

**ASSESSMENT OF THE RELATIONSHIP BETWEEN BULLYING AND
DROPOUT RATES AMONG PUPILS IN PUBLIC PRIMARY SCHOOLS IN
SABATIA SUB-COUNTY, KENYA**

AMISI STEPHEN NGODA



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF
MASTER OF EDUCATION DEGREE IN EDUCATIONAL PSYCHOLOGY OF
MOUNT KENYA UNIVERSITY**

MAY, 2025

DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has never been presented for any academic award in any institution.

STEPHEN AMISI NGODA

MED/2015/26102

Signature.......... Date.....9-05-2025.....

Approval

This thesis is being submitted for examination with our approval as University supervisors

DR. JOSEPH MASINDE WANGILA

Lecturer School of Education.

Signature.......... Date.....9-05-2025.....

DR. RISPER WATINDI

Lecturer School of Education

Signature.......... Date.....10-05-2025.....

DEDICATION

I dedicate this thesis to my dear wife Niva for her patience, faith and understanding that made it possible for me to complete this work.



ACKNOWLEDGEMENT

I am deeply grateful to Almighty God for His continuous blessings and guidance, which enabled me to successfully complete this research. I extend my heartfelt appreciation to my research supervisors, Dr. Risper Watindi and Dr. Joseph Wangila, for their invaluable insights and unwavering technical support throughout the research process.

Special thanks go to the Directors of Education in Sabatia Sub-county for their cooperation in providing dependable data, which was instrumental in conducting this study. I also acknowledge with gratitude the authors and respondents whose contributions greatly enriched this work.

My sincere appreciation goes to my research assistants, Joseph and Nelson, for their dedication and commitment, which played a significant role in the success of this project.

I am also profoundly thankful to my family for their steadfast support, allowing me the time and space needed to focus on my thesis.

Lastly, I wish to thank the staff of Mount Kenya University, especially those at the Kakamega campus, for their consistent support, encouragement, and cooperation throughout the course of this study.

Amisi. S.N



ABSTRACT

Research has highlighted the prevalence of bullying and dropout rates in public primary schools, with specific concerns raised in Sabatia Sub County, Kenya. The aim of this study was to assess the relationship between different forms of bullying—physical, verbal, and emotional and the incidence of school dropout among pupils in the region. This study was guided by three specific objectives: (1) to determine the relationship between physical bullying and dropout rates, (2) to assess the relationship between verbal bullying and dropout rates, and (3) to establish the relationship between emotional bullying and dropout rates in public primary schools in Sabatia Sub-County. The study was grounded in Group Dynamics Theory, positing that bullying emerges and persists within group contexts, influencing both the victims and the group. Additionally, the study incorporated Social Learning Theory, suggesting that bullying is learned through interactions with peers, where aggression behaviors are reinforced by others in the social environment (Bandura, 1977). These two theories look into both the mechanisms through which bullying occurs in social environments and the impact such victimization can have on a student's choice to leave school. The study employed mixed-methods approach, incorporating a descriptive survey research design. The target population comprised 31,790 pupils from classes 5 to 8 across 100 public primary schools within the sub-county, along with 87 students who had dropped out the previous year. Multistage sampling technique was employed in three stages: (1) simple random sampling of 30 public primary schools, (2) saturated sampling of 3,201 pupils in classes 5-8 from the selected schools, and (3) convenience sampling of 6 pupils who had dropped out. Three data collection instruments were utilized: (1) a questionnaire to measure the prevalence of bullying, (2) a document analysis guide to examine dropout rates from school records, and (3) a Focus Group Discussion (FGD) guide to gather qualitative insights into the bullying experiences and dropout factors. The instruments were piloted two weeks before the actual data collection, involving 5 schools from the same research area to assess the suitability of the instruments. To ensure validity, three psychology experts evaluated the content and face validity of the instruments, while the test-retest method was employed to assess their reliability. All instruments met the necessary thresholds for validity and reliability. Quantitative data, collected from the questionnaires and document analysis guides, were analyzed using descriptive statistics, including percentages and frequencies. The study's null hypotheses were tested inferentially using the Pearson's Product Moment Correlation Coefficient at a 95% confidence level. The study's findings indicated a strong positive correlation between physical bullying and student dropout rates, a moderate positive correlation for verbal bullying, and a weak positive correlation in the case of emotional bullying. From these results, it was concluded that physical and verbal bullying are significant contributors to the high dropout rates observed in the region. Consequently, the study recommends that educational stakeholders formulate and implement effective policies aimed at identifying and addressing all forms of bullying within schools, with the goal of reducing dropout rates in Sabatia Sub-County.

TABLE OF CONTENTS

DECLARATION AND APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
LIST OF FIGURES.....	xiii
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	Error! Bookmark not defined.
LIST OF ABBREVIATIONS AND ACRONYMS.....	xiv
CHAPTER ONE:.....	16
INTRODUCTION.....	16
1.0 Introduction.....	16
1.1 Background of the Study.....	16
1.2 Statement of the Problem.....	23
1.3 Purpose of the Study.....	25
1.4 Research objectives.....	25
1.5 Hypotheses of the Study.....	25
1.6 Significance of the Study.....	26
1.7 Scope of the Study.....	27
1.8 Limitations of the Study.....	28
1.9 Delimitations of the Study.....	29

1.10 Assumptions of the Study	31
1.11 Operational Definitions of Key Terms	31
Dropout Rate	31
Emotional Bullying	32
Verbal Bullying	32
Physical Bullying	33
CHAPTER TWO:	34
LITERATURE REVIEW.....	34
2.0 Introduction	34
2.1 Introduction	34
2.1.1 The Concept of Dropout Rates in Schools	34
2.1.2 Relationship between Physical Bullying and School Dropout Rates.....	38
2.1.3 Relationship between Verbal bullying and school drop-out rates.....	42
2.1.4 Relationship between Emotional Bullying and School Dropout rates	45
2.2 Theoretical Literature	49
2.3 Theoretical Framework	49
2.4 Conceptual Framework.....	52
2.5 Knowledge Gaps in reviewed Literature	55
2.6 Summary of Literature Reviewed.	56
CHAPTER THREE	58
RESEARCH METHODOLOGY	58
3.0 Introduction.....	58
3.1 Research Design	58
3.2 Location of the Study	61
3.3 Target Population	61

3.4 Sample Size and Sampling Procedure.....	62
3.5 Research Instruments	65
3.5.1 The Pupils' Questionnaire (TPQ).....	66
3.5.2 The Document Analysis Guide (DAG)	66
3.5.3 The Focus Group Discussion (FGD) Guide	67
3.6 Piloting of the Instruments.....	67
3.6.1 Validity of the Instruments	68
3.6.2 Reliability of the Instruments	69
3.6.3 Dependability and Credibility of Qualitative Data	69
3.7 Data Collection Procedures.....	70
3.8 Data Analysis Procedures.....	71
3.9 Ethical Considerations.....	74
CHAPTER FOUR.....	75
RESULTS AND DISCUSSION	75
4.0 Introduction.....	75
4.1 Return and Completion Rates	75
4.2 Demographic Information of Respondents.....	77
4.3 Descriptive Statistics and Qualitative Findings.....	80
4.3.1 Physical Bullying	80
4.3.2 Verbal Bullying	86
4.3.2 Emotional Bullying	92
4.3.3 Drop-Out Rates	98

4.4 Inferential Statistics and Discussion.....	99
4.4.1 Relationship between Physical Bullying and Drop-Out Rates.....	99
4.4.2 Discussion of Findings from the First Objective	101
4.4.3 Relationship between of Verbal Bullying and Drop-Out Rates.....	102
4.4.4 Discussion of Findings from the Second Objective	103
4.4.5 Relationship between Emotional Bullying and Drop-Out Rates	104
4.4.6 Discussion of Findings from the Third Objective	106
CHAPTER FIVE.....	107
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	107
5.0 Introduction	107
5.1 Summary of the Study	107
5.2 Summary of the Findings	108
5.3 Conclusions	109
5.4 Recommendations	109
5.5 Suggestions for further research	110
APPENDICES	125
Appendix 1: Consent Form	125
Rating Scale for Research Instruments' Validity	127
The Document Analysis Guide	128
The Pupils' Questionnaire (TPQ).....	130
The Focus Group Discussion (FGD) Guide.....	137
Appendix 2: ERC Certificate	139
Appendix IV: The Research Permit	140
Appendix V: Introduction Letter.....	142
: Authorization Letter from the County Commissioner	143
Appendix VI : Turnitin Report	144

.....	144
.....	144
Appendix 9: Map of the Resea.....	146
Appendix VIII: List of Primary Schools in the Research Area	121



LIST OF TABLES

Table 1: Sampling Frame	62
Table 2: Validity Score Sheet	68
Table 3: Distribution of Respondents by Class.....	79
Table 4: Response to whether respondents have been slapped before.....	80
Table 5: Response to whether respondents have kicked their fellow pupils before	81
Table 6: Response to whether respondents have pinched their fellow pupils before	83
Table 7: Response to whether respondents have thrown an object colleague(s) before .	84
Table 8: Response to whether respondents had been pushed or shoved before.....	84
Table 9: Response to whether respondents had hurled insults before	86
Table 10: Response to whether respondents had name-tagged their colleagues before .	88
Table 11: Response to whether respondents had cracked sensitive jokes before	89
Table 12: Response to whether respondents had been yelled at before.....	89
Table 13: Response to whether respondents had been booed before.....	90
Table 14: Response to whether respondents had imitated others before	93
Table 15: Response to whether respondents had drawn caricatures of their colleagues	93
Table 16: Response to whether respondents had shunned group work	94
Table 17: Response to whether respondents had ignored greetings before	95
Table 18: Response to whether respondents had been embarrassed before.....	97
Table 19: Average Drop-Out Rates of the Sampled Schools.....	98
Table 20: Correlation between Physical Bullying Scores and Drop-Out Rates.....	100
Table 21: Correlation between Physical Bullying Scores and Drop-Out Rates.....	102

Table 22: Correlation between Emotional Bullying Scores and Drop-Out Rates 105



LIST OF FIGURES

Figure 1: Conceptual Framework	53
Figure 2: Distribution of Sampled Pupils by their Gender	78
Figure 3: Distribution of Sampled Pupils by Divisions in the Research Area.....	79



LIST OF ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome
CDE:	County Director of Education
CDF:	Constituency Development Fund
DAG:	Document Analysis Guide
DOS:	Director Of Studies
DSRD:	Descriptive Survey Research Design
EIF:	Education Improvement Fund
EPDC:	Educational Policy Data Center
HIV:	Human Immunodeficiency Virus
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
KDF:	Kenya Defense Forces
KESSHA:	Kenya Secondary School Heads relationship
KNUT:	Kenya National Union of Teachers
KUPPET:	Kenya Union of Post Primary Education Teachers
NACOSTI:	National Commission for Science, Technology and Innovations
REEP:	Rural Education Enhancement Program
SDE:	Sub County Director of Education
SPSS:	Statistical Package for Social Sciences

SQUASO: Sub County Quality Assurance and Standards Officer

SSO: Sub County Statistics Officer

TPQ: The Pupils' Questionnaire

UNICEF: United Nations International Children's Educational Fund

WHO: World Health Organization



CHAPTER ONE:

INTRODUCTION

1.0 Introduction

This chapter focuses on the background to the study, statement of the problem, the purpose of the study, the objectives of the research, significance and the scope of the study. It also looks at limitations, delimitations and assumptions of the study. Lastly, the chapter presents the operational definition of key terms used in this study.

1.1 Background of the Study

Bullying is a pervasive issue in schools worldwide, affecting children and adolescents in various ways. Defined as repetitive negative actions, whether physical, verbal, or psychological bullying involves a power imbalance between the perpetrator and the victim, with the latter often unable to defend themselves. According to Olweus (2004), bullying is characterized by "hostile behaviours that are repeated and involve a power imbalance favouring the perpetrator," which leads to significant harm to the victim. These harmful behaviours can manifest in multiple forms, such as physical violence, verbal abuse, social exclusion, and cyberbullying, all of which contribute to severe consequences for the victims.

The effects of bullying extend far beyond immediate physical injury, with lasting impacts on the emotional, psychological, and academic well-being of students. Research shows that bullying is a key factor in shaping a student's experience in school, influencing not only their social relationships but also their ability to engage in and succeed academically. Townsend (2008) explains that bullying can lead to "school phobia, absenteeism, and

poor academic progress," all of which can ultimately result in school dropout. These effects have been observed across various regions, from Western nations like the United Kingdom to developing countries in Africa, demonstrating the global reach and impact of bullying on students.

In the United Kingdom, bullying is a significant concern, particularly in secondary schools. According to a 2008 British Council survey, nearly half (46%) of UK secondary school pupils believed that bullying was a major problem in their schools. Factors such as language barriers, skin colour, race, and religion were identified as the primary causes of bullying (Lipsett, 2008). The situation was particularly severe in England, where 48% of students reported bullying as a significant issue, compared to 43% in Scotland and 32% in Wales. These figures highlight the widespread nature of bullying within the UK, and the reality that bullying remains a common and troubling experience for many students. Moreover, Lipsett (2008) asserts that bullying severely impacts victims' psycho-social, emotional, physical, and educational well-being, indicating that the consequences of bullying are not limited to immediate distress but can have long-term effects on students' development.

Globally, bullying is increasingly recognized as a serious barrier to educational attainment. In many countries, research has linked bullying to lower academic performance, school absenteeism, and disengagement from school activities. Studies have shown that victims of bullying are more likely to experience depression, anxiety, and low self-esteem, all of which hinder their ability to perform well in school (Rigby, 2007). Furthermore, bullying has been associated with an increased risk of school dropout. Students who are bullied are often less likely to attend school regularly and more likely

to disengage from their academic work. Over time, this disengagement can lead to a decline in academic performance and an eventual decision to leave school.

The relationship between bullying and dropout rates has been observed across various educational contexts. In sub-Saharan Africa, for instance, a study by De Wet (2006) on the Free State region in South Africa revealed that bullying was a significant issue in many schools. Although the study indicated that a minority of students did not experience bullying, the majority of respondents reported witnessing bullying incidents, particularly verbal bullying. The study found that males were more frequently the victims and/or perpetrators of bullying, which exacerbated the emotional toll and created an environment that was not conducive to academic success.

Similar trends have been observed in other African countries. A report by Antonowicz (2010) highlighted the heightened vulnerability of children in West and Central Africa to school-based violence, including bullying. The report noted that bullying often leads to long-term psychological effects, including school dropout. In Tanzania, for example, children with albinism experience both physical violence and social exclusion, which forces many of them to drop out of school (Ngalomba, 2016). The psychological toll of bullying, combined with the lack of support, leaves these children with few options other than to abandon their education.

In Kenya, bullying is a particularly serious concern, with studies showing that it contributes directly to the country's high school dropout rates. The Africa Mental Health Foundation (2007) found that bullying in Kenyan schools is alarmingly widespread. In a study conducted in 17 public secondary schools, 82% of students reported having their belongings stolen, 63% had been physically beaten, and 64% had experienced blackmail or threats. These findings point to the severity of bullying in Kenyan schools and its role

in undermining the educational experience of students. Furthermore, in a case that garnered national attention, the brutal treatment of Form One students at Alliance High School led to the resignation of the school's principal and raised questions about the school leadership's failure to address bullying effectively (Agewa, 2017). This case exemplified how unchecked bullying could escalate into serious violence, affecting both the academic success and mental well-being of students.

In addition to its emotional and social impact, bullying in Kenya has been shown to significantly contribute to dropout rates. Research by Wagachira (2015) on the causes of increased female dropout in public secondary schools in Murang'a County identified bullying as a major factor. The study found that bullying led to a loss of self-esteem and created fear among female students, prompting many to drop out. Similarly, studies in Vihiga County (Ichaminya, 2013; Injendi, 2015) indicated that although bullying was recognized as a problem in media reports, its direct impact on dropout rates had not been adequately explored. However, these findings suggest that bullying may be a hidden yet critical factor in student disengagement and dropout in the region.

The connection between bullying and school dropout is undeniable. Globally, studies have shown that bullying contributes to higher dropout rates by fostering an environment where students feel unsafe, unmotivated, and unsupported. This is especially evident in countries like Kenya and South Africa, where bullying is rampant, and its consequences extend beyond schoolyard incidents to significantly affect students' academic trajectories. Given the considerable psychological, emotional, and academic toll of bullying, there is a need for further investigation into how bullying directly correlates with dropout rates and what interventions can be implemented to mitigate this impact.

Given the growing body of evidence linking bullying to increased dropout rates, this study seeks to explore the specific impact of bullying on school dropout in Kenyan schools. The aim is to examine how different forms of bullying—whether verbal, physical, or psychological—affect students’ academic performance and their likelihood of dropping out. By focusing on this critical relationship, the study will provide insight into the ways in which bullying undermines students’ educational attainment and offer recommendations for addressing this issue in schools.

In South Africa, every child is entitled to protection against neglect, abuse, and degradation, which includes safeguarding against bullying in schools. Research conducted in the Free State revealed that bullying remains a significant problem in many schools. According to De Wet (2006), only 16.22% of students reported that bullying was not an issue at their schools. Although many respondents indicated they had rarely been victims of bullying or had not participated in bullying behavior, a substantial number reported witnessing incidents, particularly of verbal bullying. Furthermore, males were found to be more likely to be involved as either victims or perpetrators of bullying than females. These findings underscore the persistent nature of bullying in South African schools and its potential negative impact on students' academic experiences.

Similarly, in West and Central Africa, the respect for children's protection and education appears to be less robust, leading to increased vulnerability to school-based violence. A report by Antonowicz (2010) highlights that children in these regions, particularly those from disadvantaged backgrounds, are at greater risk of experiencing bullying and child abuse. The report further emphasizes the long-term psychological consequences of such abuse, including the likelihood of school dropout. These effects are especially pronounced for children who experience both bullying and other forms of violence, such

as discrimination. For instance, in Tanzania, children with albinism face not only physical violence but also social exclusion, leading to higher dropout rates. According to Ngalomba (2016), a significant proportion of albino children in Tanzanian schools eventually leave due to discrimination and violence, a trend that impedes their access to education.

In Kenya, bullying is similarly pervasive and has been identified as a critical factor contributing to school dropout. Research by the Africa Mental Health Foundation (2007) revealed that bullying rates in Kenyan schools are alarmingly high, with 82% of students reporting theft of personal belongings, 63% being physically beaten, and 64% experiencing blackmail or threats. These figures indicate that bullying is not only widespread but also severe in its impact on students' well-being and academic success. Further compounding this issue, a high-profile case involving Alliance High School in Kenya brought national attention to the serious consequences of unchecked bullying. In 2017, reports emerged of severe mistreatment and bullying of Form One students, which led to public outrage and the resignation of the school's principal. The scandal highlighted the failure of school leadership to address bullying, despite warnings from the then Education Cabinet Secretary, Fred Matiang'i, who stated that head teachers would be held accountable for failing to contain bullying (Agewa, 2017).

Moreover, studies in Kenya have linked bullying to dropout rates, particularly for female students. Wagachira (2015) found that bullying was a significant factor in the increased dropout rates among girls in mixed public secondary schools in Murang'a County. Girls who were victims of bullying often experienced diminished self-esteem and developed a fear of attending school, ultimately leading to their withdrawal. This finding aligns with broader research on the impact of bullying on mental health, which suggests that the

emotional toll of bullying can severely affect a student's academic performance and increase the likelihood of dropping out (Olweus, 1993).

In the case of Vihiga County, research by Ichaminya (2013) and Injendi (2015) identified several factors contributing to high dropout rates, such as poverty and early pregnancies. However, the role of bullying, though frequently mentioned in media reports (Odhiambo & Nyabundi, 2017), was not sufficiently explored. This gap in the literature indicates the need for further investigation into the specific impact of bullying on dropout rates in this region.

