuse, family break-up and abusive parents. Most student bullies mentioned that their parents rarely have enough time for them and that they do not see the need of involving them in any issues that affect them. A good number also mentioned that their parents do not have a chance of meeting their friends. They said that their parents have informed opinion of who they are. One girl mentioned that:

“No matter how hard I try to be good my mum always see mistakes in me. The first time I was falsely accused of bullying a form one and why I tried explaining to her that I never did she said that it my nature and she is unable to change me. So I just let it be.”

5.1.2 Types of Bullying

Most of the students (50.3%) indicated that they sometimes felt safe in school. An important area to note is the concern for the 8.6% who feel unsafe in school. Those who are bullied consider school unsafe with increased risk of depression and lowered esteem. Cross tabulation analysis show that 46.2% of those that witnessed bullying for more than five times in school never felt safe and 74.6% of those that had never experienced bullying always felt safe.

Most respondents 32.7% strongly agreed that verbal abuse was more common and least being 45.9% strongly disagreed. The findings show that students confront one another more on occasionally (26.5%). However, the majority of the respondents 59.2% indicated that they never confront other students. Qualitative findings showed that most of the bullies were accused of verbal abuse and sexual bullying. In some cases the bullies indicated that they were sexually bullied while in form one and that now since they are in form four, it is their payback time. Others indicated that sexual bullying (Lesbianism) started from home from the Nannies who took care of them when they were young. Other girls mentioned that they were introduced to it when they were in primary school. Study showered that parents were not aware of the sexual bullying was taking place at home.

Qualitative Information from the heads of Guidance and Counselling revealed that the most cases of bullying presented to them are verbal, relational and sexual bullying. Majority are the form ones who report that they are forced by the form twos and threes to have a sexual relationship with them. During the interview other form of bullying which was not included in the study came up and this was cult as a form of worshipping. In one school the teacher mentioned

that there is one girl who belongs to a particular cult and she seemed to bully other students and forcing them to join through threats.

5.1.3 Influence of Parental Style in Bullying

The majority of the students 85.4% indicate that they never see their parents fighting. The majority of respondents 92.6% indicated their parent/guardian never punch them whenever they tell them they have been bullied. Most of the respondents 48.0% usually talk to their parents/guardian when bullied. The majority of respondents 87.7% indicated that their parents/guardian tell them to fight back when bullied. Further analysis shows that children staying with their mothers alone are most likely to advice their children to fight back when bullied (15.0%). Information from the counsellors indicated that physical abuse by parents somehow influences children in acquiring bullying behaviour. Qualitative information showed that those students who were labelled as bullies witnessed their parents fight and punching by the guardians was the most common form of discipline. They also mentioned that their parents have little knowledge on which their friends were. The relationship with their parents is not a perfect one and that their friends are not allowed to their home whenever the parents are around.

5.1.4 Effects of Bullying

Most of the respondents 47.0% strongly agreed that they feel irritable, feel stressed (47.8%), develop poor concentration 40.7%, poor performance 31.6%, Lack of interest in personal appearance 39.7% and have low self-esteem 38.1% when bullied. Most of them (27.6%) strongly agreed that they suffer panic attacks. Most of the students 27.6% strongly

disagreed that they dropped out of school due to bullying and the most of them (22.6%) strongly disagreed that they would have suicidal thoughts when bullied.

Most of the student respondents (41.1%) strongly disagreed that they feel happy and fulfilled after bullying others. Most of the respondents 25.7% and 23.8% agreed that that their performance decreased and felt depressed respectively due to bullying. Most of the respondents 39.0% strongly disagreed that they started abusing drugs after bullying others. Most of the respondents 30.8% disagreed and the same number strongly disagreed that bullying gets them into fights with others. Most of the respondents 33.3% strongly disagreed that they were suspended from school. Most of the respondents 38.1% strongly disagreed that they were transferred to another school due to being bullies. Most of the respondents 28.6% strongly disagreed that they hated themselves and felt that others hate them. Most of the respondents 41.9% strongly disagreed that they always have suicidal thoughts.