Nationally, Kenya has seen a rising concern over school dropout rates, particularly between 1992 and 2002, when over 10% of students in each secondary school cohort dropped out. Achoka (2007) attributed this high rate to various factors, including poverty, early pregnancies, HIV/AIDS, and low self-esteem. Bullying exacerbates these issues by contributing to the emotional and psychological distress that leads students to abandon their education. In Sabatia sub-county, for example, Ichaminya (2013) found that boys were more likely to drop out due to factors such as low academic performance, negative teacher attitudes, and the financial burden of school fees. However, bullying, which often leads to feelings of isolation and humiliation, was a significant but overlooked factor in these dropout statistics.

The evidence clearly suggests that bullying is not just a schoolyard issue, but a serious threat to students' educational outcomes. As shown in the cases of South Africa, Tanzania, Kenya, and other regions, bullying is linked to psychological harm, academic decline, and school dropout. The impact of bullying on dropout rates has yet to be fully explored in some areas, highlighting the need for further research to understand its precise role and

to develop targeted interventions aimed at preventing bullying and supporting affected students in staying in school.

1.2 Statement of the Problem

In January 2003, the Kenyan government, through the National Rainbow Coalition (NARC), introduced the Free Primary Education (FPE) program with the aim of increasing access to education for disadvantaged children (Otach, 2008). While the initiative successfully boosted enrolment, particularly among marginalized communities, a significant problem persists; high dropout rates. Nationally, the annual dropout rate in public primary schools stands at 4.1%, with Sabatia Sub-County in Vihiga County experiencing an even higher rate of 4.2% (Education Policy Data Centre, 2009). This statistic reflects a serious issue: while more children have access to education, a considerable number still fail to complete their primary education.

Beyond academic loss, dropout rates are also associated with significant psychological consequences for students. These include low self-esteem, depression, anxiety, and social isolation, all of which can hinder a student's future development and contribute to persistent cycles of poverty and disadvantage in communities. Despite these consequences, the specific role of bullying in contributing to dropout rates remains largely unexplored.

The ideal situation would have been a universal and complete primary education system where all children not only enrolled but completed their education. Ideally, the FPE program should have eliminated barriers to access, resulting in no dropout rates. Schools should provide a safe and supportive environment, where students thrive both academically and emotionally, and are able to finish their schooling without external

psychological or social hindrances such as bullying. Educational success should lead to empowered youth with strong self-esteem, well-being, and life skills to overcome future challenges.

Furthermore, schools should implement preventive measures and targeted interventions to curb negative influences like bullying that prevent students from feeling engaged and supported in their educational journeys. These actions would ensure that no student drops out due to bullying, thereby contributing to achieving national and global educational goals.

Ideally, the Free Primary Education (FPE) program would have provided not just access but also successful school completion, with minimal dropout rates. More importantly, schools should have a holistic approach to education, addressing both academic and psychosocial needs of students. This includes the prevention of bullying—a significant factor contributing to dropout rates. Schools should foster an inclusive, safe, and supportive environment that promotes mental well-being, emotional resilience, and academic success. All children should not only remain enrolled but actively engaged, completing their education with confidence and a positive outlook toward the future.

In this ideal scenario, no child would be forced to drop out because of psychological distress caused by bullying, and the emotional scars left by bullying would be addressed through comprehensive school policies and active intervention.

The study sought to investigate the impact of bullying on dropout rates among primary school students in Sabatia Sub-County, Vihiga County, Kenya. Specifically, it aimed to explore the relationship between bullying (physical, verbal, and emotional) and the

psychological distress experienced by students, which often leads to school disengagement and eventual dropout.

Moreover, the study aimed to fill a significant gap in existing research by examining how bullying contributes to dropout rates in a specific region, Sabatia Sub-County, where bullying is reportedly prevalent but its direct effect on dropout rates remains underexplored. By focusing on psychological outcomes like school phobia, depression, and low self-esteem, the study intended to provide evidence that can inform the development of targeted interventions to address bullying and ultimately reduce dropout rates in the region.

1.3 Purpose of the Study

The purpose of this study was to assess the relationship between bullying and drop-out rates among pupils in public primary schools in Sabatia Sub-County, Kenya.

1.4 Research objectives

The study was guided by three objectives;

- i. To determine the relationship between physical bullying and drop-out rates among pupils in public primary schools in Sabatia Sub-County
- ii. To assess the relationship between verbal bullying and drop-out rates among pupils in public primary schools in Sabatia Sub-County
- iii. To establish the relationship between emotional bullying and drop-out rates among pupils in public primary schools in Sabatia Sub-County

1.5 Hypotheses of the Study

Three hypotheses were formulated in null form from the aforementioned objectives and

later subjected to inferential testing at 95% confidence level.

H₀₁: There is no statistically significant relationship between physical bullying and drop-out rates among pupils in public primary schools in Sabatia Sub-County

H₀₂: There is no statistically significant relationship between verbal bullying and drop-out rates among pupils in public primary schools in Sabatia Sub-County

H₀₃: There is no statistically significant relationship between emotional bullying and drop-out rates among pupils in public primary schools in Sabatia Sub-County

1.6 Significance of the Study

This research is helpful in making a contribution to the existing knowledge on effective ways of curbing child dropout for parents and teachers and also curbing bullying among the school going children because many ap's exist. In addition, the findings of this research might offer valuable information to education stakeholders, such as parents, teachers and the community to come up with means of ensuring a child friendly environment free of bullying for all the learners. The study findings might aid policy makers such as the ministry of education in coming up with policies that put into consideration the dilemma of the bullied children in primary schools with a view of ensuring they are safe and well protected from the perpetrators and thus enhance the retention rate.

The Ministry of Education might also benefit from the study by looking into the safety of the education system with a view of enhancing retention. Parents might also benefit from the study because this would guide them to help the child successfully go through primary level. More so, dropout data might be of help in monitoring the progress of different learning institutions and in identifying those pupils who require special attention. Furthermore, the data gathered in this study might be helpful in providing overall

indication of the achievement of the educational system.

1.7 Scope of the Study

The study was conducted in Sabatia sub-county, Vihiga County, Kenya. This sub-county was selected because of its relatively high dropout rates and reported cases of bullying within its public primary schools. Sabatia sub-county is considered representative of the larger Vihiga County as it shares similar socio-economic dynamics with other sub-counties in the region. The findings from this study are expected to be reflective of the bullying and dropout trends in the county, with potential implications for broader national education policy.

The study focused on the relationship between bullying and dropout rates among public primary school pupils. Specifically, it investigated how physical, verbal, and emotional bullying contributed to school disengagement, absenteeism, and eventual dropout. The study also examined the psychological effects of bullying on students, including the development of school phobia, anxiety, low self-esteem, and depression, and how these factors led to school dropout.

The study used a mixed-methods approach, combining both qualitative and quantitative data collection instruments. These included: Questionnaires for class teachers and pupils, which measured the prevalence of bullying and its potential impact on dropout rates. Document analysis guides for reviewing school records on dropout rates and related academic progress. Focus Group Discussion (FGD) guides to gather qualitative insights from school dropouts and teachers on their perceptions of bullying and its effects.

The study employed a descriptive survey research design to collect and analyze data. It used both quantitative and qualitative methods to explore the relationship between

bullying and school dropout rates. The quantitative component involved analyzing responses from questionnaires and document reviews, while the qualitative aspect focused on gathering in-depth perspectives through focus group discussions with pupils and teachers.

The study focused on primary school pupils who enrolled in 2010 and were expected to have completed their Kenya Certificate of Primary Education (KCPE) by 2017. Data were gathered from this cohort, with an emphasis on pupils' experiences between 2010 and 2017. This time frame allowed for the examination of longitudinal patterns of bullying and its cumulative impact on dropout rates over several years.

1.8 Limitations of the Study

Limitations refer to the factors or conditions that the researcher cannot control and that may affect the outcomes of the study. These limitations are important to acknowledge, as they help contextualize the study's findings and identify areas where generalizability may be affected.

This study encountered the following limitations:

One limitation was the willingness of participants to share information. Since the study focused on sensitive issues, such as bullying and school dropout, some respondents may have been hesitant or unwilling to share personal details. This could have led to underreporting of experiences or biases in the data, particularly if students were uncomfortable discussing instances of bullying or their reasons for dropping out.

Another limitation was the geographical mobility of the dropouts. Given that many of the pupils who dropped out of school may have relocated to other regions in search of work

or family support, it was challenging to locate a comprehensive sample of dropout students within the study's geographical area. This could have led to a non-representative sample, affecting the study's ability to generalize its findings to the entire dropout population in Sabatia Sub-county.

Finally, other factors contributing to dropout rates such as poverty, early pregnancies, domestic violence, and lack of parental support were not directly controlled for in this study. Although the focus was on bullying, these factors are often interrelated and may also have influenced the dropout decisions of the students.

1.9 Delimitations of the Study

Delimitations, in contrast, are the intentional boundaries set by the researcher to limit the scope of the study. These are conscious decisions made to keep the research manageable, focused, and aligned with the study's objectives.

To address the limitations mentioned above and maintain the rigor of the study, the following delimitations were implemented:

The researcher deliberately focused on accessible dropouts who had not relocated to other areas, narrowing the scope to those who were still within the study region. While this choice helped mitigate the difficulty of tracking geographically dispersed students, it also meant that the study might not have captured the experiences of those who had moved. This decision was made to ensure that the sample was practical and available for interviews or data collection.

In order to investigate the specific impact of bullying on dropout rates, the researcher chose to focus exclusively on bullying as a key contributing factor to dropout. While it is

acknowledged that other factors (e.g., socio-economic conditions, early pregnancies, or family issues) also contribute to dropout, the researcher chose to delimit the study to bullying-related factors to maintain a clear and focused investigation. This allowed for in-depth analysis of bullying's unique role in dropout decisions without the complexity of too many overlapping variables.

To minimize any reluctance to participate, the researcher guaranteed anonymity and ensured that all the collected data would be used purely for academic purposes. This assurance was meant to reduce participant bias and encourage honest, detailed responses. Participants were also encouraged to share any information they felt comfortable with, creating an environment where respondents could feel safe to disclose their experiences of bullying or school dropout.

While the study focused on bullying as a key factor contributing to school dropout, the researcher took steps to account for other variables that might also play a role in this process, ensuring that the study's findings were not overly influenced by these additional factors. This was achieved in the following ways:

Comprehensive Background Data: The researcher gathered background information on the participants' socio-economic status, family situation, and school environment. While these variables were not the primary focus of the study, this information was used to contextualize the findings and understand whether they might have influenced the participants' experiences with bullying and subsequent dropout.

Control in Data Analysis: In the analysis phase, the researcher was mindful of the influence of other dropout factors such as economic hardship, early pregnancies, and parental support. The researcher kept track of these factors and examined whether there

was a notable overlap between bullying experiences and these additional causes of dropout. This helped ensure that the focus remained on bullying as a central issue, while still acknowledging and accounting for other contributing factors.

Triangulation of Data Sources: The study employed multiple data sources, including interviews, surveys, and school records, to triangulate the findings and provide a more holistic view of the reasons behind the dropouts. By comparing data from different sources, the researcher was able to identify patterns related specifically to bullying, while controlling for other factors like academic performance, family instability, and health issues that might contribute to a student's decision to leave school.

Use of a Structured Questionnaire: To ensure consistency in data collection and minimize researcher bias, a structured questionnaire was used, which contained closed-ended questions about bullying and dropout factors. The closed-ended questions helped quantify the impact of bullying.

1.10 Assumptions of the Study

The first assumption was that all the three forms of bullying exist in the public primary institutions within the study area. It was also assumed that there exist cases of school dropout among the pupils in public primary schools in Sabatia Sub County. Furthermore it assumed that not all the dropouts would be available and willing to provide the information required for the study.

1.11 Operational Definitions of Key Terms

Dropout Rate

The dropout rate denotes the proportion of students who exit the education system before completing the full primary school cycle and do not sit for the Kenya National Certificate of Primary Education (KCPE) examination. This rate is typically calculated by comparing the number of students who discontinue their education to the initial enrolment in a given cohort, often starting from Standard 1, over a specific academic period. As noted by Sabates et al. (2010), dropping out is not merely a single occurrence but a gradual process shaped by multiple factors, including socio-economic conditions, school environment, and individual challenges. This study concentrates on learners who leave public primary schools prematurely in Sabatia Sub-county, Vihiga County, Kenya.

Emotional Bullying

Emotional bullying (also referred to as psychological bullying) is any form of manipulation or mistreatment that harms a student's emotional well-being, causing feelings of humiliation, shame, or a diminished sense of self-worth. Emotional bullying can include actions such as exclusion, spreading rumors, or subjecting a pupil to persistent verbal attacks or ridicule. According to Olweus (2004), this type of bullying can have long-lasting psychological effects, leading to depression, anxiety, and a significantly reduced sense of self-esteem. Emotional bullying may not always involve physical harm but often results in profound emotional distress, which can lead to school avoidance and eventual dropout (Boulton, 2010).

Verbal Bullying

Verbal bullying refers to the use of words or language to intentionally harm, demean, or belittle another person. This can include insults, name-calling, teasing, or spreading hurtful rumors. According to Craig and Pepler (2007), verbal bullying is one of the most

common forms of bullying in schools and can significantly affect a pupil's mental health. Verbal bullying may cause feelings of inadequacy, fear, and social alienation, contributing to poor academic performance and school disengagement, factors that are often linked to dropout rates. The distress caused by verbal bullying can lead to absenteeism, low participation in class, and eventually dropping out of school (Juvonen et al., 2011).

Physical Bullying

Physical bullying involves the use of physical force to cause harm, discomfort, or injury to another pupil. This includes hitting, kicking, pushing, slapping, or any other physical act that causes bodily harm or makes the victim feel physically intimidated or unsafe. Physical bullying is often more visible than emotional or verbal bullying, and its effects are not limited to physical injuries but also extend to psychological trauma, including heightened anxiety and fear (Olweus, 2004). According to Smith et al. (2013), physical bullying can severely disrupt a student's academic engagement, often leading to school avoidance or dropout due to fear or inability to cope with physical harm in the school environment.

CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction

2.1 Introduction

Dropout rate in Kenyan primary schools remains a significant issue despite various interventions, such as the Free Primary Education (FPE) program. In particular, bullying has been identified as a possible contributor to school disengagement and dropout. However, research into the specific impact of bullying on dropout rates has been limited. While existing studies discuss broad causes of dropout, they often overlook the psychological and emotional effects of bullying, making it imperative to investigate this connection. This study seeks to explore the impact of bullying on the rate of dropout among learners in public primary institutions in Sabatia Sub-county, Vihiga County, Kenya.

2.1.1 The Concept of Dropout Rates in Schools

The concept of school dropout differs across various studies and contexts. As defined by the National Center for Education Statistics (NCES, 2000) in the United States, a dropout is a student who has not earned a high school diploma and is no longer participating in full-time secondary education. Kaufman (2001) critiques this definition, with a view that it underestimates dropout rates by not accounting for students who have abandoned school but are not officially categorized as withdrawn. This issue is relevant in the Kenyan context as many students disengage from school but are not formally recorded as dropouts, especially in rural areas like Sabatia Sub-county.

Epstein and Sheldon (2002) define dropout as “excess absences,” specifically higher than 30 days of unexcused absence, while Chlebnikow and Yakimowski (2003) consider this an overestimation. For this study, dropout refers to any pupil who abandons school without attempting to sit for the Kenya Certificate of Primary Education (KCPE), thus halting their education prematurely.

While dropout rates in Kenya are concerning, the causes of these high rates remain inadequately explored. Research often focuses on general factors such as poverty, poor academic performance, and family-related issues (Nasibo, 2018), but there is little focus on the psychological impact of bullying. Studies such as those by Christon, Sinclair, Lehr, and Godler (2001) and Hammond et al. (2007) describe disengagement as a process characterized by poor attendance and a sense of alienation, yet these studies rarely explore bullying as a cause of this disengagement.

To understand the connection between bullying and school dropout, it is important to explore theoretical frameworks that explain school disengagement. Two theories that can be applied to this study are Social Learning Theory and Self-Determination Theory.

Social Learning Theory, proposed by Albert Bandura (1977), suggests that behavior is learned through interactions with others and is influenced by the environment. Bullying, according to this theory, is a learned behavior that perpetuates cycles of victimization. Victims of bullying may internalize negative behaviors and emotions that contribute to their withdrawal from school. Bullying, in this context, is seen as an environmental factor that disrupts students' engagement, fostering a sense of powerlessness and alienation, leading to school disengagement and eventual dropout.

Self-Determination Theory (Deci & Ryan, 1985) focuses on the psychological needs of individuals, emphasizing autonomy, competence, and relatedness. Students who are bullied may feel their autonomy (control over their learning) is undermined, their competence (ability to succeed) is diminished, and their relatedness (connection with peers and teachers) is threatened. This can lead to a lack of motivation and emotional withdrawal from school, contributing to dropout. The theory of psychological needs can provide a useful lens through which to examine the negative effects of bullying on a student's psychological well-being and school performance.

Studies across the globe have identified bullying as a major cause of school disengagement. In the United Kingdom, a study by the British Council (2008) revealed that bullying was a significant issue in secondary schools, with 46% of pupils identifying it as a problem. This finding highlights the psychosocial impact bullying can have on students, contributing to their sense of alienation and eventual disengagement from school. While this study is useful, it is geographically limited, and more research is needed to understand how bullying in Kenyan schools impacts dropout rates.

In Kenya, the Free Primary Education (FPE) program, launched in 2003, aimed to reduce barriers to education, yet dropout rates remain alarmingly high. Nasibo (2018) reports that 30% of students enrolled in primary schools fail to sit for the Kenya Certificate of Primary Education (KCPE), despite significant progress in enrollment. However, the psychological causes of dropout, such as bullying, have been underexplored. In particular, Sabatia Sub-county in Vihiga County has high dropout rates, yet local studies on bullying as a contributor are scarce.

Several studies have attempted to identify causes of school dropout, but most focus on general socio-economic factors, without directly addressing the role of bullying.

Nasibo (2018): While Nasibo presents dropout statistics from Kenya, the study does not consider bullying as a potential contributing factor. Additionally, the focus on enrollment rates without investigating psychosocial causes limits the scope of understanding dropout.

Kaufman (2001): Kaufman's definition of dropout fails to address the emotional or psychological causes of disengagement, such as bullying. The lack of focus on school climate or bullying incidents makes this definition inadequate for understanding the specific causes of dropout in schools where bullying is prevalent.

Epstein & Sheldon (2002): Their definition of excessive absenteeism as a precursor to dropout overlooks the root causes of absenteeism, such as bullying. Without understanding the emotional or psychological reasons behind absenteeism, this definition is incomplete in the context of this study.

Christon et al. (2001) and Hammond et al. (2007): These studies acknowledge that disengagement is a process, but they do not explicitly link bullying to disengagement. There is a need to explore how bullying specifically contributes to the long-term disengagement of students.

Despite the valuable contributions of previous research, there are notable gaps that have not been sufficiently addressed:

Bullying as a Specific Cause of Dropout: Few studies have examined bullying as a direct and specific cause of dropout, particularly in the Kenyan context. The majority of studies focus on general socio-economic factors (poverty, poor academic performance) and do not explore psychological factors such as bullying that may lead to disengagement.

Localized Research: There is a lack of localized studies on bullying and dropout rates in Kenya, specifically in regions such as Sabatia Sub-county, Vihiga County. Most studies on dropout are either international or generalized to the national level, missing the unique local dynamics.

The literature review highlights a significant gap in research on the impact of bullying on school dropout rates, particularly in the Kenyan context. While general causes of dropout have been widely explored, bullying as a specific factor has been largely neglected. This study aimed to address this gap by investigating how bullying influences dropout rates among primary school pupils in Sabatia Sub-county, Vihiga County, Kenya. By doing so, it contributes to a more nuanced understanding of school dropout and provide valuable insights into interventions to reduce dropout rates.

2.1.2 Relationship between Physical Bullying and School Dropout Rates

The issue of bullying and its correlation to dropout rates in schools has received increasing attention globally, yet the empirical evidence linking these factors remains somewhat fragmented, particularly when it comes to developing countries such as Kenya. Bullying, whether physical, verbal, or emotional, has been identified as one of the critical stressors that impact students' academic performance, psychological wellbeing, and ultimately, their decision to disengage from school. Below, is a synthesis of relevant studies conducted globally, in Africa, Kenya, and Vihiga County to shed light on the magnitude of the bullying problem and its connection to school dropout rates.

Glew et al. (2005) conducted a comprehensive study on bullying, psychological adjustment, and academic performance among elementary school students in the United States. The study, which surveyed 15,000 adolescents using a self-designed questionnaire

and a descriptive survey research design, found that nearly 30% of students reported experiencing bullying at school. Furthermore, the study revealed a significant negative correlation between bullying involvement and students' self-perceived academic achievement. This study underscored the fact that bullying can have serious consequences on a student's academic confidence, leading to lower engagement in schoolwork and potentially higher dropout rates. However, while the findings highlighted the relationship between bullying and academic performance, the exact mechanisms linking bullying to dropout were not adequately explored, and the sample only included adolescents, making it difficult to generalize the findings to younger children in primary schools.

In a similar vein, Woods and Wolke (2004) studied the effects of relational bullying on school adjustment among primary school children in the UK. Their findings indicated that children who experienced rejection due to bullying developed negative perceptions of school, which led to absenteeism and poor academic performance. Although this study provided valuable insights into how bullying can affect school adjustment, it did not specifically address physical bullying or its direct role in school dropout. Moreover, the study's focus on general academic performance without breaking it down into specific academic areas (e.g., reading, math) weakens its applicability in understanding the full impact of bullying on academic success.

A study conducted by Maqsood (2012) in Sindh, Pakistan, explored the effect of bullying on the performance of primary school students. This research involved 100 male teachers and 20 school heads, who were surveyed using questionnaires. The results indicated that 65% of the respondents attributed school dropout to physical bullying. However, the study lacked strong empirical data supporting the causal link between bullying and dropout, as it focused more on the prevalence of bullying across different schools in

Sindh. The lack of statistical analysis and the narrow scope of participants (all male) limit the generalizability of the findings to other regions such as Vihiga County.

In Africa, bullying is often viewed as a systemic issue that is deeply rooted in the socio-cultural context of education. According to a report by the Africa Mental Health Foundation (2007), bullying is more pervasive in Kenyan schools than in many other parts of the world. In a survey conducted across 17 public secondary schools, the study revealed that 82% of students had experienced theft of personal items, 63% had been physically assaulted, and 64% had faced blackmail or threats. These findings underscore the pervasive nature of bullying within Kenya's secondary school system. However, the study did not extend its focus to primary school students, thereby leaving a knowledge gap regarding how bullying among younger learners may influence their decision to drop out of school. Additionally, the findings focused primarily on secondary school pupils, which makes it difficult to infer any direct implications for primary school dropout rates in areas like Vihiga County.

In Kenya, the problem of bullying and its impact on students' academic and social outcomes has been explored to some extent, but the focus has often been on the secondary school level. However, the problem is not isolated to secondary schools; primary school children also suffer from various forms of bullying that impact their education. A study by Nasibo (2018) revealed that close to 30% of students who enroll in class one in Kenya fail to sit for the Kenya Certificate of Primary Education (KCPE), which reflects a significant dropout rate across the country. Although various causes of this dropout have been identified—including poverty, early pregnancies, and inadequate infrastructure—bullying is often underexplored as a contributing factor. The study emphasized the need

for more research to investigate the direct link between bullying and school dropout, especially in the context of primary education in Kenya.

In Vihiga County, where this current study is located, the issue of school dropout has been persistent. According to the Education Policy Data Centre (2009), the annual dropout rate for public primary schools in Vihiga County is 4.2%, slightly higher than the national average of 4.1%. While various causes of dropout are often cited—such as socio-economic constraints and poor school infrastructure—there is little research on the role of bullying in exacerbating the problem. Studies such as those by Glew et al. (2005) and Woods and Wolke (2004) focus on the psychological and academic consequences of bullying but do not sufficiently address the specific dropout implications in primary schools in Kenyan contexts. Therefore, there is a crucial gap in the literature regarding the role of bullying in driving primary school students to drop out of school, particularly in rural and marginalized areas such as Sabatia sub-county.

In the case of Sabatia sub-county, Vihiga County, where this study is situated, there is a noticeable gap in empirical research addressing the specific impact of bullying on dropout rates. While bullying is widely reported as a major issue in many schools across Kenya, little attention has been given to its role in the primary school dropout crisis within Sabatia sub-county. The current study seeks to fill this gap by examining the relationship between physical, verbal, and emotional bullying, and school dropout rates in this specific context. As highlighted in the studies reviewed above, bullying has a significant psychological impact on children, causing low self-esteem, fear of school, and emotional distress—all of which can contribute to school disengagement and ultimately, dropout.

Moreover, the studies by Glew et al. (2005), Woods and Wolke (2004), and Maqsood (2012) all show that bullying is a significant issue that negatively impacts students'

academic performance and psychological wellbeing. Yet, these studies fail to specifically address the primary school dropout rates, especially in the context of Vihiga County. By linking bullying to dropout rates, this study aims to extend the existing literature and provide more localized and specific insights that can help shape effective interventions in the region.

To this end, the empirical literature on the relationship between bullying and school dropout reveals a significant body of evidence from both global and African studies. However, much of this research is either outdated, generalized, or focused on secondary schools. Few studies have directly examined the specific impact of bullying on school dropout rates in primary schools in rural Kenyan contexts, such as Sabatia sub-county, Vihiga County. The current study seeks to address this gap by providing empirical evidence on how different forms of bullying contribute to the dropout phenomenon in primary schools in Sabatia sub-county. By doing so, it aims to generate insights that can inform policy and practice to combat bullying and reduce dropout rates in the region.

2.1.3 Relationship between Verbal bullying and school drop-out rates

Research conducted in various European countries and the United States consistently indicates that bullying negatively affects school performance, self-esteem, and academic outcomes (Boulton, Smith, & Cowie, 2010). Victims frequently report somatic symptoms such as headaches and stomach aches (Due, 2005). Moreover, being subjected to bullying can lead to psychological issues, including depression, anxiety, irritability, loneliness, and a sense of helplessness (Peskin, Tortolero, & Baumler, 2007).

In a study examining responses to verbal and social bullying among middle school students, Donoghue, Almeida, Rocha, and Callahan (2014) explored how students from

two middle schools anticipated coping with such experiences. The study also assessed factors influencing their coping strategies and their willingness to seek help when bullied. Data collected from 159 students in grades six to eight revealed that students generally anticipated using adaptive coping strategies in response to bullying. However, these expectations varied depending on gender and recent experiences of victimization. Notably, students who anticipated using more adaptive strategies were also more inclined to report bullying incidents at school.

Verbal bullying involves making defamatory remarks or accusations that inflict significant emotional distress on the victim (Bolton, 2005). This form of bullying can include the use of offensive language or profanity, derogatory comments, mockery of a person's name, and negative remarks about someone's appearance, clothing, or body.

According to UNESCO (2017), the root causes of school violence and bullying stem from entrenched gender and social norms, as well as broader contextual and structural influences. In the short term, victims of bullying may experience symptoms such as depression, anxiety, anger, and heightened stress. Supporting this view, Kaltiala and Rantanen (2000) assert that children who are bullied often feel as though their world has collapsed, frequently leading to a noticeable decline in academic performance—an issue that can ultimately contribute to school dropout.

In a study on verbal abuse and cognitive development conducted by Reema, Miriam, and Babu (2015), 90 children who had experienced high levels of verbal abuse were compared to 90 who had experienced minimal verbal abuse. The findings revealed that those in the highly abused group scored significantly lower across all cognitive development tests. Interestingly, in tasks involving attention and simultaneous processing, younger children from the highly abused group outperformed their older counterparts, suggesting they may

employ more effective attention strategies and be less burdened by negative thoughts. Additionally, girls outperformed boys in attention-related tasks. These findings point to a strong link between verbal abuse and impaired neuropsychological functioning.

Whitney and Smith (1993) and Owens et al. (2000), working independently, explored various forms of bullying and identified the most prevalent types as insults, name-calling, the use of nicknames, physical aggression (such as hitting), theft, threats, and social exclusion or isolation. Similarly, Crick and Grotpeter (1995) confirmed that both direct and indirect forms of aggression—including verbal abuse, threatening gestures, and property damage—are major indicators of bullying behavior. Owens et al. (2005) and Smith et al. (2002) further supported these findings, highlighting verbal bullying in particular—such as spreading rumors, excluding peers from play, name-calling, and belittling others—as especially common.

Collectively, these studies underscore the global prevalence of verbal bullying and emphasize the importance of examining its impact on school completion rates, particularly within local educational contexts.

Additionally, Berger (2007) concluded that verbal abuse, sexual harassment, and dating violence are forms of bullying that encompass both relational and physical elements (Tapper & Bolton, 2005; Pepler et al., 2008; National Association of School Psychologists, 2012). The prevalence of cyberbullying is also rising, presenting a unique challenge due to its subjective nature—images or messages viewed online can be interpreted differently by each individual (Department for Children, Schools and Families, 2009).

Ndetei, Ongecha, and Kokonya (2007) noted that the exact frequency and extent of bullying in public secondary schools in Nairobi—and in Kenyan schools more broadly—

remains largely undocumented. In their study titled *Prevalence and Frequency of Bullying in Nairobi Public Secondary Schools, Kenya*, they administered a socio-demographic self-report questionnaire along with the Olweus Bullying Questionnaire (1991) to 1,012 students from a selection of public secondary schools in Nairobi. The results showed that between 63.2% (640 students) and 81.8% (828 students) reported experiencing various forms of bullying, whether direct or indirect. These experiences varied significantly based on age, grade level, gender, type of school (boarding or day), and the location where the bullying occurred.

The study also found a strong link between being a victim of bullying and subsequently becoming a perpetrator. The researchers concluded that bullying is highly prevalent in Kenyan schools and called for further research to better understand the characteristics of both bullies and victims. Such studies should explore personality traits, gender dynamics, and environmental factors that may contribute to or enable bullying behavior, as well as the potential long-term impacts on those involved.

2.1.4 Relationship between Emotional Bullying and School Dropout rates

Emotional bullying, also referred to as psychological bullying, can manifest in various forms, including identity-based bullying. This type of bullying targets collective attributes such as race, religion, sexual orientation, or gender identity, with racial harassment, faith-based intimidation, sexual harassment, and homophobic bullying being the most common. Emotional bullying can be more covert than physical bullying but is no less harmful. For instance, Rivers (2011) highlighted the significant psychological impact that emotional bullying can have on students, affecting their emotional wellbeing and their academic engagement.

One notable study by Eisenberg and Neumark-Sztainer (2003) examined peer harassment, school connectedness, and academic achievement in India. Using a correlational research strategy, the study involved 268 adolescents. The results revealed that bullying negatively impacted the school attendance and academic performance of the students involved. Specifically, students who participated in bullying others exhibited lower school attendance, which could be an indicator of disengagement and potential dropout. However, the study failed to clarify the specific emotional aspects of bullying that affected attendance or to track whether absenteeism led directly to dropout. This omission of dropout-related outcomes presents a gap in the literature that the current study aims to fill.

Similarly, Harlow and Roberts (2010) investigated the connection between social and psychological factors in bullying. They conducted a study with 2,467 primary school learners, using purposive sampling and a combination of questionnaires and interview schedules. Their findings indicated that bullying was linked to a lack of protective social factors, such as impulse control and family attachment. Although the study suggested that these social factors could mitigate bullying victimization, it did not provide empirical evidence of how these factors influenced school dropout. The study also lacked a clear operationalization of bullying, further limiting its applicability to the current research focus.

Smokowski and Kopasz (2005) conducted a comprehensive review of the literature on bullying and its psychological effects, focusing on both short-term and long-term consequences. Their findings suggested that bullying leads to various psychological issues such as depression, loneliness, anxiety, and absenteeism, which could ultimately lead to school dropout. However, despite highlighting the serious implications of

bullying, they did not directly link these effects to school dropout rates. This oversight is significant, as it leaves an important gap in understanding the long-term impact of bullying on educational outcomes. The current research builds on this gap by exploring the connection between emotional bullying and school dropout rates specifically.

A notable study by Cornell, Dewey, and Gregory (2013) explored the impact of bullying on dropout rates in the United States, particularly in Virginia public high schools. Based on data collected from a sample of 276 schools, the findings revealed that bullying and teasing—as reported by both students and teachers—served as significant predictors of school dropout rates over a four-year period. Specifically, a one standard deviation rise in student-reported bullying corresponded to a 16.5% increase in dropout rates, while a similar increase in teacher-reported bullying was linked to a 10.8% rise. While this study provides compelling evidence of the link between bullying and dropout rates, it focused on high school students and may not fully reflect the unique dynamics of primary school education, especially in the Kenyan context.

Another study by Faith and Malcolm (2008) conducted a meta-analysis of long-term adverse consequences of peer harassment, including its psychological impacts. Their research primarily focused on elementary schools that had experienced dropout issues. They concluded that bullying in elementary schools contributed to negative outcomes such as increased rates of mental health issues and substance abuse in adulthood. However, the study did not specifically address whether emotional bullying was directly linked to school dropout, leaving this critical area unexplored.

Further studies, such as Gronna and Selvin (1999), examined the effects of bullying on academic achievement. Gronna and Selvin found that school safety, which was negatively impacted by bullying, was linked to standardized math and reading scores among eighth

graders. Vreeman and Carroll (2007) also looked at bullying prevention programs, finding that whole-school approaches and mentoring programs were particularly effective in addressing bullying. However, both studies failed to directly investigate the impact of bullying on school dropout rates, which remains an under-researched area.

Bullying remains a widespread concern in Kenya, attracting increased attention in recent years. According to a 2007 report by the Africa Mental Health Foundation, the prevalence of bullying in Kenyan schools surpasses global averages. The study, which focused on 17 public secondary schools, revealed that 82% of students had experienced theft of personal belongings, 63% had been physically assaulted, and 64% reported being blackmailed or threatened. While the report underscores the alarming extent of bullying in Kenyan schools, it does not examine the potential link between bullying and school dropout, particularly among primary school learners.

While existing studies provide valuable insights into the psychological and academic effects of bullying, many fall short of addressing the direct link between emotional bullying and school dropout. Eisenberg and Neumark-Sztainer (2003) and Smokowski and Kopasz (2005) pointed to emotional and psychological distress as outcomes of bullying but did not examine the connection to dropout rates. Similarly, studies from Harlow and Roberts (2010) and Faith and Malcolm (2008) discussed bullying's impact on academic performance and mental health but failed to demonstrate a clear link to dropout rates.

These gaps underscore the need for further research that directly investigates the role of emotional bullying in school dropout, particularly in the context of primary schools in Vihiga County, Kenya. The current study seeks to fill this gap by specifically exploring

how emotional bullying contributes to school disengagement and dropout rates among primary school pupils in Sabatia sub-county, Vihiga County.

2.2 Theoretical Literature

Research has shown that poor academic achievement is one of the strongest indicators of school dropout. The theory of natural selection by Darwin C. (1859) argues that variation exists within all population of organisms. Several philosophies of the classical era expressed the idea that nature produces a huge variety of creatures randomly, and that only those creatures that manage to provide for themselves and reproduce successfully persist. Charles Darwin proposed the theory of evolution by natural selection to explain the process of adaptation. He suggested that individuals who are better suited to their environments have a higher likelihood of surviving and reproducing.

2.3 Theoretical Framework

This study is primarily guided by Group Dynamic Theory, which offers a sociological perspective on the nature of bullying and its relation to school dropout. This theory, as defined by Olweus (1993), posits that bullying occurs within a group context where aggression and abnormal behavior disrupt group cohesion. Bullying involves a process where one individual or group of individuals exerts power and control over others, leading to feelings of discomfort, fear, and social isolation among the victims. This, in turn, affects the individual's ability to engage fully within the school environment, which may ultimately lead to school dropout.

According to Group Dynamic Theory, bullying can be viewed as an interaction between complex factors such as individual traits, peer relationships, and school norms. When students feel isolated or excluded due to bullying, they may experience significant

psychological distress, leading to disengagement from school activities. As Murkowski (2001) and Bolton (2000) assert, group dynamics within schools can either promote inclusion and cooperation or lead to exclusion and victimization. Those students who fail to meet the group's standards or whose behavior deviates from group norms may be subjected to bullying, which results in further isolation and eventual dropout.

This theory also highlights the crucial role that peer relationships and group norms play in either fostering a supportive school climate or contributing to the cycle of bullying and subsequent dropout. The experience of victimization within the school setting, which stems from bullying, often leads to feelings of inadequacy, anxiety, and depression, driving affected students to disengage academically and socially, thus contributing to high dropout rates.

In addition to Group Dynamic Theory, this study also integrates Social Cognitive Theory (Bandura, 1986) to address the psychological aspect of bullying and its relation to school dropout. Social Cognitive Theory focuses on the way individuals get and maintain behavior patterns through the interaction of personal, behavioral, and environmental influences. Bandura (1986) emphasizes that individuals learn behaviors through observing others, imitating their actions, and experiencing the consequences of those behaviors. This process is crucial for understanding how bullying behaviors are learned and perpetuated within a school environment.

When applied to this study, Social Cognitive Theory suggests that students who are either perpetrators or victims of bullying are influenced by their environment, including peer behaviors, school culture, and societal norms. For instance, students who witness bullying or experience it may adopt similar behaviors or may internalize negative beliefs about

themselves. This could manifest in decreased academic motivation, emotional distress, and ultimately, withdrawal from the school environment, leading to dropout.