Majority slightly above half of respondents (59.2%) indicated that their academic performance was not affected by bullying while vast majority (82.4%) of the respondents indicated that relationship with parents and peers did not change due to bullying. The qualitative responses show that those students that were affected suffered constant fear even during class of being bullied lowered self-esteem, reduced concentration in class, guilt of bullying and molestations. The relationship with parents and peers was affected due to poor performance as a result of fear. Qualitative information from bullies showed that the effects of bullying were poor relationship with other students; they are suspended from school thus affecting their academic performance besides instilling fear in other children. The bullies also appear unkempt and do not relate well with other students in school.

5.1.5 Ways of Dealing with Bullying

Most of the respondents 33.3%, when someone bullies them they tell an adult about what is happening. However, the findings also show that 35.9% of the respondents indicated that they don't get bullied. A cross tabulation on what is done when someone is bullied shows that most of form 4 students respondents (33.3%) fight back, most of the form 3 student respondents (18.2%) get into an argument with the bully, most of the form 1 student respondents (9.4%) cry, most of the form 1 student respondents tell an adult about what is happening. Qualitative data show to counter bullying the schools should have in place a bullying policy, provided reporting channels, establish structures to counter bullying such as counselling departments, students found to be bullies should be punished and the school should develop an effective disciplinary process.

Most of the respondents 67.2% indicated that teachers always do something about bullying. Information from counselors indicated that students reported bullying in school and action was always taken against them. But still parents rarely find time to visit their children in school to support their moral growth. Most respondents suggest that the bullies should be counselled or suspended from school as a lesson to others. The school administration in collaboration with the guidance and counselling department organise for parents meeting together with their daughters in an effort to curb this bullying behaviour.

Majority of the schools studied had a policy of declaring their school as a bullying free zone. They also had organised counselling meetings with the bullies and their parents once identified as bullies. Information from the school counsellors showed that they have structures in place to manage bullying and they included having a suggestion box where the students report any bullying incident that is experienced in school.

5.2 Conclusions

The following conclusions are based on the key findings of the study and in line with the major research questions: It was found out that the most prevalent style of parenting was authoritative style. It was evident that the parents always sought opinions of their children before they made any decision but their opinions did not really matter. Interviews done on the students who were organized in groups revealed that their parents practiced authoritarian style which to some extent exposed them to physical abuse. Also other key point to note is that those students who came from the homes where parents physically abused each other turned out to be bullies. Bullying was also as a result of poor communication between parents and children, little or poor discipline at home, rejection by the parents or guardians, emotional and physical abuse by the parents or caregivers and family break-ups.

Present study found out that there was a relationship between poor parenting and bullying behaviors. In line with the results of the present study, the previous scholars have also associated bullying behaviors with familial problems (Massarwi & Koury-Kassabri, 2017). In addition, interpersonal conflicts arise from the interaction between previous conflicts and environmental conditions, like limited resources.

The study discovered that most parents make use of authoritative style followed closely by authoritarian style than the two parenting style. The study also revealed that most of the adolescents have moderate tendency to bullying behavior. Finally the findings of the study showed that there is a moderate positive relationship between parenting styles used on girls and their tendency to bully behavior. The way adolescents are raised at home has a significant relationship with their social life outside their home.

Verbal abuse was most common form of abuse and that the students did not find it as a big deal but deep scrutiny showed that those verbally abused did not like it and it affected them so much. Most girls confronted each other and some showed some form of sexual advances. Lesbianism was another key form of bullying that was mostly witnessed amongst the form three and four students and victims were the form ones. Majority of the form ones received threatening letters if they did not heed to the sexual advances from the bullies. The least form of bullying was physical abuse followed by exclusion.

On the influence of parenting style on bullying, some parents did not have ideas of their children are bullies or have been bullied. Those interview also mentioned that their children were not free to disclose any information concerning bullying in their school. A good number of parents mentioned that they are there for the needs of their children and that they support them whenever need be. Study found out that there was very little communication between parents of the bullies and their children.

The effects that are witnessed on the victims of bullying included depression, feeling irritable, stress, poor performance and fear. The bullies were suspended and dropped in academic performance due to staying away from school, poor relationships with fellow students, teachers and administration and sense of withdrawal. The bullies also suffer rejection from other students since they bear the labels.

It was concluded that school administration, guidance and counseling teachers and discipline teachers should hold regular meetings with the parents of bullies and victims so as to improve the relationships in schools. Also parents should be there for the needs of their children and try to improve the relationship between them.