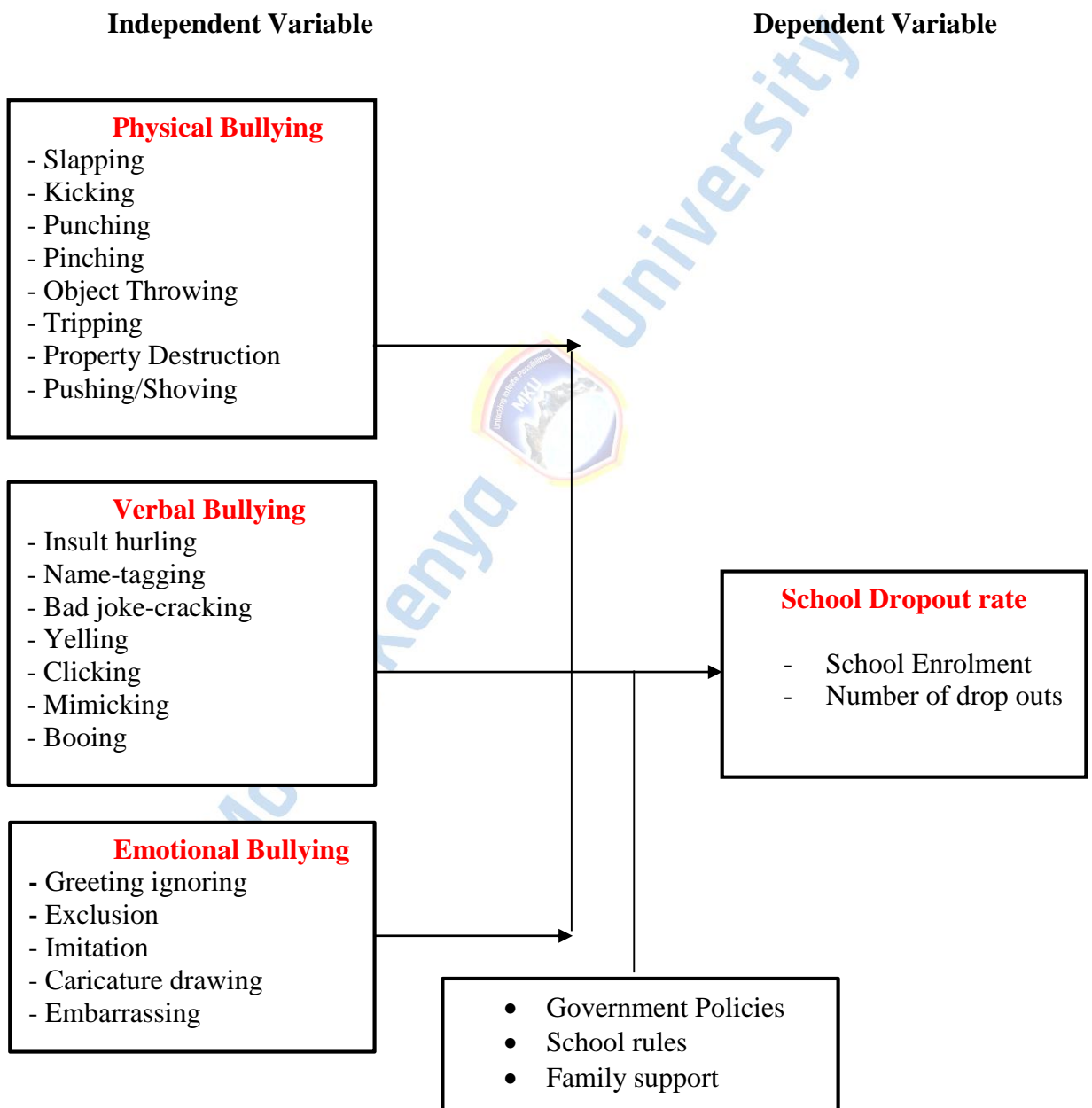
Furthermore, Social Cognitive Theory offers insights into the role of self-efficacy, which is the belief in one's ability to succeed in specific situations. Bullying, whether as a perpetrator or a victim, undermines students' self-efficacy and psychological well-being. Victims of bullying may develop feelings of helplessness, lower academic aspirations, and a lack of confidence in their ability to succeed, all of which contribute to disengagement and dropout. On the other hand, bullies may experience reinforced aggressive behaviors, leading to disciplinary issues, exclusion from positive social interactions, and possible school expulsion or dropout.

Both Group Dynamic Theory and Social Cognitive Theory complement each other in explaining the relationship between bullying and school dropout. While Group Dynamic Theory emphasizes the role of peer relationships and group norms in either fostering inclusion or exclusion, Social Cognitive Theory provides insight into how behaviors are learned, reinforced, and internalized. Together, these theories offer a comprehensive framework for understanding how bullying, both as a perpetrator and victim, contributes to school disengagement and dropout.

In summary, bullying disrupts students' social and psychological well-being, creating an environment in which students—whether perpetrators or victims—experience negative academic and emotional outcomes. The interplay between these theories highlights the importance of addressing bullying at multiple levels—individual, peer, and environmental, to reduce its impact on school dropout rates. The study, therefore, uses these two theories to explore how bullying, in its various forms, contributes to school dropout in Sabatia Sub-County, Vihiga County, Kenya.

2.4 Conceptual Framework

The study was guided by the conceptual framework below on the impact of psychological influences on dropout rate. It adopted three pronged variables, namely independent, dependent and intervening variables whose interplay influences pupils' school dropout.



Intervening variables

Figure 1: Conceptual Framework

(Source: Researcher, 2019)

From the conceptual framework in Figure 1, it is evident that the study focuses on four key variables: bullying as the independent variable (with its three forms: physical, verbal, and emotional bullying), school dropout rate as the dependent variable, and the intervening variables (including government policies, school rules, and family support).

The core focus of the study lies in exploring the relationship between bullying and school dropout rates. The independent variable, bullying, in its different forms (physical, verbal, and emotional), is hypothesized to have a significant impact on the dependent variable, school dropout rates. This means that the prevalence of bullying, whether through physical aggression, verbal harassment, or emotional manipulation, can lead to negative psychological and social effects on the victims, such as depression, anxiety, low self-esteem, and school disengagement. These emotional and psychological effects are thought to contribute to increased absenteeism, academic failure, and ultimately, school dropout. Therefore, the study asserts that as the intensity and frequency of bullying increase, the likelihood of a student disengaging from school and eventually dropping out also increases.

Furthermore, the study acknowledges that intervening variables, such as government policies, school rules, and family support, may modify or influence the relationship between bullying and school dropout rates. For instance, students who come from families with strong economic and emotional support systems may be more resilient in

the face of bullying. They may receive encouragement and assistance in coping with the psychological effects of bullying, thus lessening the likelihood that they will drop out of school. Similarly, family dynamics (such as parental involvement in education) and the socio-economic status of the family may also contribute in how a learner perceives and reacts to bullying. A child from a more supportive family background may be more likely to report bullying, seek help, and remain in school despite adversities.

On the other hand, students who lack strong family support or who come from economically disadvantaged backgrounds may be more vulnerable to the negative effects of bullying, such as isolation, depression, and academic disengagement. In such cases, the absence of emotional or financial support can exacerbate the situation, increasing the chances of school dropout.

Government policies and school rules also act as significant factors in either mitigating or exacerbating the effects of bullying. For example, schools that have strong anti-bullying policies and a proactive approach to addressing bullying may reduce its occurrence, thus decreasing the likelihood of students dropping out. In contrast, schools with weak enforcement of rules or inadequate policies may allow bullying to persist, resulting in higher dropout rates.

In summary, the study sought to explore how bullying (as the independent variable) directly affects school dropout rates (the dependent variable) while accounting for the influence of intervening variables. It hypothesizes that the relationship between bullying and school dropout is not only direct but can be influenced by external elements such as family support, government laws and policies, and school rules. The presence of strong family support or supportive school environments may act as protective factors, helping students cope with bullying and thereby reducing the likelihood of school dropout.

Conversely, inadequate family or institutional support may increase the vulnerability of students, making them more likely to disengage from school and eventually drop out. Thus, the study aimed at to proving that the interplay between these factors significantly contributes to school dropout rates in Sabatia Sub-County, Vihiga County, Kenya.

2.5 Knowledge Gaps in reviewed Literature

Studies on bullying carried out by Glew et al, 2005; Woods and Wolke, 2004; Nadine 2014; and Macsood, 2012, revealed a prevalence of bullying within many schools across the globe. In Kenya a report by the African Mental Health Foundation, 2007; revealed that bullying in Kenyan schools is higher than trends around the world. However, all the aforementioned studies majorly dealt with bullying in relation to academic performance with confirmation that the latter dropped whenever bullying levels rose.

The existing research proves in exhaustive considering it does not go further to establish the relationship between bullying and dropout rate. This study makes an attempt to fill the gap by providing data on the aforementioned relationship in Public Primary Schools in the study area. This study will go further to provide linkages between physical bullying, verbal bullying and emotional bullying in relation to dropout rate. Reviewed literature tends to give more focus on physical bullying. Studies by Glew et al (2005), Maqsood, 2012; and The African Health Foundation, 2007, established a correlation between this type of bullying and low performance. Most of this studies are centered around secondary schools and mostly boarding.

However this leaves a gap as most of this studies lack statistical evidence of the prevalence of the other forms of bullying such as verbal and emotional. Little is said about the influence of these types of bullying on retention and dropout rates. The current study will attempt to fill the gap by providing data on the various forms of bullying in

the area of study. This study will also strive to narrow down to the impact of bullying not just in boarding secondary schools but in day public primary schools with mixed gender.

Eisenberg and Neumark Sztainer, (2003) studies on peer harassment, school connectedness and academic achievement in India majorly involved adolescent participant. The study established the presence of negative impact on schooling and academic performance. There is however a gap in relation to social cultural differences in Asia and Africa and especially Kenya. The current study will strive to establish if the prevalence equally affects the Kenyan children in Vihiga County.

Eisenberg and Neumark, (2003) did not specify constructs under bullying. They also fell short of clarification on whether after absenteeism there was dropout or not. The current study will attempt to bridge this gaps by breaking down bullying into three various categories; physical, verbal and psychological. The study will also seek to establish the impact of the bullying on dropout.

2.6 Summary of Literature Reviewed.

Various studies suggest a link between bullying and dropout rates on all fronts ranging from global to national. In spite of this the relationship is not very clear within Vihiga County. Therefore, there is need to seal the gap on the correlation between bullying and dropout rates in this region. Various literature reviewed reveal that the dropout menace is real globally, nationally and narrows down to Sabatia sub-county. Considering this, it is observed that existing literature proves to be in exhaustive since it does not tackle the impact of bullying on dropout rate. The study attempts to fill the gap by providing information on the current nature of bullying and its impact on the rate of dropout. A study by Injendi, (2014) on school dropouts and crime escalation in Kenya suggested

that there is need to carry out a related study in public primary schools within Vihiga County. The review of literature has therefore analyzed various factors under bullying influencing the rates of dropout for pupils in Public Primary Schools within Sabatia sub-county Vihiga County. These factors include emotional, cyber and physical bullying. This was also supported by study theories which were social order theory and group dynamic theory. However, empirical literature review reveals the shortfalls in the previous findings. Various studies reviewed are limited in some way or another.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section describes the methodology used in the study which entails the research design, target population, selection of sample and calculation of sample size, types of research instrument, the instrument validity and reliability, data collection and analysis.

3.1 Research Design

The study employed a descriptive survey research design with a mixed methods approach to investigate the relationship between various forms of bullying and school dropout rates in public primary schools in Sabatia Sub-County, Vihiga County, Kenya. The use of this design was carefully chosen for several reasons, all of which contributed to its effectiveness in addressing the study's objectives.

The descriptive survey research design is particularly suited for research that seeks to gather data from a large population and describe phenomena as they naturally occur, without manipulating the variables involved. This design was appropriate for this study, which aimed to explore the relationship between bullying (Independent variable) and school dropout rates (Dependent variable). According to Onen (2002) and Kothari (2004), the descriptive survey research design is commonly used in exploratory research because it allows researchers to gather data efficiently, summarize it, and interpret findings with a high degree of accuracy. The design's ability to capture a broad range of data from various participants (e.g., pupils, teachers, school dropouts) made it ideal for the study's aim of understanding the multifaceted nature of bullying and its impact on school dropout rates in the region.

Additionally, the descriptive survey research design allowed for systematic data collection from a variety of sources, which provided an accurate and comprehensive overview of the relationship between bullying and dropout rates in the selected public primary schools. The researcher could gather information directly from the students and teachers, ensuring that the findings accurately reflected the real situation in the target schools.

The mixed methods approach, which combines both quantitative and qualitative data collection methods, was employed to offer a more complete understanding of the research problem. The quantitative data collection involved administering structured questionnaires to a large sample of pupils and teachers. The data gathered through this method was analyzed using descriptive statistics, such as frequencies and percentages, to determine the prevalence of bullying and its potential effects on dropout rates. The inclusion of inferential statistical techniques, such as Pearson's Product Moment Correlation Coefficient, enabled the researcher to test hypotheses and examine the strength of relationships between the variables, allowing for a clearer understanding of the cause-and-effect dynamics between bullying and dropout rates.

On the other hand, the qualitative approach included conducting focus group discussions (FGDs) with pupils and school dropouts to gather rich, detailed insights into their personal experiences with bullying and how it impacted their school life. This qualitative data provided a deeper understanding of the psychological and emotional effects of bullying that quantitative methods could not capture, such as feelings of isolation, low self-esteem, or fear. These insights were crucial in understanding how bullying might influence students' decisions to disengage from school and eventually drop out.

By combining both **quantitative** and **qualitative** approaches, the study was able to triangulate data, ensuring that the findings were more robust and comprehensive. The **quantitative data** allowed the researcher to quantify the extent of bullying and its correlation with dropout rates, while the **qualitative data** enriched the study by providing context and deeper insights into the emotional and social dimensions of bullying.

The descriptive survey research design was applied effectively throughout the study. The researcher used a multi-stage sampling technique to choose 30 Public Primary Schools in Sabatia Sub County, and a total of 3,201 pupils, teachers, and school dropouts were sampled. Questionnaires were distributed to pupils and teachers to assess the prevalence of bullying and its potential impact on school dropout rates. A document analysis guide was also employed to extract dropout data from school records, complementing the quantitative data collected from the questionnaires. In addition, the focus group discussions allowed the researcher to explore the personal experiences of pupils and school dropouts, providing a qualitative perspective on the relationship between bullying and school dropout.

This research design, using descriptive survey and mixed methods, allowed the researcher to gather comprehensive data efficiently, providing a clear picture of how bullying affects school dropout rates in the region. The design was particularly beneficial for exploring both the scope and depth of the problem, while also ensuring that the study's findings were grounded in both numerical data and personal narratives. The use of a mixed methods approach ensured that the study addressed both the statistical relationships and the underlying human experiences associated with bullying and school dropout.

To this end, the choice of the descriptive survey research design with a mixed methods approach was justified by the need to gather both broad and in-depth data. This approach

enabled the researcher to thoroughly examine the relationship between bullying and school dropout rates, while also considering the psychological, emotional, and social dynamics that might influence the outcomes. The combination of quantitative and qualitative data provided a holistic understanding of the issue, ensuring that the study's findings were both accurate and comprehensive.

3.2 Location of the Study

This study was carried out in Public Primary Schools within Sabatia sub county in Vihiga County, Kenya. Sabatia is one of the sub counties in Vihiga County. The headquarters of the sub-county is Sabatia town, which is 278 km from Nairobi, the Kenyan capital. The major resources in the sub-county include; sand, rivers, forests and building stones. The main economic activities include farming of cash crops like tea and maize. Dairy farming is practiced too. On the educational front, the sub county has 100 public primary schools. The area was chosen for this study because it has recorded many dropout cases as compared to other sub counties of Vihiga County in the recent past (CDE, 2018).

3.3 Target Population

This study targeted all the 31790 pupils in classes 5 to 8 in Public Primary Schools in Sabatia Sub-County. This group of pupils were targeted because statistics reveal that 99% of school drop-out cases in this area are pupils in these class range (SSO, 2018) and therefore these were the individuals who possessed sufficient information that was of interest to this study. Cases of bullying were also most rampant among pupils in these classes hence their use in this study. The 87 former pupils of public primary schools in the research area also formed part of the target population. They were targeted so as to get first-hand information as to their reasons for dropping out of schools.

3.4 Sample Size and Sampling Procedure

The decision to focus on Class 5 to Class 8 pupils in this study was made based on several key factors that align with the research objectives regarding bullying and school dropout. First, Class 5 to Class 8 pupils are at a critical stage in their education, nearing the completion of their primary education, which typically culminates in the Kenya Certificate of Primary Education (KCPE). These pupils are transitioning from the early years of schooling to a more mature stage, where academic pressures, social challenges, and peer interactions become more pronounced. At this stage, bullying can significantly impact their academic and social lives, and it is also a time when pupils are at an increased risk of dropping out. By focusing on these classes, the study captures those students most likely to experience the full range of bullying-related issues that could influence their decision to stay in or leave school.

Secondly, pupils in Class 5 to Class 8 are old enough to be aware of and articulate their experiences regarding bullying. They are at an age where they can reflect on their school environment and understand the psychological and emotional effects of bullying. Unlike younger pupils, they can more effectively participate in both quantitative surveys and qualitative interviews, providing rich and detailed data on their experiences with bullying and school dropout. This makes them ideal participants for a study that seeks to understand both the direct and indirect effects of bullying on school disengagement.

Additionally, research has shown that the incidence of bullying and school dropout peaks in the final years of primary school. Pupils in Class 5 to Class 8 are at a critical juncture, where they face heightened academic expectations and social pressures that could either motivate them to persevere in their schooling or push them to disengage, often leading to dropout. By focusing on this group, the study is able to target those most vulnerable to

the adverse effects of bullying, particularly in the context of their final years before transitioning to secondary school.

Furthermore, this age group is the most appropriate for investigating how bullying directly impacts school dropout. As these pupils are at a pivotal point in their education, their experiences with bullying can have long-lasting effects on their academic trajectory, influencing their decision to continue with their education or drop out. The findings from this group are more likely to provide insights into the relationship between bullying and dropout rates, as they have had enough time in the education system to experience and be affected by bullying behaviors.

Finally, the choice of Class 5 to Class 8 was also practical. According to the School Quality Assurance and Standards Officer (SQASO, 2017), the enrolment in public schools in the study area is relatively consistent, making it feasible to sample all pupils from these classes. Given the manageable size of the target group, it was possible to include a significant number of pupils from the schools selected, ensuring that the sample was representative of the larger pupil population.

This study employed a multistage sampling procedure to obtain a broad and representative sample from the selected public primary schools within the research area. In the initial stage, 30 public primary schools were chosen through simple random sampling, a method that ensures each school had an equal probability of selection—an essential factor for enhancing the generalizability of the study's results. As noted by Mugenda and Mugenda (2002), selecting 30% of the target population is statistically sufficient to represent the entire population. This sampling approach enabled the researcher to capture a diverse and representative subset of schools in the region.

In the second stage, saturated sampling was employed to include all pupils from Classes 5 to 8 in the selected schools. A total of 3,201 pupils were involved, which represented approximately 10% of the total pupil population in the area, a sample size deemed sufficient for social science studies, as per Kerlinger (2005). The use of saturated sampling ensured that no pupil from the selected schools was left out, promoting fairness and inclusivity. This approach also allowed the researcher to gather data from all available pupils in the selected classes, providing a comprehensive understanding of the bullying situation in these schools.

For the dropout sample, convenience sampling was used to select only those dropouts who could be traced and were willing to participate in the study. Given the limited number of dropouts who met these criteria, only 6 dropouts were included in the study. These pupils were located with the help of their former class teachers and the local administration. While the small sample size of dropouts may limit the generalizability of their experiences, these participants provided valuable insights into the reasons behind their decision to leave school, which is crucial for understanding the broader relationship between bullying and school dropout.

The use of convenience sampling for the dropouts was practical given the challenges in locating and gaining access to former students. While this approach is not as statistically rigorous as random sampling, it allowed the researcher to gather useful qualitative data from those who had directly experienced school dropout. This helped provide a more holistic view of the factors influencing dropout, particularly in relation to bullying.

Table 1: Sampling Frame

Entity	Description	Population	Sample	Proportion	Selection criteria
Schools	Public primary Schools in Sabatia Sub-County	100	30	30%	Simple random sampling
Pupils	Pupils in classes 5 to 8 in public primary schools in Sabatia Sub-County	31790	3279	10%	Saturated sampling
Dropouts	Former pupils from schools in Sabatia sub county who dropped out the year before	87	6	7%	Convenience sampling

3.5 Research Instruments

Three instruments were used for data collection. These included a questionnaire a document analysis guide and a focus group discussion guide.

3.5.1 The Pupils' Questionnaire (TPQ)

Questionnaires are considered effective tools for data collection, as they enable researchers to reach a large number of respondents and facilitate the rapid gathering of information within a short timeframe (Borg, 2010; Kombo & Tromp, 2006). In this study, questionnaires were chosen because they allowed respondents sufficient time to reflect and provide thoughtful responses. The Teacher-Pupil Questionnaire (TPQ) was administered to the selected pupils to gather data on the prevalence of different forms of bullying in public primary schools within the study area. The TPQ had five sections labelled A to E. Section -A sought the relevant demographic information from the respondents while section B outlined the instructions on how to fill the questionnaire and other introductory remarks. Sections C, D and E captured data on physical, verbal and emotional bulling cases in the sampled schools to address the first, second and third research objectives respectively, as these were the study's independent variables as depicted in the conceptual framework of this work. Sections C and D had 16 statements each while section E had 12 statements. All the statements in the TPQ were placed on a three point likert-type scale thus Agree, Not Sure and Disagree. A 3-point likert scale was preferred over the commonly used 5-point likert scale because of the relatively young age of the respondents.

3.5.2 The Document Analysis Guide (DAG)

Just like the name suggests, the DAG was used to collect data on the drop-out rates in all the sampled schools in the research area. It was basically a spreadsheet that captured information on the enrolment of pupils in classes 5 to 8 of every sampled school in all the three terms of the 2019 academic year, the number of pupils that dropped out every term and the termly dropout rates for each sampled school. Data that was used to fill the DAG

were obtained through scrutiny of class attendance registers for the selected classes and subsequent clarifications of the respective class teachers for confirmation of whether the exited pupils had indeed dropped out of school and not transferred or any other reasons. The resultant data were used to address all the three research objectives since drop-out rates was the dependent variable in all the three objectives.

3.5.3 The Focus Group Discussion (FGD) Guide

One focus group discussion was conducted one day after the quantitative aspect of this study. The focus group comprised of 6 drop-outs from public primary schools in the research area. The drop-outs were identified with help from their class teachers at the time they ceased schooling.

A set of guiding questions were developed prior to the start of the study to guide the moderators of the FGD. These guiding questions were linked to the main causes of pupils dropping out of the schools, so as to obtain data that would supplement that collected from the TPQ and DAG. The discussion topics and protocols had embedded probes to guide the discussion moderator.

3.6 Piloting of the Instruments

Piloting was done to establish the suitability of the instruments to gather the relevant data, identify any challenges likely to occur during the actual data collection and also check to ascertain if the instruments would be understood by the respondents. The study used pupils in classes 5 to 8 from 5 schools in the research area, which were excluded from the actual study, to prevent subjectivity and halo effect during the actual study. The results of the pilot study were used to assess the validity and reliability of the data collection tools.

3.6.1 Validity of the Instruments

Mugenda and Mugenda (2003) propose that one effective method for establishing content validity is through consultation with professionals who possess expertise in the specific field of study. Supporting this, Orodho (2004) defines validity as the degree to which an instrument accurately measures what it is intended to measure. To ensure the content validity of the research instruments, the researcher submitted them for evaluation to the supervisors and other academic staff within the Department of Educational Psychology at Mount Kenya University. These experts were requested to assess both the content and face validity of the three instruments. According to Ackoff (1961), face validity is one of the most commonly employed methods for estimating the validity of research tools. Each instrument was subsequently rated on a scale from one to ten. Based on the feedback received, any ambiguous items were revised or removed accordingly. The final scores were as shown in Table 2 thus:

Table 2: Validity Score Sheet

VALIDITY SCORE (on a scale of 1 – 10)				
Instrument	Expert 1	Expert 2	Expert 3	Average
TPQ	8	9	7	8
DAG	10	9	8	9
FGD	7	8	6	7

Template adapted and customized from Masinde, (2018)

The Table indicates that all the proposed research instruments had acceptable average

validity scores, as they were all above 6, the threshold set by (Kahn and Best, 1998) for educational researches. This implies that they had a strong ability to measure what they purportedly measured to acceptable scholastic levels. The feedback from the experts was used to improve the instruments as suggested.

3.6.2 Reliability of the Instruments

Reliability of research instruments refers to the degree to which a tool consistently measures the targeted variables (Kothari, 2004). The instruments were pilot tested to determine consistency in gathering information on the bullying cases and dropout rates among the sampled pupils. The test-retest method was used, where, the pilot study was conducted on part of target population excluding the sample to be used. The study was then repeated after 2 weeks and the outcomes were subjected to a reliability analysis by computing Pearson's Correlation of data obtained from the administrations of the research instruments. The Statistical Package for Social Sciences (SPSS) version 23 was used for this computation, which gave correlation coefficients (r) of 0.77, 0.805 and 0.715 for the TPQ, DAG and FGD respectively. Thereafter, the tools were consequently adopted as they were for the actual study the reliability coefficient values were all of above 0.7 hence acceptable going by the standards set by Sarantakos, (1998) who posited that a reliability value of 0.70 or higher shows that the data collection tool is consistent in testing what it is meant to test.

3.6.3 Dependability and Credibility of Qualitative Data

Dependability and credibility are crucial in ensuring that the qualitative data collected is reliable and trustworthy. To assess dependability, the study ensured that the data collection processes were consistent over time and across various respondents. A detailed

step-by-step procedure was followed during the piloting process to ensure the research instruments were understandable and that the procedures followed during data collection were replicable. The data gathered from the pilot study was cross-checked and re-examined by the research team to determine if similar results could be obtained with the same instruments in another setting, thereby ensuring consistency in the findings. Dependability was further strengthened by the use of multiple instruments (TPQ, DAG, and FGD) which allowed the researcher to triangulate findings and cross-check for consistency in responses from different data sources.

To ensure credibility, the researcher employed strategies like member checks and peer debriefing. Member checks involved sharing the preliminary findings with a few selected participants from the pilot study to ensure that their views were accurately represented and that the interpretations made by the researcher were valid from the participants' perspectives. This helped in confirming the trustworthiness of the findings. Peer debriefing was carried out by discussing the study's methodology, process, and findings with experts and colleagues in the field to identify any biases or areas of misinterpretation. This process helped in maintaining the credibility of the findings, ensuring that the interpretations were not just the researcher's subjective views but were also supported by other knowledgeable individuals in the field.

Together, the efforts to maintain dependability and credibility ensured that the qualitative data collected was both reliable and accurately reflected the experiences of the participants, thereby enhancing the overall validity and trustworthiness of the study.

3.7 Data Collection Procedures

The researcher obtained an introductory letter from the Department of Educational

Psychology at the School of Education, Mount Kenya University, and subsequently issued formal request letters to the Sub-County Director of Education and to the study respondents. A research permit was secured from the National Commission for Science, Technology and Innovation (NACOSTI) following university approval. Prior to the commencement of data collection, the offices of the Sub-County Director of Education and the Deputy County Commissioner for Sabatia Sub-County were duly informed.

Thereafter, the selected schools were visited, and questionnaires were administered to the respondents. Additionally, document analysis guides were completed by 15 research assistants who had received training one week prior to the study. The training focused on how to accurately fill in the respective data cells within the spreadsheets.

The researcher facilitated the assembly of all participants of the FGD in a hotel outside the research area, to ensure the comfort for all the participants. Each of the three instruments was collected the same day it was administered and coded to facilitate data analysis. The 15 research assistants were used to help the sampled pupils on areas they needed help while filling the TPQ. Data collection exercise lasted one 18 working days, 15 for filling of the TPQ, 2 for the DAG and 1 for the FGD.

3.8 Data Analysis Procedures

Raw data were analyzed both descriptively and inferentially, since the instruments yielded both qualitative and quantitative data. Quantitative data from questionnaires and document analysis was analyzed using descriptive statistics in form of percentages and frequencies. Since all the statements in sections C, D and E of the TPQ were positively worded, the three levels on the 3-point likert scales were scored the same way, using values ranging from 1-3 i.e. Agree = 3, Not Sure = 2, and Disagree = 1. There were no negatively worded statements as this would have confused the respondents as was

experienced during the pilot study, given their young age.

To obtain the percentages for each variable, the total scores for all statements in each section were obtained then the sum divided by the number of statements in the given section to yield an average score. The resulting value was divided by 3, the highest possible score then the quotient multiplied by 100 to convert the percentage TPQ score. The scores obtained ranged between 33 (for a respondent who disagreed with all the statements and 100 (for the respondent who agreed with all the statements). An average score (mean) for each of the 30 sampled schools was determined and fed into the computer for further analysis.

As for the DAG, the dropout rates for each school were calculated by dividing the average number of dropouts in the whole year by the average enrolment that year and the quotient multiplied by 100. The values obtained for each of the 30 selected schools were keyed into the computer for further analysis.

The null hypotheses of the study were inferentially tested using Pearson's Product Moment Correlation Coefficient (PPMCC) with the help of SPSS version 23. This involved correlating the relevant TPQ scores against the DAG scores for each of the three null hypotheses.

The resultant coefficient (r) values close to +1 were interpreted to depict a strong positive relationship, while values close to 0.50 indicated a moderate positive relationship. Values between 0.30 and 0 indicated a weak positive relationship, (Bonett, 2008). The p values relevant to the coefficients were deemed to be significant if equal to or less than 0.05, the set alpha level of statistical significance while those greater than 0.05 were interpreted as non-significant relationship (Anderson *et al*, 2000).

The qualitative data obtained from the Focus Group Discussions (FGDs) were analyzed using thematic analysis, a method commonly employed to identify, analyze, and interpret patterns or themes within qualitative data (Braun & Clarke, 2006). In this study, the FGD recordings were transcribed verbatim, and the researcher engaged in repeated readings of the transcripts to gain a thorough understanding of the content and to familiarize themselves with emerging themes.

The next step involved coding the data, where key phrases or responses that related to the research questions were identified. These codes were then grouped into categories and further refined into overarching themes. For example, responses about students' experiences with bullying and their emotional reactions to it were grouped under themes like "emotional trauma" and "fear of school," while responses related to physical bullying experiences were coded under themes like "physical harm" and "retaliation."

The researcher then interpreted these themes to understand the relationship between bullying and dropout rates. In line with the study's objectives, particular attention was given to how emotional, physical, and verbal bullying affected students' emotional well-being, school attendance, and ultimately their decisions to leave school.

To ensure the trustworthiness of the qualitative data analysis, the researcher employed member checks where transcripts and preliminary findings were shared with a small subset of participants for validation. This process helped ensure that the interpretations accurately reflected the participants' experiences and views. Additionally, peer debriefing was used to discuss the findings with colleagues and experts to provide additional perspectives and to challenge potential biases in the interpretation of the data.

Finally, the results of the qualitative analysis were integrated with the quantitative data to provide a comprehensive understanding of the relationship between bullying and school dropout. By combining these two methods, the study provided both a statistical overview and a rich, detailed description of the impact of bullying on pupils' school experiences, thus offering a more holistic understanding of the problem.

3.9 Ethical Considerations

According to O'Sullivan and Rassel (1999), "the goal of ethics is to ensure that no one is harmed from research activities, whether they are participants or not." In line with this principle, the study adhered to key ethical standards throughout the research process. Participation was entirely voluntary, with no use of coercion, inducement, or undue influence. Respondents were fully informed about the nature of the study, including any potential risks and benefits, enabling them to make informed decisions about their involvement. To safeguard participants' identities, anonymity was maintained through the use of pseudonyms.

This upheld the individual's right to confidentiality and privacy. Confidentiality was assured both in written and verbally and the identity of the respondents concealed. This is because a participant or subject was more likely to provide honest responses when their identity was not going to be exposed. Permission to conduct this study was sought, and information gathered was only utilised for the success of the study; the findings were not concealed but were submitted to the relevant authorities for the benefit of those interested in further research in the subject at hand and also for the benefit of all the stakeholders in the education sector.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter contains the findings which were obtained from the field and the discussion of these findings as per the objectives of the survey which were (i) to determine the relationship between physical bullying and the drop-out rates among pupils in public primary schools in Sabatia Sub-County (ii) to assess the relationship between verbal bullying and the drop-out rates among pupils in public primary schools in Sabatia Sub-County and (iii) to establish the relationship between emotional bullying and the drop-out rates among pupils in Public Primary Schools in Sabatia Sub-County. Data was on bullying collected using questionnaires while data on dropout rates were collected using Document Analysis Guides. Both instruments yielded quantitative data on interview scales of measurement.

4.1 Return and Completion Rates

After the data collection process was completed, the researcher analyzed the return and completion rates for all instruments used in the study to assess the adequacy and completeness of the data. This was important for ensuring that a significant amount of data was available for analysis and that no substantial portions of the data were missing.

For the Teacher and Pupil Questionnaire (TPQ), a total of 3201 questionnaires were distributed across the chosen schools. Of these, 3136 were duly returned, resulting in a return rate of 98%. This high return rate can be attributed to the thorough supervision of the questionnaire administration, where the researcher and research assistants ensured that pupils understood the importance of the data being collected. Additionally, research

assistants were well-trained to assist in the process and follow up with students to encourage prompt completion and return of the questionnaires.

As for the Dropout Analysis Guide (DAG), all 30 copies administered to the selected schools were returned, achieving a return rate of 100%. This ideal figure was primarily due to the manageable sample size of 30 schools, coupled with the use of competent, well-trained research assistants who were sensitized on the critical nature of the data being collected. These assistants also provided support in ensuring that all schools returned their completed DAG forms on time.

In terms of completion rates, the TPQ had an average completion rate of 94%, which indicates that most respondents were able to complete the questionnaire fully, with few missing responses. The relatively high completion rate can be attributed to the provision of clear and concise instructions on how to fill out the TPQ, as well as the simple language used in its items, which minimized confusion and made it easier for the pupils to respond appropriately.

The DAG exhibited an even higher completion rate of 99.2%, suggesting that nearly all respondents provided complete data. This high completion rate is likely a result of the ease of the instrument's structure and the assistance provided by the research team in guiding the schools through the data completion process.

A 94% completion rate for the TPQ implies that nearly all the pupils who were provided with the questionnaire responded to it thoroughly, ensuring the reliability of the findings derived from this instrument. A high completion rate reflects the clarity and ease with which the respondents could understand and answer the questions. This is crucial because

it indicates that the data gathered is representative of the target group (the pupils) and that the responses are likely to be more accurate and valid.

However, a 94% completion rate also suggests that there is still a 6% margin of missing data, which, while relatively small, may carry some potential implications for the study. The small number of missing responses could introduce minor biases, particularly if those respondents had characteristics significantly different from those who completed the questionnaire. For instance, if the non-respondents were disproportionately from certain demographic groups (e.g., certain age groups or academic performance levels), this could affect the generalizability of the findings to the wider pupil population.

Nevertheless, given that the completion rate is still above the 90% threshold commonly accepted in research, the impact of the missing data on the study's overall findings is likely to be minimal. The researcher could use statistical techniques, such as missing data imputation or sensitivity analysis, to account for any missing responses if necessary. Additionally, the relatively high return and completion rates for the TPQ help strengthen the credibility and validity of the study's results, ensuring that the conclusions drawn from this data are well-supported by a robust sample.

Overall, the 94% completion rate indicates that the data collected is likely reliable, and the study's conclusions about the relationship between bullying and school dropout are likely to be accurate and representative of the pupils in the selected schools.

4.2 Demographic Information of Respondents

Several demographic data were considered to be of great importance in interpretation of the responses given in the research instruments and drawing conclusions and recommendations for policy actions and further research. These included respondents'

gender and their schools' division and zone. Table 4.1, Figures 4.1 and 4.2 display the frequencies of the said demographic attributes of the sampled respondents.

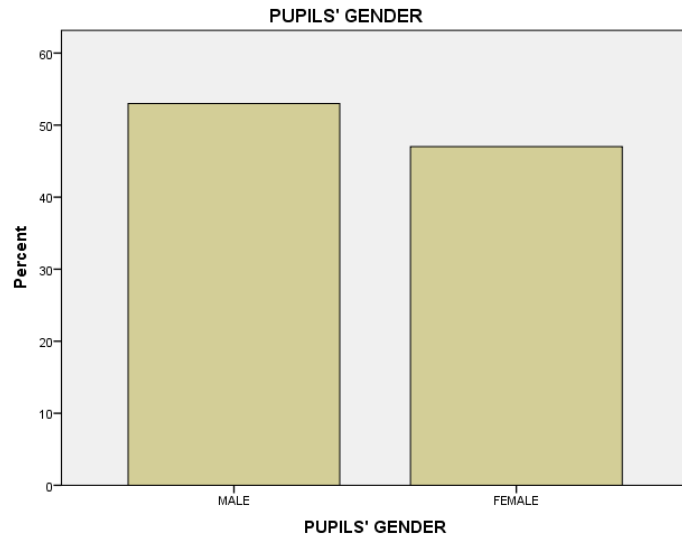


Figure 2: Distribution of Sampled Pupils by their Gender

Source: Field data (2019)

The results in the Figure indicate that majority of pupils that participated in this study were male, at 53% while minority were female at 47%. These values are attributed to the saturated sampling of all pupils in schools that had been sampled.

The research area has two divisions, both from which the study's respondents were selected. The Bar graph below shows the distribution of the sampled pupils per division.

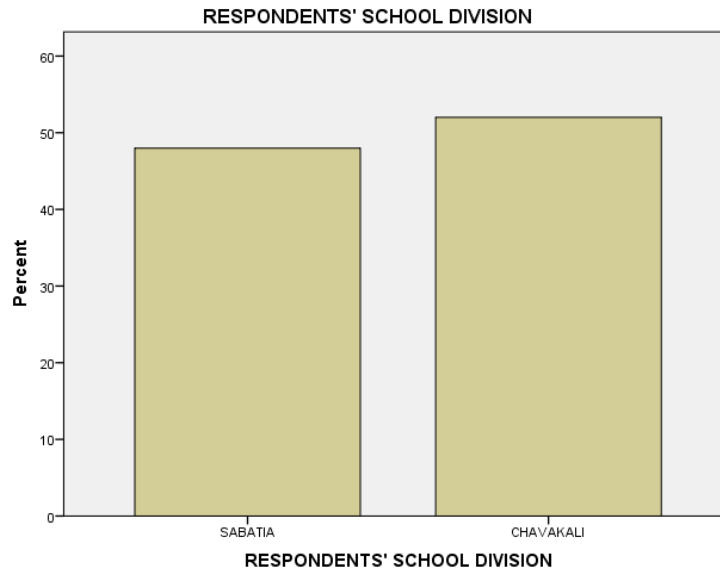


Figure 3: Distribution of Sampled Pupils by Divisions in the Research Area

From the Figure, it can be seen that Sabatia division had 48% of the respondents while Chavakali division had 52% of the respondents. This shows that schools from both divisions were fairly represented by respondents, a milestone that was attributed to the random sampling of schools that participated in the study.

The sampled pupils' class was another demographic attribute that was captured in this study. Table 3 displays the distribution of all these respondents according to their classes.

Table 3: Distribution of Respondents by Class

CLASS	FREQUENCY	PERCENT
Five	878	28.0
Six	846	27.0
Seven	752	24.0

Eight	660	21.0
Total	3136	100.0

Source: Research data (2019)

From the Table, it can be observed that 28% of the respondents were in class five, 27% in class six, 24% in class seven and 21% in the candidate class. Majority of respondents were therefore in class five while the minority were in class eight. It can be deduced from this trend in percentages that the average school enrolment in the research area has been steadily increasing for the last four years.

4.3 Descriptive Statistics and Qualitative Findings

The dependent variables of this study with respect to the first, second and third objective were physical, verbal and emotional bullying. Data on the three forms of bullying were collected using the Bullying Cases Questionnaire (TPQ) and analyzed descriptively by computing frequency counts for the various indicators of each form of bullying.