5.3 Recommendations

The following recommendations are based on the findings of the study. They are directed to various stakeholders in specific sectors such as education, School Management, Government, policy makers, parents and community.

5.3.1 Government

It is recommended that the government should enhance policy formulation to address the challenges posed by student indiscipline including bullying. The policy formulation should engross a holistic, inclusivity and participatory approach. All the sector stakeholders should be incorporated including the school management teams, student parents' representatives, the consultancy and counseling units, and the student's leaderships. There is need for affirmative policy formulation to provide/encourage use of student friendly disciplinary measures like professional guidance and counseling processes. County education office should train teachers and teacher counselors on adolescence issues and on how to handle them. The ministry of education must also incorporate a curriculum that allows for the teaching on the ways of dealing with bullying issues.

5.3.2 School Management

School management should hold regular meetings seminars and forum with various stakeholders including students and parents on the importance of obeying rules and regulations to deter student bullying. Invited experts can share experience and encouragement to motivate the deterrence of bullying and consuls the victims. In such forum, students should be briefed on the essence of responsibility, love to one another, respect, empathy, humility among others which build positive coherence and companionship. The students should also be given directions

on the obedience of school regulations, handling of cases of indiscipline and responding to unfair treatment.

The school management needs to formulate comprehensive regulatory framework to guide the student routine in school as well adherence and enforcement. The school management should ensure sustained proactive and reactive enforcement of anti – bullying in school. The school system should ensure ample staff development to guide and coordinate the conditions for student learning. Counselors should organize regular seminars and conferences for parents to enlighten them on the importance of adopting parenting practices in their homes. Also the school administration through guidance and counselling department should organize seminars and workshops to alert teachers on bullying cases.

5.3.3 Community/ parents

In as much as the school management tries to ensure discipline and adherence to anti-bullying regulations, rules and guidelines, the community at large requires to play a role in instilling discipline in students, where the community at large has a bigger responsibility. The community constitutes the foundation of community values which include roles and responsibilities, ethics, social and economic values. Parent based programs that mentor the parents to enhance discipline of their children even at home should be put in place. It is the responsibility of every parent to correct their children because they are the future leaders of tomorrow.

Also parents should find out the backgrounds of the nannies they are employing so as to ensure that their children don't get introduced to any form of bullying while they are still young.

Parents should be encouraged to adopt the best parenting practices in the upbringing of their children. It has been proven that parenting style is the method that yields the best result in child upbringing. Parents should also be close to their children so that they can be aware of the bullying cases that their children face or other students face in school.

5.4 Limitations of the study

The researcher observed that it would have been significant to:

- Find out how many cases of bullying that were found out in every school in the sub County.
- Include the measures taken on the identified cases of bullying in each school.
- Give a separate report of the extent of bullying in every girls school visited.

5.5 Suggestions for Further Research

This study is the beginning of a diagnosis of the problem of bullying in Kenya, using a small sample from six secondary schools in Kajiado County. The result, therefore, cannot be generalized to any other places or schools in the country. It is suggested that further study should be conducted in the subject but based on a larger sample at a national scale. The following areas are suggested for further study:

- The role of the family values and their impact in school bullying.
- What students consider as bullying
- Parents knowledge of bullying behaviors
- Challenges facing education managers in curbing bullying in schools.
- Perception of guidance and counselling services in curbing bullying in schools
- Preparedness of guidance and counseling teachers in handling bullying in schools.

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Appendix I: Cover Letter

The Catholic University of Eastern Africa

Faculty of Education

Department of Post- Graduate Studies

P.O Box 62157-00200

Nairobi

Dear respondent

I am a master's student at the Catholic University of Eastern Africa. I am conducting a study on the influence of parenting styles in acquisition of bullying behaviors in public girls Secondary Schools in Kajiado West Sub County. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all questions in the attached questionnaire

Your name does not need to appear anywhere in questionnaire. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks in advance

Yours sincerely

Eucabeth Kemunto Manyibe

Eucabeth Kemunto Manyibe

Appendix II: Questionnaire for students

My name is Eucabeth Kemunto a student at Catholic University of Eastern Africa; I am carrying out a study on the influence of parenting style in acquisition of bullying behavior in Public girls Secondary School in Kajiado West Sub County. Kindly respond to the items. The study is purely for academic purposes and the information you will give will solely be used for this study. Your identity and information will be treated confidentially and will not be used anywhere.