4.3.1 Physical Bullying

Data on prevalence of physical bullying were collected by items in section C of the TPQ. One of the indicators of physical bullying in this study was slapping. To this end, one of the statements in the TPQ sought to find out whether the sampled students had been slapped by any of their colleagues before. Responses to this item were analyzed by computing frequency counts, whose findings were as displayed in Table 4 thus:

Table 4: Response to whether respondents have been slapped before

RESPONSE	FREQUENCY	PERCENT
Disagree	2235	71.3
Not Sure	47	1.5
Agree	854	27.2
Total	3136	100.0

Table shows that 2235 of the sampled learners, which translates to 71.3% of the respondents disagreed with the statement while 47 of them, which translates to 1.5% of the respondents were not sure. Moreover, the Table indicates that 854 pupils, which translates to 27.2% of the sample size agreed with the statement. Majority of the respondents had therefore not been physically bullied via being slapped by their fellow pupils within the year.

Another indicator of physical bullying in this study was kicking. To this end, one of the statements in section C the TPQ sought to find out whether the sampled students had kicked any of their colleagues before. Responses to this item were analysed by computing frequency counts, whose results were as displayed in Table 5 thus:

Table 5: Response to whether respondents have kicked their fellow pupils before

RESPONSE	FREQUENCY	PERCENT
Disagree	215	6.9
Not Sure	67	2.1

Agree	2854	91.0
Total	3136	100.0

Table shows that 215 of the sampled learners, which translates to 6.9% of the respondents disagreed with the statement while 67 of them, which translates to 2.1% of the respondents were not sure of the answer to this question. Furthermore, the Table indicates that 2854 respondents, which translates to 27.2% of the sampled pupils agreed with the statement. Majority of the respondents had therefore physically bullied their fellow pupil(s) before by kicking them.

Pinching was another indicator of physical bullying, which was investigated through one of the statements in section C the TPQ that aimed to establish whether the respondents had been pinched by any of their colleagues before. Frequency counts and their corresponding percentages were calculated for all responses to this item. Results of this descriptive analysis were as presented in Table 6 thus:

Table 6: Response to whether respondents have pinched their fellow pupils before

RESPONSE	FREQUENCY	PERCENT
Disagree	1179	37.6
Not Sure	74	2.4
Agree	1883	60.0
Total	3136	100.0

The Table points out that 1179 of the sampled pupils, which translates to 37.6% of the respondents disagreed with the statement while 74 were not sure, a value that translates to 2.4% of the sampled pupils. Additionally, the Table shows that 1883 respondents, which equals to 60% of the sampled pupils were in agreement with the statement. This implies that the bigger part of the sampled learners had physically bullied their fellow pupil(s) before by pinching them.

Object throwing was yet another indicator of physical bullying as the conceptual framework of this study shows. This indicator was investigated through one of the statements in section C the TPQ that aimed to establish whether the respondents had ever thrown an object to any of their colleagues before. Frequency counts and their corresponding percentages were calculated for all responses to this item and the results were as given in Table 7 thus:

Table 7: Response to whether respondents have thrown an object colleague(s) before

RESPONSE	FREQUENCY	PERCENT
Disagree	1278	40.8
Not Sure	105	3.3
Agree	1753	55.9
Total	3136	100.0

It can be seen from the Table that 1278 of the sampled pupils, which translates to 40.8% of the respondents disagreed with the statement while 105 of them were not sure, a value that translates to 3.3% of the sampled pupils. The Table also indicates that 1753 respondents, which equals to 55.9% of the sampled pupils were in agreement with the statement in question. This shows that most of the sampled learners had indeed physically bullied their fellow pupil(s) before by object throwing.

One other indicator of physical bullying in this study was pushing and shoving. To this end, one of the statements in the TPQ sought to find out whether the sampled students had been pushed or shoved by their colleague(s) before. Responses to this item were analysed by computing frequency counts and percentages, whose results were as displayed in Table 8 thus:

Table 8: Response to whether respondents had been pushed or shoved before

RESPONSE	FREQUENCY	PERCENT
-----------------	------------------	----------------

Disagree	103	3.3
Not Sure	25	0.8
Agree	3008	95.9
Total	3136	100.0

The Table reveals that 103 of the sampled pupils, which translates to 3.3% of the respondents disagreed with the statement while 25 of them, which translates to 0.8% of the respondents were not sure. Furthermore, the Table indicates that 3008 pupils, which translates to 95.9% of the sample size were in agreement. Majority of the respondents had therefore been victims of physical bullying through pushing and shoving from their fellow pupils that year.

Other ways of physical bullying that were investigated in this study included destruction of property, stealing of property and punching. Descriptive analysis of these indicators using frequencies and percentages showed similar results as those of the previously presented.

Revelations from some of the dropouts during the study's focus group discussion seemed to corroborate the descriptive statistics, since most of them were categorical that they had been physically bullied at some point during their schooling and that was among the reasons that contributed to them to quitting school. This was evident from the transcripts made in the FGD:

Dropout A: *"I could not just contain the numerous cases of pinching and hitting that I received from my fellow pupils. I was small*

bodied and because I could not defend myself or report to the teacher due to the threats I was given, quitting school seemed to be the only solution to end that problem.”

The other dropout couldn't agree more:

Dropout B: *“I felt insecure because each time I was pushed by other pupils and in several occasions, I did not only lose my property, but they were sometimes taken by other pupils while I saw them. I could not argue with them because they were bigger than me; I chose quitting schools as the easiest way out of that trouble.”*

Both sentiments from the sampled dropouts attest to the fact that physical bullying is very much in existence among public schools in the research area.

4.3.2 Verbal Bullying

Data on prevalence of verbal bullying were collected by 16 statements in section D of the TPQ. Therein, one of the indicators of verbal bullying in this study was insult hurling. To this end, one of the statements in the TPQ sought to find out whether the sampled students had verbally insulted by any of their colleagues before. Responses to this item were analysed by computing frequency counts, whose results were as displayed in Table 9 thus:

Table 9: Response to whether respondents had hurled insults before

RESPONSE	FREQUENCY	PERCENT
Disagree	1302	41.5

Not Sure	205	6.6
Agree	1629	51.9
Total	3136	100.0

The Table shows that 1302 of the sampled pupils, which translates to 41.5% of the respondents disagreed with the statement while 205, which translates to 6.6% of the respondents were unsure. The Table further indicates that 1629 pupils, which translates to 51.9% of the sample size agreed with the statement. Majority of the respondents had therefore verbally bullied their colleagues by hurling insults at them.

The second indicator of verbal bullying in this study was name-tagging. To this end, one of the statements in section D the TPQ sought to find out whether the sampled students had called any of their colleagues unpleasant name(s) before. Responses to this item were analysed by computing frequency counts, whose results were as displayed in Table 10 thus:

Table 10: Response to whether respondents had name-tagged their colleagues before

RESPONSE	FREQUENCY	PERCENT
Disagree	487	15.5
Not Sure	55	1.8
Agree	2594	82.7
Total	3136	100.0

Table shows that 487 of the sampled pupils, which translates to 15.5% of the respondents disagreed with the statement while 55 of them, which translates to 1.8% of the respondents were not sure of the answer to this question. Additionally, the Table indicates that 2594 respondents, which translates to 82.7% of the sampled pupils agreed with the statement. These statistics show that majority of the respondents had verbally bullied their fellow pupil(s) before by name-tagging.

Sensitive joke-cracking was the third indicator of verbal bullying in this study. This aspect was investigated through one of the statements in section D the TPQ, which aimed to establish whether the respondents had cracked a bad joke concerning any of their colleague(s) or their families before. Frequency counts and their corresponding percentages were computed for all responses to this statement and the results were as presented in Table 11 thus:

Table 11: Response to whether respondents had cracked sensitive jokes before

RESPONSE	FREQUENCY	PERCENT
Disagree	1259	40.1
Not Sure	86	2.7
Agree	1791	57.2
Total	3136	100.0

The Table points out that 1259 of the sampled pupils, which translates to 40.1% of the respondents disagreed with the statement while 86 were not sure, a value that translates to 2.7% of the sampled pupils. Additionally, the Table shows that 1791 respondents, which equals to 57.2% of the sampled pupils were in agreement with the statement. This shows that most of the sampled learners had verbally bullied fellow pupil(s) before by cracking sensitive or unpleasant jokes about them.

Yelling was the fourth indicator of verbal bullying as the conceptual framework of this study shows. This aspect was investigated through one of the statements in section D the TPQ, which asked whether the respondents had ever been yelled at by any of their colleagues before. Frequency counts and their corresponding percentages were calculated for all responses to this item and the results were as given in Table 12 thus:

Table 12: Response to whether respondents had been yelled at before

RESPONSE	FREQUENCY	PERCENT
Disagree	1528	48.7
Not Sure	48	1.5
Agree	1560	49.8
Total	3136	100.0

It can be seen from the Table that 1528 of the sampled pupils, which translates to 48.7% of the respondents disagreed with the statement while 48 of them were not sure, a value that translates to 1.5% of the sample size.

Moreover, the Table shows that 1560 respondents, which equals 49.8% of the sample size were in agreement with the statement under consideration. This therefore means majority of the respondents had indeed been verbally bullied by their fellow pupil(s) before by being yelled at.

The fifth indicator of verbal bullying in this study was booing. In this regard, one of the statements in section D of the TPQ sought to find out whether the sampled students had been booed by their colleague(s) before. Responses to this item were analysed by computing frequency counts and percentages, whose results were as displayed in Table 13 thus:

Table 13: Response to whether respondents had been booed before

RESPONSE	FREQUENCY	PERCENT
Disagree	103	3.3
Not Sure	25	0.8
Agree	3008	95.9
Total	3136	100.0

The Table reveals that 103 of the sampled pupils, which translates to 3.3% of the respondents disagreed with the statement while 25 of them, which translates to 0.8% of the respondents were not sure. Furthermore, the Table indicates that 3008 pupils, which translates to 95.9% of the sample size were in agreement. Majority of the respondents had therefore been victims of verbal bullying through booing from their fellow pupils that year.

Other indicators of verbal bullying that were investigated in this study included; gossiping, mimicry, clicking, singing bad songs opposition during conversations. Responses to the statements measuring these indicators were also analysed descriptively, using frequency counts and percentages, which yielded results similar to those of the earlier mentioned indicators of verbal bullying.

Verbal bullying was a theme that clearly stood out during the focus group discussion of this study, since the sampled dropouts were quick to point the reasons that contributed to their quitting school:

Drop-out C: *“I was always shy because there was no time I stood to speak in a debate and was not jeered. I was really affected and felt like I was nobody. I felt like I was not wanted by anyone because even while in class, my fellows had an attitude towards me such that they criticized and yelled at me whenever I made a mistake. I felt lonely while at school but when I was home, I was okay. Because home seemed friendly as compared to school, I decided to stay home forever. I never told anyone that I would leave school.”*

Drop-out D was quick to interject in support:

Dropout D: *“I was given a very bad nickname by other pupils; however, other times they would call me whatever name they felt like. I could not contain it because it was just bad on my side; and because of that I dropped out of school in standard six.”*

Prevalence of a few cases of verbal bullying was therefore evident too from these sentiments that came out from the FGD.

4.3.2 Emotional Bullying

Data on prevalence of emotional bullying were collected by 12 statements in section E of the TPQ. Therein, one of the indicators of emotional bullying in this study was imitation. To this end, one of the statements in the TPQ sought to find out whether the sampled students had imitated any of their colleagues before. Responses to this item were analysed by computing frequency counts, whose results were as displayed in Table 14 thus:

Table 14: Response to whether respondents had imitated others before

RESPONSE	FREQUENCY	PERCENT
Disagree	2472	78.8
Not Sure	35	1.1
Agree	629	20.1
Total	3136	100.0

The Table shows that 2472 of the sampled learners, which translates to 78.8% of the respondents disagreed with the statement while 35, which translates to 1.1% of the respondents were unsure. The Table further indicates that 629 pupils, which translates to 20.1% of the sample size agreed with the statement. Majority of the respondents had therefore emotionally bullied their colleagues by imitating them.

The second indicator of emotional bullying in this study was caricature-drawing. To this end, one of the statements in section E of the TPQ sought to find out whether the sampled students had drawn caricatures of their colleague(s) before. Responses to this item were analysed by computing frequency counts, whose results were as displayed in Table 15 thus:

Table 15: Response to whether respondents had drawn caricatures of their colleagues

RESPONSE	FREQUENCY	PERCENT
-----------------	------------------	----------------

Disagree	2487	82.7
Not Sure	55	1.8
Agree	594	15.5
Total	3136	100.0

Table shows that 2487 of the sampled pupils, which translates to 82.7% of the respondents disagreed with the statement while 55 of them, which translates to 1.8% of the respondents were not sure of the answer to this question. Additionally, the Table indicates that 594 respondents, which translates to 15.5% of the sampled pupils agreed with the statement. These statistics show that majority of the respondents had not emotionally bullied their fellow pupil(s) before by caricature-drawing.

Refusal to participate in group activities due to a given individual's presence was the third indicator of emotional bullying in this study. This aspect was investigated through one of the statements in section E of the TPQ. The item sought to establish whether the respondents had ever refused to participate in a group activity because of presence of a certain pupil therein.. Frequency counts and their corresponding percentages were computed for all responses to this statement and the results were as presented in Table 16 thus:

Table 16: Response to whether respondents had shunned group work

RESPONSE	FREQUENCY	PERCENT
Disagree	2643	84.3

Not Sure	209	6.7
Agree	284	9.0
Total	3136	100.0

The Table points out that 2643 of the sampled pupils, which translates to 84.3% of the respondents disagreed with the statement while 209 were not sure, a value that translates to 6.7% of the sampled pupils. Additionally, the Table shows that 284 respondents, which equals to 9.0% of the sampled pupils were in agreement with the statement. This shows that most of the sampled learners had not emotionally bullied fellow pupil(s) before by refusing to participate in some group activities due to a given individual's presence.

Ignoring greetings was the fourth indicator of emotional bullying as the conceptual framework of this study shows. This aspect was investigated through one of the statements in section E the TPQ, which asked whether the respondents had ever ignored a colleague's greeting before. Frequency counts and their corresponding percentages were calculated for all responses to this item and the results were as given in Table 17 thus:

Table 17: Response to whether respondents had ignored greetings before

RESPONSE	FREQUENCY	PERCENT
Disagree	1589	50.6
Not Sure	120	3.8

Agree	1427	45.6
Total	3136	100.0

It can be seen from the Table that 1589 of the sampled pupils, which translates to 50.6% of the respondents disagreed with the statement while 3.8 of them were not sure, a value that translates to 45.6% of the sample size. Moreover, the Table shows that 1427 respondents, which equals 45.6% of the sample size were in agreement with the statement under consideration. This therefore means majority of the respondents had indeed never emotionally bullied their fellow pupil(s) before ignoring their greetings.

The fifth indicator of emotional bullying in this study was embarrassing. In this regard, one of the statements in section E of the TPQ sought to find out whether the sampled students had been embarrassed by their colleague(s) before due to their poor dress code. Responses to this item were analysed by computing frequency counts and percentages, whose results were as displayed in Table 18 thus:

Table 18: Response to whether respondents had been embarrassed before

RESPONSE	FREQUENCY	PERCENT
Disagree	2053	65.5
Not Sure	95	3.0
Agree	988	31.5
Total	3136	100.0

The Table reveals that 2053 of the sampled pupils, which translates to 65.5% of the respondents disagreed with the statement while 95 of them, which translates to 3.0% of the respondents were not sure. Furthermore, the Table indicates that 988 pupils, which translates to 31.5% of the sample size were in agreement. Majority of the respondents had never therefore been victims of emotional bullying through embarrassment from their fellow pupils that year.

Other indicators of emotional bullying as indicated on the study's conceptual framework were similarly analysed, yielding results similar to those of the earlier mentioned indicators of emotional bullying. This implied that emotional bullying was not as rampant as the previous two forms of bullying.

The sampled dropouts when asked on cases of emotional bullying, none could remember experiencing the same, which was a clear pointer that the situation is not prevalent in the selected schools. These qualitative findings therefore lend support to the earlier mentioned descriptive statistics on the same variable.

4.3.3 Drop-Out Rates

Data on drop-out rates among pupils in the sampled Public Primary Schools were collected by the Document Analysis Guide (DAG). Data collected by the DAG was analysed by computing mean and standard deviation for all the sampled schools thus:

Table 19: Average Drop-Out Rates of the Sampled Schools

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Average School Drop-Out Rate (%)	30	0.14	2.61	0.915	0.57

The Table indicates the school that the highest dropout rate was 2.61 while the lowest was 0.16%. The mean dropout rate for all the 30 schools that participated in this study was 0.915%. This implies that on average, only 1 in every 100 pupils dropped out of the sampled schools.

When asked to comment about the dropout rate in their respective schools, the sampled head teachers had this to say:

Head teacher A:

We have tried to minimize the number of dropouts by creating a conducive environment for all learners and have put in place case report mechanisms

Head teacher B:

We still have cases of dropouts with varied reasons such as, bullying, lack of basic school requirements, absentee parents and child labour in mining and bodaboda industry

Sentiments from the two school administrators during the focus group discussion suggest a relationship between the bullying cases recorded in their respective schools and the resultant dropout rate. However, the significance of this suspected relationship could not be determined through qualitative data analysis, which prompted more advanced statistical analysis that were done and presented in the subsequent section of this chapter.

4.4 Inferential Statistics and Discussion

To find out if there was any statistically significant relationship between the bullying prevalence scores of the sampled schools as given in the descriptive statistics and the school drop-out rates as recorded in the study's document analysis guides, Pearson's Product Moment Correlation Coefficient (PPMCC) was carried out at the 0.05 alpha level of statistical significance to inferentially test the three null hypotheses that were derived from each of the three research objectives.

4.4.1 Relationship between Physical Bullying and Drop-Out Rates

The first objective of this study as outlined in Chapter one of this work was to determine the relationship between physical bullying and the drop-out rates among pupils in Public Primary Schools in Sabatia Sub-County. Data with respect to this objective were collected using statements in section C of the Bullying Cases Questionnaire (TPQ) and the Drop-Out Rates Document Analysis Guide (DAG). The first null hypothesis of this study was formulated from this objective as follows:

H_{01} : *There is no significant relationship between physical bullying and drop-out rates among pupils in Public Primary Schools in Sabatia Sub-County*

This hypothesis was tested inferentially using a bivariate Pearson correlation analysis to assess the direction and strength of the relationship between the two variables under investigation. Results were as presented in Table 20 thus:

Table 20: Correlation between Physical Bullying Scores and Drop-Out Rates

VARIABLE	School Physical Bullying Prevalence Mean Score	School Average Drop-Out Rate
School Physical Bullying Prevalence Mean Score	-	0.766*
School Average Drop-Out Rate	0.766*	-

* $p < 0.001$, $N=30$, $\alpha = 0.05$

As it can be seen from the Table, there was a strong positive relationship between physical bullying prevalence mean score as captured from section C of the TPQ and the average dropout rates of the selected schools [$r=.766$, $p<.001$ at $\alpha=.05$]. This conclusion is drawn from the fact that the Pearson correlation coefficient is closer to 1 than to 0, indicating a strong relationship between the variables. Additionally, the positive sign of the correlation coefficient (r) suggests that schools reporting higher instances of physical bullying also tended to record higher dropout rates, and vice versa. This finding directly

contradicts the assertion made in the first null hypothesis of the study. As a result, the null hypothesis (HO1) was rejected, based on empirical evidence gathered through Section C of the TPQ and the Document Analysis Guide (DAG). It can therefore be concluded that there is a strong positive correlation between the prevalence of physical bullying and school dropout rates in public primary schools within Sabatia Sub-County.

4.4.2 Discussion of Findings from the First Objective

The study found a strong positive correlation between physical bullying and dropout rates among pupils in public primary schools within the research area. This relationship was statistically significant at the 0.05 alpha level, thereby contradicting the first null hypothesis of the study. The positive correlation coefficient indicates that schools with fewer reported cases of physical bullying tended to have lower dropout rates, while those with higher incidences of bullying experienced increased dropout rates.

The relationship was deemed statistically significant as the p-value associated with the calculated correlation coefficient was lower than the established alpha level. These findings align with those of Woods and Wolke (2004), who explored the impact of direct relational bullying on academic achievement among primary school children. Their study tracked students' academic performance and school adjustment during their first year of schooling. The results revealed that learners who experienced peer rejection developed negative attitudes toward school, which subsequently led to increased absenteeism, poor academic performance, and, in severe cases, school dropout.

Nadine, (2014) carried out a similar study on the impact of bullying on academic success for learners with and without exceptions in the USA. The information was gathered via interactive interviews with significant individuals and the findings indicated that these

exceptional learners were more prone to bullying and were afraid of attending school because of the insecure environment, thereby preventing their academic success.

4.4.3 Relationship between of Verbal Bullying and Drop-Out Rates

The second objective of this study as outlined in Chapter one of this work was to assess the relationship between verbal bullying and the dropout rates among pupils in Public Primary Schools in Sabatia Sub-County. Data with respect to this objective were collected using statements in section D of the Bullying Cases Questionnaire (TPQ) and the Drop-Out Rates Document Analysis Guide (DAG). The second null hypothesis of this study was formulated from this objective as follows:

H₀₂: There is no significant relationship between verbal bullying and drop-out rates among pupils in Public Primary Schools in Sabatia Sub-County

The hypothesis was tested inferentially using bivariate Pearson's correlation to determine both the direction and strength of the relationship between the two variables under investigation.

Results were as presented in Table 21 thus:

Table 21: Correlation between Physical Bullying Scores and Drop-Out Rates

VARIABLE	School Verbal Bullying Prevalence Mean Score	School Average Drop-Out Rate
School Verbal Bullying Prevalence Mean Score	-	0.483*

School Average Drop-Out

0.483*

-

Rate

* $p = 0.007$, $N=30$, $\alpha = 0.05$

The Table indicates that there was a moderate positive relationship between verbal bullying prevalence mean scores as captured from section D of the TPQ and the average dropout rates of the selected schools [$r=.483$, $p=.007$ at $\alpha=.05$]. This is because the Pearson's correlation coefficient obtained is midway between 1 and 0, hence the description of the relationship as 'moderate'. Furthermore, it can be observed from the Table that the sign of the correlation coefficient (r) is positive, which implies that schools with many cases of verbal bullying (High verbal bullying prevalence scores) also recorded relatively higher drop-out rates and vice versa. This relationship was statistically significant at 0.05 alpha level, a revelation contrary to the assertion of the second null hypothesis of this study. As a result, the second null hypothesis (H_{02}) was rejected, as empirical evidence derived from data collected through Section D of the TPQ and the Document Analysis Guide (DAG) indicated otherwise. The findings suggest that there is a statistically significant moderate positive relationship between verbal bullying and dropout rates in public primary schools within Sabatia Sub-County.

4.4.4 Discussion of Findings from the Second Objective

The study established a moderate positive relationship between verbal bullying and dropout rates among pupils in public primary schools within the research area. This relationship was statistically significant at the 0.05 alpha level, contradicting the second null hypothesis of the study. The positive correlation coefficient indicates that lower instances of verbal bullying correspond with reduced dropout rates in public primary

schools in Sabatia Sub-County, and vice versa. The statistical significance of this relationship was confirmed by a p-value that was less than the stipulated alpha level.

These findings are consistent with previous research. Crick and Grotpeter (1995) identified both direct and indirect aggression as forms of verbal abuse. Likewise, Owens et al. (2005) and Smith et al. (2002) highlighted spreading rumors, name-calling, and belittling as prominent forms of verbal bullying. Bolton (2005) described verbal bullying as slanderous statements or accusations that inflict emotional distress on the victim, citing examples such as the use of profanity, derogatory remarks, and negative comments about a person's appearance, clothing, or name.

In public primary schools within Sabatia Sub-County, similar behaviors were observed. Some pupils engaged in name-calling to demean others, used expletives during class tasks or assignments, shouted at peers for minor mistakes, and publicly criticized classmates during discussions or debates. These patterns of behavior reflect the presence and impact of verbal bullying in the study area.

4.4.5 Relationship between Emotional Bullying and Drop-Out Rates

The third research objective was to establish the relationship between emotional bullying and drop-out rates among pupils in Public Primary Schools in Sabatia Sub-County. Data with respect to this objective were collected using statements in section E of the Pupils' Questionnaire (TPQ) and the Document Analysis Guide (DAG). The third null hypothesis of this study was formulated from this objective as follows:

H₀₃: There is no significant relationship between emotional bullying and drop out rates among pupils in Public Primary Schools in Sabatia Sub County

This hypothesis was tested inferentially using bivariate Pearson’s correlation in order to determine the direction and strength of relationship between the two variables in question. Results were as presented in Table 22 thus:

Table 22: Correlation between Emotional Bullying Scores and Drop-Out Rates

VARIABLE	School Emotional Bullying Prevalence Mean Score	School Average Drop-Out Rate
School Emotional Bullying Prevalence Mean Score	-	0.179*
School Average Drop-Out Rate	0.179*	-

* $p = 0.679, N=30, \alpha = 0.05$

The Table reveals that there was a weak positive relationship between emotional bullying prevalence mean scores as captured from section E of the TPQ and the average dropout rates of the selected schools [$r=.179, p=.679$ at $\alpha=.05$]. This is because the Pearson’s correlation coefficient obtained is very close to zero, hence the description of the relationship as ‘weak’. This implies that some of the sampled schools had many cases of emotional bullying but did not record high drop-out rates and vice versa. This relationship was not statistically significant at 0.05 alpha level, a revelation that was in tandem with the assertions of the third null hypothesis of this study. H_{03} was therefore accepted since empirical evidence arising from data collected by section E of the TPQ and the DAG has supported this assertion.

4.4.6 Discussion of Findings from the Third Objective

The study found a weak positive relationship between emotional bullying and dropout rates among pupils in public primary schools within Sabatia Sub-County. However, this relationship was not statistically significant at the 0.05 alpha level, as the p-value associated with the computed correlation coefficient exceeded the specified alpha threshold. This outcome supports the third null hypothesis of the study.

These findings are consistent with those of Eisenberg and Neumark-Sztainer (2003), who conducted a study in India titled “*Peer Harassment, School Connectedness, and Academic Achievement.*” Using a correlational research design involving 268 adolescents, their study revealed that bullying had a detrimental effect on school engagement and academic outcomes. Specifically, students who engaged in bullying behaviors were more likely to be absent from school and less likely to participate actively in learning.

Similarly, Smokowski and Kopasz (2005) reviewed a range of literature on bullying and intervention strategies across different learner categories. Their research focused on various forms of bullying and the associated psychological effects on learning. They concluded that bullying imposes both immediate and long-term consequences on victims and perpetrators alike. Victims, in particular, were found to suffer from depression, loneliness, anxiety, and school absenteeism—factors that are often linked to declining academic performance and, ultimately, increased risk of school dropout.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the study, conclusions made from the research findings recommendations for policy action and suggestions for further research.

5.1 Summary of the Study

This study was instigated by prevalence of bullying and drop out cases among public primary schools in the research area, but due to lack of empirical evidence of the relationship between the two variables, little or no action has been taken. The study therefore assessed the relationship between bullying and the drop-out rates among public primary school pupils in Sabatia Sub County in Vihiga County, Kenya and was guided by three objectives;(i) to determine the relationship between physical bullying and drop-out rates among pupils in public primary schools in Sabatia Sub-County, (ii) to assess the relationship between verbal bullying and drop-out rates among pupils in public primary schools in Sabatia Sub County and (iii) to establish the relationship between emotional bullying and drop-out rates among pupils in Public Primary Schools in Sabatia Sub-County. This study was grounded in Group Dynamics Theory and employed a mixed-methods approach, utilizing a descriptive survey research design. The target population included all 31,703 pupils in classes 5 to 8 from the 100 public primary schools in Sabatia Sub-County, along with 87 pupils who had dropped out in the previous year. A multistage sampling technique was applied in two phases: initially, 30 public primary schools were selected through simple random sampling, followed by saturated sampling of all 3,201

pupils in classes 5 to 8 within those schools. Additionally, convenience sampling was used to select six dropouts for the study.

Data collection was conducted using questionnaires, document analysis guides, and Focus Group Discussion (FGD) guides. A pilot study was carried out two weeks prior to the main data collection in five public primary schools within the study area to evaluate the validity and reliability of the research instruments. Content validity was assessed by experts in the field, while the test-retest method was used to determine reliability.

Quantitative data collected from questionnaires and document analysis guides were analyzed using descriptive statistics, including percentages and frequencies. The study's null hypotheses were tested inferentially using Pearson's Product Moment Correlation Coefficient at a 95% confidence level. Qualitative data from FGDs were analyzed thematically, with key themes identified as they emerged from the data.

5.2 Summary of the Findings

Findings revealed that;

- i. There was a significant strong positive relationship between the observed drop-out rates and physical bullying
- ii. There was a significant moderate positive relationship between the observed drop-out rates and verbal bullying
- iii. There was a non-significant weak positive relationship between the observed drop-out rates and emotional bullying

5.3 Conclusions

From the first objective, it was revealed that there was a strong positive and significant relationship between physical bullying and school dropout rates. It was therefore concluded that physical bullying significantly contributed to the number of school dropout cases being recorded in public primary schools within the research area.

From the second objective, it was revealed that there was a moderate positive and significant relationship between verbal bullying and school dropout rates. It was therefore concluded that verbal bullying also contributed significantly to the number of school dropout cases being recorded in public primary schools within the research area, though to a lesser extent as compare to physical bullying.

From the third objective, it was revealed that there was a weak positive and non-significant relationship between emotional bullying and school dropout rates. It was therefore concluded that the few cases of emotional bullying did not significantly contribute to the number of school dropout cases being recorded in public primary schools within the research area.

5.4 Recommendations

Basing on the findings of this study the following recommendations have been made by the researcher to stake holders in the education sector for purposes of policy actions; First, since physical bullying has been proven by this study to impact positively on the dropout rates in Sabatia sub-county, the Ministry of Education should identify and crack down on all forms of physical bullying including but not limited to the ones highlighted in this study, so as to minimize or bring to zero the preventable cases pupils dropping out of school.

Secondly, since it has been proven by this study that verbal bullying impacts significantly on the dropout rates in the research area, the ministry of education should formulate policy on guidance and counselling making it compulsory and regular in public primary schools. Inclusion of verbal bullying lessons in the life skills lessons would help the learners to be self-assertive and also help them to establish mitigation avenues against the vice.

The final recommendation is that public primary schools in the research area should shift focus from emotional bullying containment to other possible factor that contribute to drop out cases in the research area.

5.5 Suggestions for further research

This study focused on the relationship between bullying and dropout rates in Sabatia Sub-county and has identified several gaps that need further research.

- i. The present study was confined to a discussion on the relationship between bullying and dropout rates, there is need to conduct a related study in Public Secondary Schools in Sabatia Sub County, to establish the prevalence of the same vice and if it has any relationship with dropout cases therein.
- ii. A correlational survey to establish how the bullying and dropout cases in Sabatia Sub-County compare with other sub-counties within Vihiga County, so as to come up with county-wide policy action.
- iii. A study on the relationship between physical bullying and academic performance among public primary schools in the research area, since it is highly likely that verbal and physical bullying do not only affect dropout out rates in the research area.

REFERENCES

- Achoka, J.S.K. (2007). *In search of remedy to secondary school dropout pandemic in Kenya, Role of the principal*; Education research and reviews
2(9), 236-244
- Agewa, M. (2017). *Alliance Bullying saga causes a stir*. *The Daily Nation*.
Retrieved from <http://www.nation.co.ke>
- Alexander, K. L., Entwistle, D. R., & Horsey, C. (1997). From first grade forward: Early foundations of high school dropout. *Sociology of Education*, 70, 87-107. Retrieved from www.jstor.org/stable/2673158.
- Ananga, E. (2011). *Typology of school dropout; The dimensions and dynamics of dropout in Ghana*. *International journal of Educational development*, 31(4); 374-381.
- Anderson, David R.; Burnham, Kenneth P., and Thompson, William L. Null hypothesis testing: problems, prevalence and alternative. *Journal of Wildlife Management*. 2000; 64(4):912-923.
- Antonowicz, L. (2010). *Too often in silence. A report on school-based violence in West and Central Africa*. Dakar: UNICEF, Plan West Africa, Save the Children Sweden West Africa & ActionAid.(Google Scholar)
- Asharaf, N. (1999). *Dictionary of Primary Education*. New Delhi: A.P.H. Publishing Corporation.

- Barney, G.(2004). *Remodeling Grounded Theory; forum qualitative social research*,5(2).
- Baschieri, A. and Falkingham J. 2007. *Child Poverty in Tajikistan*. UNICEF Tajikistan Country Office: Dushanbe, Tajikistan.
- Bedard, K. (2009). *Human Capital Versus Signaling Models; University Access and High School Dropout*. *A Journal of Political Economy* 109(1), 749-775.
- Bonett, D. G. (2008). Meta-analytic interval estimation for bivariate correlations. *Psychological methods*, 13(3), 173-181.
- Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006).*The silent epidemic: Perspectives of high school dropouts*. Washington, DC: Civic Enterprises, LLC, in relationship with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation. Retrieved from [http://www.temescalassociates.com/documents/resources/transition/The %20Silent%20Epidemic%20Perspectives%20of%20High%20School%20Dropouts.pdf](http://www.temescalassociates.com/documents/resources/transition/The%20Silent%20Epidemic%20Perspectives%20of%20High%20School%20Dropouts.pdf)
- Burger, C., Strohmeier, D., Spröber, Nina., Bauman, S.,& Rigby, K. (2015). *How teachers respond to school bullying; An examination of self-reported intervention strategy use, moderator effects, and concurrent use of multiple strategies (PDF)*. *Teaching and Teacher Education*. **51**: 191–202. [doi:10.1016/j.tate.2015.07.004](https://doi.org/10.1016/j.tate.2015.07.004).
- Carney, A.G., Merrell, K.W.(2001) *Bullying in school; Perspective on understanding and preventing an international problem*. *School*

psychology international,22(3), 364-382.

Chivore, B. R. S. (1986). Education wastage in Zimbabwe. Jongwe printers (pvt) Ltd: Harare.

Chlebnikow B, Yakimowski M. (2003). Baltimore City public school system: student attendance patterns: Division of Research, Evaluation, Assessment, and Accountability:http://www.baltimorecityschools.org/Student_Performance/Institutional_Research/stud_attendance_patterns.asp. Accessed August 2nd, 2011.

Christenson, S.L., Sinclair, M.F., Lehr, C.A., & Godler, Y. (2001). Promoting successful school completion: Critical conceptual and methodological guidelines. *School Psychology Quarterly*, 16: 468-484.

Christenson, S.L., & Thurlow, M.L. (2004). *Keeping kids in school; Efficacy of check and connect for dropout prevention NASP communiqué*, 32(6), 37-40

Chugh, S. (2011): Why Children dropout? Case study of a Metropolitan Slum in Delhi Book well Publication : New Delhi.

Close, W. & Solberg, S. (2008). *Predicting achievement, distress and retention among lower-income Latino youth. Journal of Vocational Behaviors*, 72(1), 31 -42.

Colclough. C, Rose. P. Al-Samarrai, S. and Tembon, M. (2003). *Gender inequalities in Primary Schooling: The Roles of Poverty and*

Adverse Cultural Practice. International Journal of Educational Development 20(1),5-27

Colclough, C. and Lewin, K.M (1993). *Education for All the Children; Strategies for Primary Education in Developing Countries*. Oxford: Oxford University Press.

Creswell, J.W. (2002). *Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Approaches to Research*. Upper Saddle River, N.J: Merrill/Pearson Education.

Crowder, K., South S.J. (2003). *Neighborhood distress and school dropout: The variable significance of community context*. *Social Science Research* 32; 659-698

David, M.N, Francisca, A.O & Lincoln Khasakhala. (2009), *Bullying in public Secondary Schools in Nairobi, Kenya*. *Journal of child and adolescent Mental Health* 19(1), 45-55.

De Wet, C. (2005), *The nature and extent of bullying in Free State secondary schools*. *South African Journal of Education*, Vol. 25(2): 82-88.

Eisenberg, M.E., Neumark-Sztainer, D. and Perry, C.L. (2003) *Peer harassment, school connectedness and academic achievement*. *J. Sch Health* 73(8), 311-316.

EPDC. (2009) *Making sense of data to Improve Education for Development*, Washington DC: EPDC.

- Epstein, J. L. & Sheldon, S. B. (2002). Present and accounted for: improving student attendance through family and community involvement. *J Educ Res*, 95:308-318.
- Faith, M. A., Kenya T. Malcolm, K. T. and Newgent, R. A. (2008) *Reducing potential mental health issues and alcohol abuse through an early prevention model for victims of peer harassment. Work*, 31(1), 327–335
- Glennester, R., Krener, M.(2011) *Access and Quality in the Kenyan Education System: A Review of the Progress, Challenges and Potential Solutions*. Massachusetts; J-PAL.
- Glew, G., Fan, M., Katon, W., Rivara, F. &Kernic, M. (2005). *Bullying, psychosocial adjustment, and academic performance in elementary school. Arch Pediatr Adolesc Med*, 159(11), 1026-1031.
- Government of Kenya (2007).*National food and nutritional policy*, Nairobi, Government Printer
- Griffin, R.S., Gross, A.M. (2004). *Childhood Bullying; Current Empirical Findings and Future Directions for Research. Aggression and Violent Behaviour* 9(4), 379-400.
- Gronna and Selvin, C.C. (1999).*Effects of school safety and school characteristics on grade 8 achievement.Paper presented at the Annual Meeting of the American Educational research relationship. Montreal April 19-23.*

- Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities in Schools. Retrieved from <http://eric.ed.gov/PDFS/ED497057.pdf>
- Harlow, K.C. and Roberts, R.(2010) *An exploration of the relationship between social and psychological factors and being bullied. Children and Schools. 32(1), 15-26.*
- Hawker, D. S. J. and Boulton, M. J. (2000). *Twenty years research on peer victimization psychosocial maladjustment: a meta-analytic review of cross-sectional studies.* Journal of Child Psychology and Psychiatry,41:441-455.
- Human Rights Watch. (2001). *Scared at school: sexual violence against girls in South African school.* Human Rights Watch (2010),118-329
- Hunt, Frances (2008) *Dropping Out of School; A Cross Country Review of Literature Project Report.* Famer UK; CREATE
- I.J Prinsloo (2005) *How safe are south African Schools: South African journal of education, 25(1), 5-10*
- Independent Electoral and boundary committee report on Reviewed boundaries (2013)
- Jimerson, S., Egeland, B., Sroufe, L. A., & Carlson, B. (2000). A prospective longitudinal study of high school dropouts examining multiple predictors

across development. *Journal of School Psychology*, 38I, 525-549.
doi:10.1016/S0022-4405(00)000 51-0

Jimerson, S. R., S. M. Swearer, and D. L. Espelage (eds.) (2010), *Handbook of Bullying in Schools. An International Perspective*, New York & London, Routledge.

Juvenon, S. (2014) "Bullying in schools: The power of Bullies and the plight of Victims" Annual review of psychology. Annual Reviews 65:159-85 doi:10.1146/annurev-Psych-010213-115030.

Kamen, T. (2007). *Children's care learning and development*; London, Fekem Norfolk

Kapakasa, A.M. (1992). *Determinants of girls' participation and persistence In school*. Washington, DC: World Bank Population and Human Resource Division.