Instructions

Please answer the questions the best way you can. There is no right or wrong answers. You are not asked to put your name so no one will know how you answered. Please indicate in the spaces provided your response to the given questions or statements. Please tick () where necessary. You are kindly requested to first read and understand the questions and truthfully respond.

Section one: Demographic information

Indicate your response to these questions using a tick (/)

1. In what class are you?

Form One () Form Two () Form Three () Form Four ()

2. Please indicate your age.....Years

3. Sex : Male () Female ()

4. Whom do you stay with at home

Mother alone [] Father alone [] both parents [] other specify.....

Section two: Types of Parental style

Below are different parentings practices please rate how often your parent or guardian engages in them (primary care giver) Scores range from “Never”= 1 to Always on a =5 point scale

5. Authoritative Parenting Style

	Never	Rarely	Don't know	sometimes	Always
My guardian/parent is there for my needs and feelings					
He/she listens and takes my wishes into consideration before asking me to do something					
She/he encourages me to express my feelings and problems					
He/ she encourage me to freely share what is in my mind even if she disagrees with me:					
He/she explain reasons why she/she expects things to be done the way she/ he want					
He/she stands with me and understand when I am upset					
He/she asks for my opinion and preference when he/she makes plans for the family					
He/she compliments me					
He/she respects my views and encourages me to share them					
He/she gives me an equal opportunity in the family:					
He/she spends more time with me:					
He/she explains her expectations from me and gives reasons for the same					

6. Authoritarian

	Never	Rarely	Don't know	sometimes	Always
When he/she asks me to do something I must not question because he/she is my parent and she means what she says					
He/she punishes me by denying me privileges like Television					
He/she yells at me when correcting me					
He/she hits me when he/she doesn't like what I have done					
He/she punishes me by withholding					

emotional expressions					
He/she criticizes me openly when my behavior does not meet his/her expectations					
He/she struggles to change the way I think or feel about things					
He/she criticizes me when he/she is correcting my behavior					
He/she keeps reminding me about my past mistakes so as to correct the current behavior					
He/she reminds me about all the things he/she has and is doing for me					

7. Permissive Parenting Style

	Never	Rarely	Don't know	sometimes	Always
He/she finds it difficult to discipline me					
He/she gives attention to me whenever I cause commotion:					
She gives me everything I ask					
She/he takes my desires into account before asking me to do something					
She takes what I prefer					
She/he gives me permission to go where I want					

8. Uninvolved Parenting Style

	Never	Rarely	Don't know	sometimes	Always
He/she ignores any bad behavior from me:					
She/ he punishes me by putting me off where I am alone with little explanation					
she/ he states punishment to me and does not actually do them					
Threatens with punishment more often than actually giving it					

Punishes me by taking privileges away like visiting friends					
Uses punishment with little or no justification					

Section three: Types of Bullying

9. Do you feel safe when in school?

Never [] sometimes [] always []

10. How often have you witnessed bullying in your school?

Once [] Twice [] Five times [] More than five times [] never experienced []

11. Indicate your level of satisfaction concerning bullying in your school.

Types of bullying in school		Strongly agree	Agree	Undecided	Strongly disagree	Disagree
Physical abuse	Hitting, Kicking Fighting, Pushing (shoving)					
Verbal abuse	Name calling Insulting Swearing					
Emotional abuse	Threatening Humiliating Anonymous calls					
Sexual abuse	Forced affection					
Relational abuse	Excluding victims from the group					

12. Any other form of bullying (Specify).....

13. I confront other students

- More than once a week []
- More than once a week []
- Occasionally []
- Never []

Section 4: Influence of parental style in bullying

Indicate your level of agreement to the following statements by Placing a tick () in the corresponding box.

	never	occasionally	Always
I see my parents fight			
My parent/ guardian punch me whenever I tell her/him that I have been bullied			
I usually talk to my parent/guardian when bullied			
My parent/ guardian tells me to fight back when bullied			

Section 4 Effects of bullying

I victim (when bullied)

Effects of bullying on victim of bullying	Strongly agree	agree	undecided	Strongly disagree	disagree
Feel irritable					
Feel stressed					
Suffer panic attacks					
Poor concentration					
Drop out of school					
Poor performance					
Lack of interest in personal appearance					
Have low self esteem					
Suicidal thoughts					

II Bully (when I bully others)

Effects of bullying on bully	Strongly Agree	Agree	undecided	Strongly disagree	disagree
Feel happy and fulfilled					
My performance decreased					
I felt depressed					
I started abusing drugs					

Gets into fights with others					
Was suspended from school					
I transferred to another school					
I hate myself and feel others hate me					
I always have suicidal thoughts					

14 How long did the bullying affect you?

Just at the time []

For a couple of years []

For a long time []

15. Did bullying affect your academic performance? Yes [] No []

16 If yes how?

.....

17. Has your relationship with you parents and peers changed since you were bullied or bullied others? Yes [] No []

If yes how?

.....

Section Six: Ways of dealing with bullying

18. What do you do when someone bullies?

Fight back []

Get into an argument with that person or group []

Cry []

Run away []

Tell an adult about what is happening []

I don't get bullied []

19. What do teachers do when bullying is reported to them?

Never does anything about it []

Sometimes does something about it []

Always does something about it []

20. When you receive bullying message do you

Forward to another person []

Think about consequences []

Try to engage the bully []

Protect your own privacy []

Privately support those who are being hurt []

Ignore everything []

21. In your own opinion what do you think should be done in your school so as to address bullying incidences?

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

Appendix III: Interview guides for Head of Counseling Department

My name is Eucabeth Kemunto a student at Catholic University of Eastern Africa; I am carrying out a study on the influence of parenting styles in acquisition of bullying behavior in Public girls Secondary School in Kajiado West Sub County. Kindly respond to the items. The study is purely for academic purposes and the information you will give will solely be used for this study. Your identity and information will be treated confidentially and will not be used anywhere.

Instructions

Please answer the questions the best way you can. There is no right or wrong answers. You are not asked to put your name so no one will know how you answered. Please indicate in the spaces provided your response to the given questions or statements. Please tick () where necessary. You are kindly requested to first read and understand the questions and truthfully respond.

SECTION 1: Demographic information.

Indicate your response to these questions using a tick

1. Gender : Male [] Female []
2. What is your level of education
3. For how long have you been a counselor in this school?
4. Have you ever attended any training on counselling?

Section 2: Types of bullying in school

5. Do students complain about their security in school?

6. To what extent are the following bullying activities prevalent in your school

1) Types of bullying
2) Physical, (hitting, kicking, pushing)
3) Verbal abuse(name calling insulting)
4) Emotional abuse, (threatening ,humiliation)
5) Sexual abuse (Forced affection)
6) Relational abuse Excluding victims from the group

Section 3 Role parenting styles in bullying

- 7. Where do Most of students with bullying behavior come from?
- 8. Does Physical abuse by parents influence children in acquiring bullying behavior
- 9. Who informed you about bullying in your school?
- 10. Do Parents in your school visit their children to find out how they are doing in school?
- 11. Do Parents of the bullies deny children their privileges and basic commodities?
- 12. Which are some of the parental factors that expose the students to bullying?

Section 4 Effects of bullying

- 13. What are other notable effects of bullying in the bullies
.....
.....
.....
- 14. How does bullying affect the learning process in your school
.....
.....
- 15. How does personal appearance, confidence and self-esteem change in bullies
.....
.....
.....

Section 5 Ways of Curbing bullying in schools

- 16. Which are some of the bullying strategies that you have employed to curb bullying in your school?.....
.....
- 17. How do you incorporate peer counselling in curbing bullying in your school.
.....
.....
.....

Appendix IV: Interview guide for principals/deputy principal

My name is Eucabeth Kemunto a student at Catholic University of Eastern Africa; I am carrying out a study on the influence of parenting style in acquisition of bullying behavior in Public girls Secondary School in Kajiado West Sub County. Kindly respond to the items. The study is purely for academic purposes and the information you will give will solely be used for this study. Your identity and information will be treated confidentially and will not be used anywhere.

Instructions

Please answer the questions the best way you can. There is no right or wrong answers. You are not asked to put your name so no one will know how you answered. Please indicate in the spaces provided your response to the given questions or statements. Please tick () where necessary. You are kindly requested to first read and understand the questions and truthfully respond.

Bio data

1. Indicate your gender
2. How old are you?
3. What is your level of education?
4. For how long have you worked in the position of a secondary principal/deputy principal?

Types of bullying

5. How safe are the students at the dormitory, playground, bathroom, and during lunch time?
6. What are the types of bullying that takes place in your school? List them
7. How did you become aware of bullying incidences in your school?

Role of parents in bullying

8. In your own opinion how do parents in your school involved in student bullying?
9. How does family background expose students to bullying in your school?

Effects of bullying on victims

10. What are notable effects in the bullies/victims?
11. In your own opinion how can the institutions encourage reporting of bullying incidences?

Strategies of curbing bullying

12. How do you handle the bullies in your school?
13. What measure has the school taken in curbing bullying?
14. In your own opinion how can the institutions encourage reporting of bullying incidences?
15. To what extent is the Use of peer pressure encouraging bullies to stop bullying?
16. How do you involve parents in curbing bullying in school/
17. What challenges do you face as you involve parents in curbing bullying

Appendix V: Interview schedule for Parents

My name is Eucabeth Kemunto a student at Catholic University of Eastern Africa; I am carrying out study on the influence of parenting style in acquisition of bullying behavior in Public girls Secondary School in Kajiado West Sub County. Kindly respond to the items. The study is purely for academic purposes and the information you will give will solely be used for this study. Your identity and information will be treated confidentially and will not be used anywhere.

Instructions

Please answer the questions the best way you can. There is no right or wrong answers. You are not asked to put your name so no one will know how you answered. Please indicate in the spaces provided your response to the given questions or statements. Please tick () where necessary. You are kindly requested to first read and understand the questions and truthfully respond.

Section 1: Bio data

1. What is your age bracket?

20-30 years

31-40 years

41-50 years

Above 50 years

2. What is your highest academic level?

3. What is your occupation

4. Your daughter is in which form?

5. What is your marital status?

Section 2 Parental styles

6. How often do you visit your daughters' school voluntarily to check on her progress?
7. How do correct your daughter after she makes a mistake?
8. How do you know your daughters friends?
9. How do you involve your daughter when making concerning the family?
10. How would you describe your relationship with your daughter?

Section 3: Types of Bullying

11. Has your child ever been involved as someone who has bullied others?
12. How did you become aware that your child was identified as someone who has bullied other student?
13. What type of bullying activity was your daughter involved in?

Section 4: Role of parent in bullying

14. When there is disagreement with your daughter how do you handle it?
15. When there is a problem with any other member of the family how do you handle it?
16. How do you communicate with your daughter about bullying?

Section 5: Effects of bullying

17. How has bullying changed your daughter's behavior?
18. How does your daughter behave when you correct her bad behavior?
19. How has the performance of your daughter changed since she was involved in bullying?
20. How has the relationship with your daughter been like since she was accused of bullying?

Section 6: Ways of curbing bullying

21. What do you think you and other parents should do to prevent their children from being involved in bullying activities?
22. What are bullying strategies that you think schools should put in place to prevent bullying?

Appendix VI: Interview Guide for Student Bullies

My name is Eucabeth Kemunto a student at Catholic University of Eastern Africa; I am carrying out study on the influence of parenting style in acquisition of bullying behavior in Public girls Secondary School in Kajiado West Sub County. Kindly respond to the items. The study is purely for academic purposes and the information you will give will solely be used for this study. Your identity and information will be treated confidentially and will not be used anywhere.

Instructions

Please answer the questions the best way you can. There is no right or wrong answers. You are not asked to put your name so no one will know how you answered. Please indicate in the spaces provided your response to the given questions or statements. Please tick () where necessary. You are kindly requested to first read and understand the questions and truthfully respond.

Bio data

1. How old are you?
2. You are in which class?
3. Whom do you live with?

Types of parenting styles

4. How would you describe your relationship with your parent/guardian?
5. How do you communicate with your parents whenever there is an issue?
6. How close are your friends with your parents?

7. In your own opinion how are your parents involved in you performance in your school?
8. Do you see your parents abuse each other or fight?

Types of bullying

9. What is the type of bullying that you were accused of?
10. How did you feel when you were accused of bullying other students?

Effects of bullying

11. How has your life changed since you were accused of bullying other students?
12. For how long did this effect last?
13. How has being labelled as a bully changed your relationship with your parents and peers?

Curbing strategies

14. In your own opinion what measures should administration put in place to curb bullying?
15. How should the parents be involved in curbing bullying in their children?
16. What are counseling measures that the school should put in place to curb bullying in schools?
17. What activities that should the students engage in to curbing bullying?

Appendix VII: DOCUMENT ANALYSIS GUIDE

SECTION A: SCHOOL DATA

1. Type of school

National

County

Sub County

2. Size of the school

One stream

Two stream

Three stream

Four stream

SECTION B: OBSERVATION NOTES

Document	Information to be analyzed	Remarks
School log book recorded by principal or deputy principal	<ul style="list-style-type: none"> • Major bullying cases • Kind of punishment administered • Parents visits as a result of bullying cases by their daughters • Visit by any officer from education offices and others as a result of bullying in schools 	
School daily occurrence book recorded by teacher on duty	<ul style="list-style-type: none"> • Minor and major bullying cases • Parents visits • BOM visit as a result of bullying cases • Counseling and guidance sessions • Visit by motivational speakers 	
Minor punishment book	<ul style="list-style-type: none"> • Incidences of minor bullying cases • Punishments administers 	
Major punishment book or black book	<ul style="list-style-type: none"> • Incidences of serious offences • Punishment given • BOM input • Parents input • Alternative measures • Guidance and counseling teachers input 	

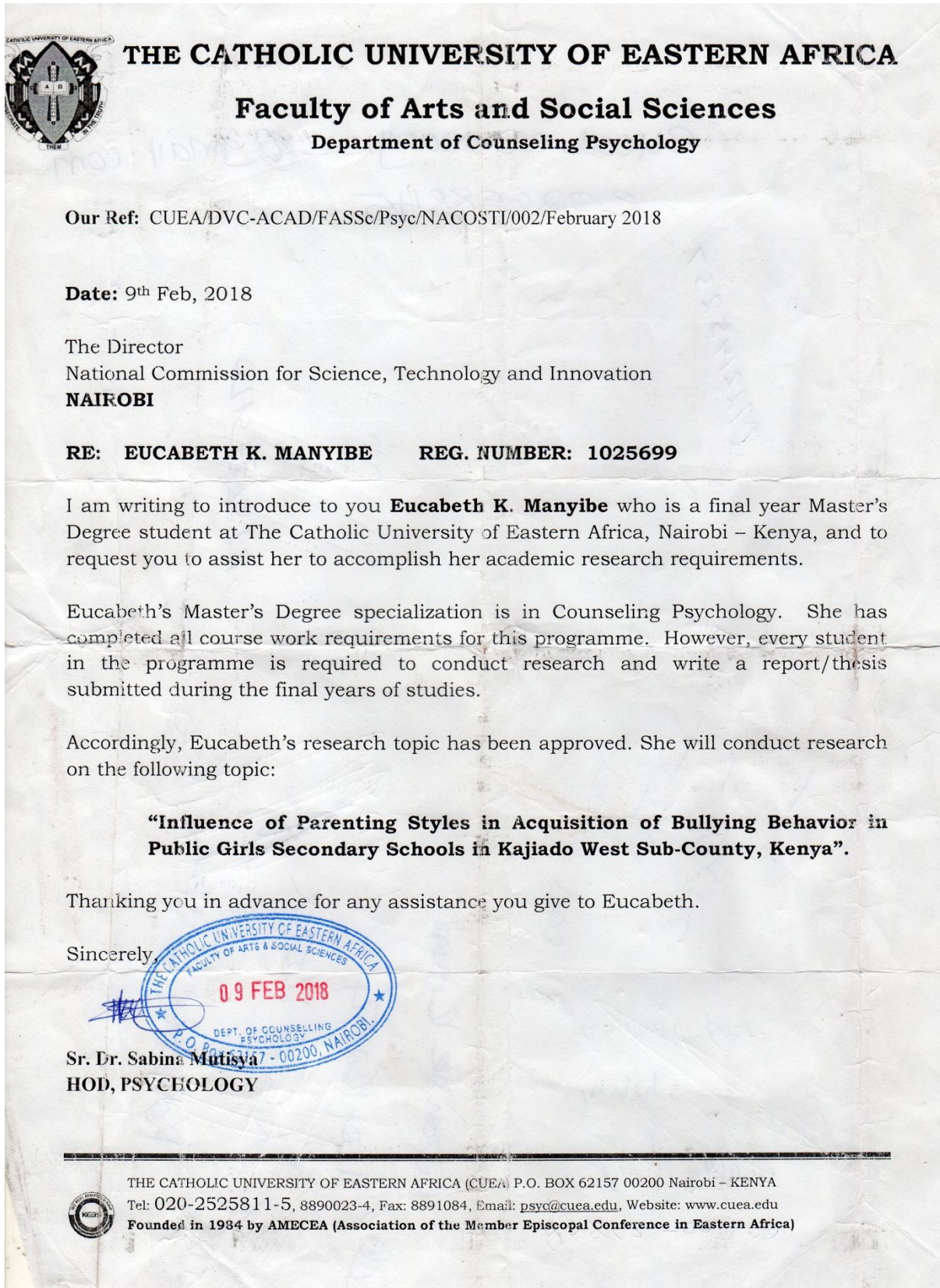
APPENDIX VII: BUDGET

MATERIALS REQUIRED	UNIT OF MEASURE	QTY	UNIT COST	TOTAL COST(KSHS)
Allowance for data collection	Days	15	100	1000
Transport for data collection	Days	15	100	500
Printing data collection questionnaires	Piece	500	10	10
Purchase of modem	Card	1	3300	3300
airtime	Bundles	5	1000	500
Internet services	Software	100	1000	1000
SPSS software	Days	1	1200	12000
Fee for a Statician	pieces	5	1000	1000
Photocopying, printing and binding		10	1000	1000
Graduation cost				4800
Grand total				90,100

APPENDIX VIII: WORK SCHEDULE

Event	Proposed date
Proposal writing	Jan- May 2017
Proposal defense	Nov 2017
Correction and approval	Dec-February 2018
Seeking permission from relevant authorities	May 2018
Data collection	May-June 2018
Data analysis	July 2018
Thesis writing	July 2018
Submission of thesis	August 2018
Thesis defense	August 2018
Correction, binding and final submission	September 2018
graduation	October 2018

Appendix IX: Research Authorization Letter from CUEA



Appendix X: Research Authorization Letter from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No. **NACOSTI/P/18/43714/22663**

Date: **13th June, 2018**

Eucabeth Kemunto Manyibe
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The role of parenting styles in acquisition of bullying behavior in public girls secondary schools,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **11th June, 2019**.

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

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

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

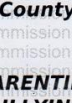
Appendix XI: Research Permit

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/18/43714/22663**
MS. EUCABETH KEMUNTO MANYIBE **Date Of Issue : 13th June,2018**
of CATHOLIC UNIVERSITY, 136-206 **Fee Received :Ksh 1000**
KISERIAN,has been permitted to
conduct research in Kajiado County

on the topic: THE ROLE OF PARENTING STYLES IN ACQUISITION OF BULLYING BEHAVIOR IN PUBLIC GIRLS SECONDARY SCHOOLS


for the period ending: 11th June,2019


Director General
National Commission for Science, Technology & Innovation


Applicant's Signature

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.


REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 18916
CONDITIONS: see back page

Appendix XII: Research Authorization Letter from the Ministry

**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR EDUCATION**



Email: deokjdwest@gmail.com
When replying please quote,
OUR Ref: KJD/W/.....

**SUBCOUNTY DIRECTOR OF EDUCATION
KAJIADO WEST,
P.O. Box 88 – 00208,
NGONG HILLS
DATE:13 /06/2018**

TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION

Eucabeth Kemunto Manyibe is a student of Catholic University of Eastern Africa. She has been authorized to carry out research on "The role of parenting styles in acquisition of bullying behavior in public girls' secondary schools. The research will be carried out in Kajiado West for the period ending 11th June 2019.

Please accord the necessary assistance.

**KAMPICHA B. JARSO
SUB COUNTY DIRECTOR OF EDUCATION
KAJIADO WEST**