Kaufman, P. (2001). The national dropout data collection system: assessing consistency. Paper presented at: First Annual Conference of the Civil Rights Project; January 13, 2001; Cambridge, Mass.

Lipsett, A. (2008, Feb 29) UK Schools worst in Europe for Bullying. *The Guardian*. Retrieved from [http://www the guardian.com](http://www.theguardian.com)

- Loxley, W. (1987). *Wastage in education: Economics of education, research and studies*.
- L.R. Gay, (1992). *Competencies for analysis and application*. New York; Macmillan.
- Maqsood A, Ishtiaq H , Sarfraz A , and Rabia T (2012) Impact of Bullying On the Performance of the Students at Primary Level in Sindh, *Journal of Education and Practice*, Vol 3, No 3, 2012
- Maslow, A.H.(1943) A theory of Human Motivation; *Psychological Review* 50(4); 370-396
- Mawere, M. (2012). Causes and effects of girl child dropouts in Zimbabwean secondary school: A case study of Chadzamira secondary school in Gutu district. *International Journal of Educational research and technology (IJERT)*, 3(2), 11-20.
- Mishna, F. (2003). Learning disabilities and bullying. *Journal of Learning Disabilities*,36(4), 336-347.
- Mitchell C 2005. Mapping a southern Africa girlhood in the age of AIDS. In: Chisholm L (ed.).*Gender Equity in South African Education*. Pretoria: HSRC Press.
- MoES. (2003). *Education for All; National Plan of Action*. Kathmandu: Ministry of Education and Sports, National Planning Commission for UNESCO.
- Mugenda.O. and Mugenda, A. (2003).*Research methods. Quantitative and qualitative approaches*. Nairobi Acts Press.

- Mullis, I. V., Martin, M. O., Foy, P., & Drucker, K. T. (2012). *PIRLS 2011 International Results in Reading. International relationship for the Evaluation of Educational Achievement*. Amsterdam, The Netherlands.
- Murkowski, W. M., Sipploa, L.K., & Newcomb, A. F. (2001). Variations in patterns of attraction to same-and other-sex peers during early adolescence. *Developmental Psychology*, 36, 147–154.
- Murray, H.A.(1938).*Explorations in personality*. New York. Oxford University press
- Mwangi, K. (2009). *Achieving Universal Primary School Education in Kenya*; Nairobi, KPPRA
- Mwema, H. N (2003) *Efforts of administrative practices on school dropout*. Nairobi, University of Nairobi; Unpublished Masters Research Report.
- Nadine Block (2014) *The Impact of Bullying on Academic Success for Students With and Without Exceptionalities*, unpublished research Thesis, Ontario Institute for Studies in Education, University of Toronto
- National Center for Education Statistics, U.S (2000). *Digest of Education Statistics 1999*. Washington, DC: US Government Printing Office; 2000.
- Ndetei, D., Ongecha, O & Khasakhala, F. (2007), *Journal of Child and adolescent mental Health. Bullying in public secondary schools in Nairobi, Kenya. 19(12) 47-55*

- Nansel, T.R., Craig, W., Overpeck, M.D., Saluja, G. & Ruan, J. (2004) *Cross sectional consistency in the relationship relating to group affiliation and victimization in early Adolescence*. Journal of Educational Psychology, 91, 216-224
- Ngalomba, S. (2016, August 10) *Taunts and bullying drive children with albinism from Tanzanian schools. The conversation, academic rigour journalistic flair*. Retrieved from <http://theconversation.com>
- Nungu, Musembi. (2010) *Universalizing Access to Primary Education in Kenya: Myth and realities*. Canadian journal for New Scholars in Education.
- Odengo, R. (2014, February) *Bullying in Kenya*, Destination Magazine 25-26
- Olweus, D. (2004). *Bullying at school: Prevalence estimation, a useful evaluation design, and a new national initiative in Norway. relationship for Child Psychology and Psychiatry Occasional Papers. No. 23*, pp. 5-17
- Okeke, E.A.C., Nzewi, U.M. & Njoku, Z. (2008) *Tracking school age children's education status in UNICEF A-Field states*.
- Oketch, M.O., Rolleston, C.M. (2007). *Policies on free primary and secondary education in East Africa; A Review of the Literature*. London, CREATE.
- Okoth, P.G. (2012). *Research as a Cornerstone of Quality Assurance in University Education with specific Reference to Uganda Martyrs University*.

Olena, H. (2008). *Cost estimates of Dropping out School in Canada;*
OttawaCanadian school on Learning

Patricia, (2008). *School retention; A common practice but is it effective?* Ann
Cotton. UK; Cambridge Female Education trust.

Pellegrini, A.D., & Long, J.D(2002) *A Longitudinal Study of Bullying Dominance
and Victimization During The transition From Primary School
Through Secondary school.* British Journal of Developmental
Psychology. 20(2) 259-280

Peoples,D.J.,W.M., Ziegles.,& Charac,A. (2006). *An evaluation of an anti-
bullying intervention in Toronto schools.* Canadian Journal of
community Mental Health,13(4),95-100.

Price, N. (2007). *A Comprehensive Dictionary of Education.* Chandigarh:
Abhishek Publications.

Qais F (2011). *Cyber Bullying And Academic Performance, International Journal
Of Computational Engineering Research, (1) 1*

Report. Famer UK; CREATE Rivers, I., & Noret, N (2010), “I h8 u’: *findings
from a five-year study of text and email bullying*”, British
Educational Research Journal, 36, pp. 643-671

Republic of Kenya, (2003) *Report of the task force on free primary education in
Kenya.* Nairobi; Government Printer.

- Ritzer, G. (2007) *Gender and conflict*. Blackwell; reference online.
- Rouse, CE. (2005). *Labour market Consequences of an Inadequate Education*;
Paper presented for the symposium on the social cost of Inadequate
Education, teachers college Columbia University
- Rumberger, R.W.(2004) *Why students drop out of school*. Infield, G.(Ed) *Dropout
in America; Confronting the Graduation Rate Crisis*(pp. 131-156)
Cambridge MA: Harvard Education Press
- Sabates, R., Akyeampong, K., Westbrook, J. and Hunt, F. (2010). *School Drop
out: Patterns, Causes, Changes and Policies*. University of Sussex: Centre
for International Education School of Education and Social Work
- Sabates, R., Hossain, A., & Lewin, K. M. (2010). *School drop out in Bangladesh:
New insights from longitudinal evidence*. CREATE Research
Monograph 49, Brighton: University of Sussex. [[Google Scholar](#)]
- Sackie Prinsloo (2006) *Sexual harassment and violence in South African schools*.
South African journal of education vol 26(2)2006; 305-318
- Salmivalli, C.(2002) *participant role approach to school bullying implication for
interaction* *journal of Adolescence* 22(4),453,459
- Salmivalli (2002) *Participant Role Approach to school Bullying; Implications For
Intervention*. *Journal of Adolescence* 22(4), 453-459
- Sawada, Y. & Lokshin, M. (2009) *Obstacles to school progression in rural
Pakistan: An analysis of gender and sibling rivalry using field
survey data*. *Journal of Development Economics*, 88(2009), pp.

Sifuna, Daniel N.(2005). *The illusion of Universal Free primary Education in Kenya*; Wajibu 20(4)

Smokowski, P.R. and Kopasz, K.H. (2005) *Bullying in School: An Overview of Types, Effects, Family Characteristics, and Intervention Strategies*. *Children & Schools* 27, 2, 101-110.

Success in secondary school, Journal of Educational Psychology 101(4) 964-981

Tokunaga, R. S. (2010), "*Following you home from school: a critical review and synthesis of research on cyber bullying victimization*", *Computers in Human Behavior*, 26, pp. 277-287

Tyler, J.H.,& Lofstrom, M. (2009) *Finishing high school: Alternative pathways and dropout recovery*. *America's High school* 19,77-103.

UNESCO (2011). *EFA global monitoring report 2005: education for all, the quality imperative*; Paris: UNESCO

UNESCO Institute for statistics UNICEF (2005) *Children out of school; Measuring exclusion from primary education*. Montreal, UNESCO UIS.

UNESCO(2017) *School violence and bullying; Global Status Report* . UNESCO 7 Paris France

UWEZO (2010). *Are our children learning? Annual Learning Assessment Report*,

Kenya Nairobi George Bensons media issue.

Vreeman, R.C. and Carroll, A.E. (2007) *A systematic review of school-based interventions to prevent bullying. Archives of Pediatric & Adolescent Medicine. 161 (1), 78-88.*

Woods, S. & Wolke, D. (2004). *Direct and relational bullying among primary school children and academic achievement. Journal of School Psychology, 42(2), 135-155.*

World Bank (2003) *The poverty reduction strategy initiative; an independent evaluation of the World banks support.* Washington DC; IEG study series.

World bank (2003); *Kenya free primary Education Support Project ID; P.O 82878*
[http/Web organization/external project](http://Web organization/external project).

World Bank (2005). *Project Appraisal Document on KESSP.*

APPENDICES

Appendix 1: Consent Form

MOUNT KENYA UNIVERSITY

KAKAMEGA CAMPUS-SCHOOL OF POST GRADUATE

My name is Stephen Amisi Ngoda, I am a post graduate student at Mount Kenya University. I am carrying out a study on the relationship between Bullying on Dropout Rate Among Pupils in Public Primary Schools of Sabatia Sub-County, Kenya.

Being one of the respondents; you have been selected to participate in this study. Your responses will be treated with utmost confidentiality and will be used for academic purposes only. Your participation in this study will be voluntary and you will be at liberty to withdraw from the study should you feel personally aggrieved by the nature of the information required for the study. Any benefits of the research will largely be to contribute knowledge and evidence in order to improve policy and practice in the ministry of education in Kenya.

I promise that your responses will be confidential and you will not need to write your name on the questionnaire. Kindly feel free to refer any queries as far as ethical issues are concerned to Mount Kenya

University, IREC, Chairperson, P.O Box 342-01000, Thika.

Stephen Amisi Ngoda

Education Psychology

Reg No –MED/2015/26102

amisistephen@gmail.com

Respondent acceptance

I have allowed/ not allowed the minor to participate in this research as a respondent

Name.....



Signature.....

Mount Kenya University

Rating Scale for Research Instruments' Validity

NAME OF INSTRUMENT:

RATING	AWARD
Excellent	9-10
Very Good	7-8
Good	5-6
Fair	3-4
Below Average	1-2
Poor	0

COMMENTS

.....

.....

.....

.....

The Document Analysis Guide

NAME OF SCHOOL:

DIVISION:

CLASS	TERM 1 2019			TERM 2 2019			TERM 3 2019			AVERAGE		
	E	NOD	DOR	E	NOD	DOR	E	NOD	DOR	E	NOD	DOR
5												
6												
7												
8												
TOTAL												

KEY

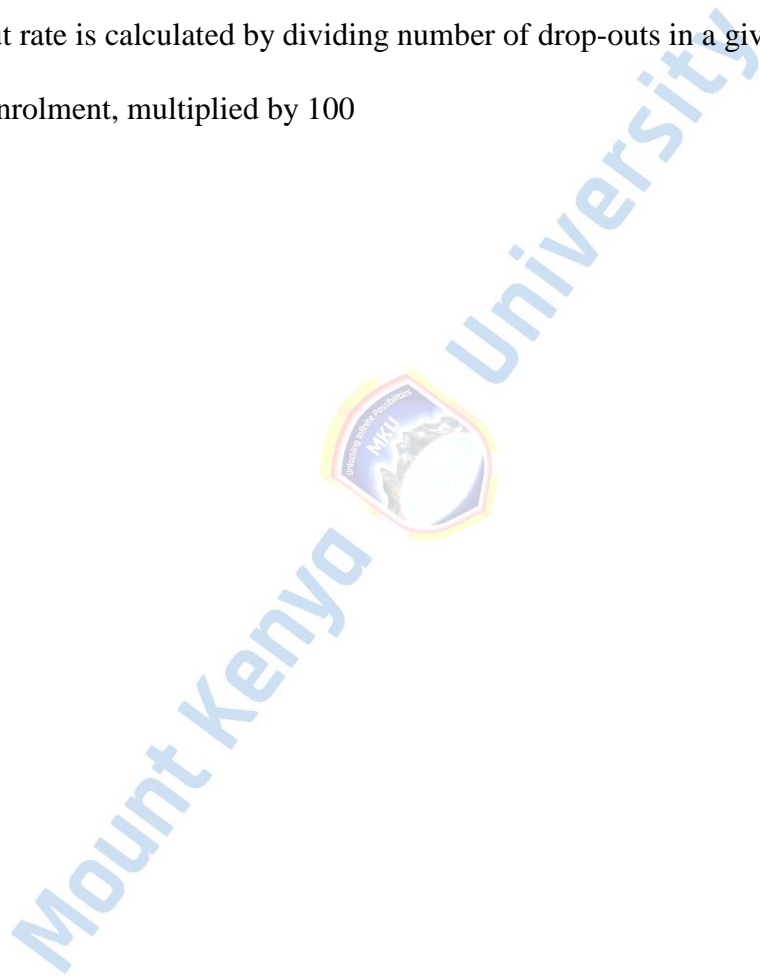
E = Enrolment

N.O.D = Number of Drop-Outs

D.O.R = Drop-Out Rate (%)

NOTES

- Enrolment is the number of pupils in the class register at the beginning of the term
- Number of drop-outs is the number of pupils who left the school within a given term. This does not include those who transferred to other schools. Verify from the class teacher or parent/guardian/assistant chief
- Drop-out rate is calculated by dividing number of drop-outs in a given term/year by the enrolment, multiplied by 100



The Pupils' Questionnaire (TPQ)

SECTION A: GENERAL DEMOGRAPHIC INFORMATION

PSEUDONAME: **CLASS (tick one):** 5 [] 6 [] 7 [] 8 []

GENDER (tick one): MALE [] FEMALE []

NAME OF SCHOOL:

DIVISION:

SECTION B: INSTRUCTIONS

The following questionnaire intends to collect information the various cases of physical, verbal or emotional bullying that could be happening in this school. The information you give will be treated very confidentially and will not be revealed to your teacher, parent or any other person. For this reason, do not write your name anywhere on this questionnaire. The information you give in this questionnaire will be very help the ministry of education to put in place measures to curb cases of bullying in future. Kindly indicate by placing one tick against the response that best indicates your perception about each of the statements in each section. Where you are not sure of the meaning of a given statement, feel free to ask the administrator of this questionnaire for assistance. **Thank you in advance for your cooperation.**

Please turn over to the next pages and respond to all statements in sections C, D and E. (Place only one tick for each statement)

SECTION C: PHYSICAL BULLYING

Statements	Agree	Not Sure	Disagree
1. I have been slapped by my fellow pupil this term/year			
2. I have slapped my fellow pupil this term/year			
3. I have been kicked by my fellow pupil this term/year			
4. I have kicked my fellow pupil this term/year			
5. I have punched a fellow pupil this term/year			
6. I have been punched by fellow pupil this term/year			
7. I have pinched my fellow pupil this term/year			
8. I have been pinched my fellow pupil			

<p>this term/year</p>			
<p>9. I have thrown an object at my fellow pupil this term/year</p>			
<p>10. I have thrown an object at my fellow pupil this term/year</p>			
<p>11. I have destroyed property belonging to my fellow pupil this term/year</p>			
<p>12. I have stolen property belonging to my fellow pupil this term/year</p>			
<p>13. my property has been stolen in school this term/year</p>			
<p>14. My property has been destroyed by a fellow pupil this term/year</p>			
<p>15. I have pushed/shoved a fellow pupil this term/year</p>			
<p>16. I have been pushed/shoved by a fellow pupil this term/year</p>			

SECTION D: VERBAL BULLYING

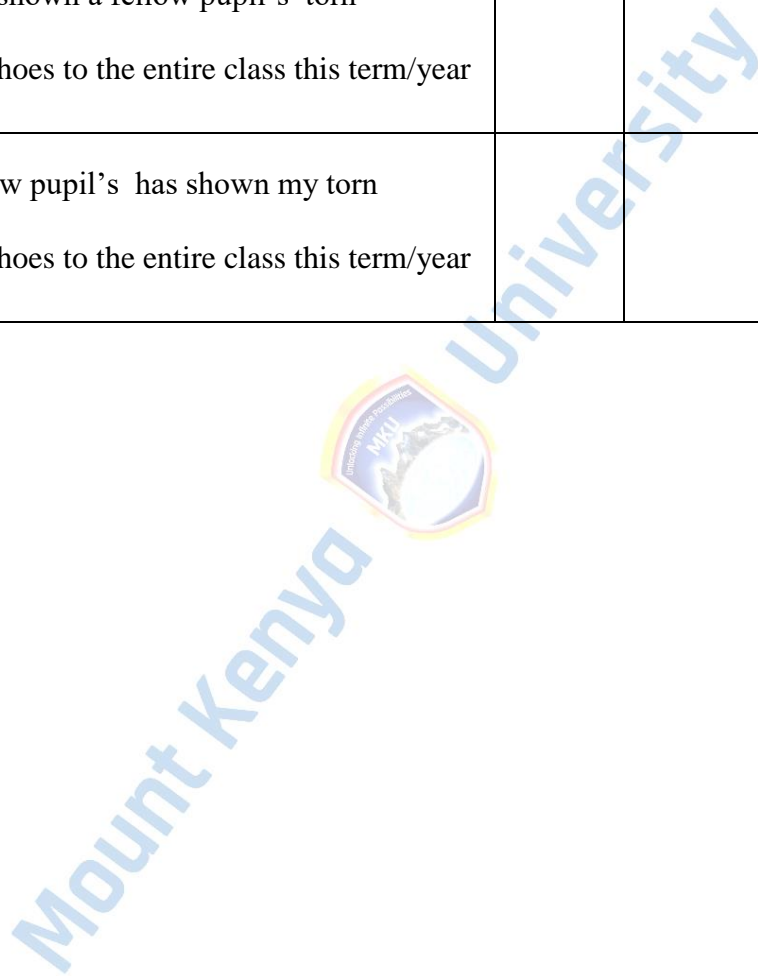
Statements	Agree	Not Sure	Disagree
1. I have verbally insulted a fellow pupil this term /year			
2. I have been verbally insulted by a fellow pupil this term/year			
3. I have called a fellow pupil a funny/unpleasant name this term/year			
4. I have been called a funny/unpleasant name this term/year by a fellow pupil			
5. I have cracked a bad joke about a fellow pupil/their family this term/year			
6. A fellow pupil this term/year has cracked a bad joke about me/my family			
7. I have composed and sung a bad song about a fellow pupil this term/year			
8. A bad song about me has been composed and sung by a fellow pupil this term/year			
9. I have opposed pupil in a conversation for no			

apparent reason			
10. I have yelled at a fellow pupil after they committed a small mistake this term/year			
11. I have been yelled at by a fellow pupil after they committed a small mistake this term/year			
12. I have clicked at my fellow pupil this term/year after they committed a small mistake this term/year			
13. I have been clicked at by a fellow pupil this term/year after I committed a small mistake this term/year			
14. I have mimicked my fellow pupil's speech this term/year			
15. I have initiated gossip about a fellow pupil or their family this term/year			
16. I have boomed an underachiever in my class this term/year			

SECTION E: EMOTIONAL BULLYING

Statements	Agree	Not Sure	Disagree
1. I have ignored fellow pupil's greetings this term/year			
2. A fellow pupil has ignored my greetings this term/year			
3. I have intentionally refused to participate in a discussion/activity because of presence a pupil I don't like therein this term/year			
4. A fellow pupil has intentionally refused to participate in a discussion/activity because of my presence this term/year			
5. I have imitated a fellow pupil's walking style this term/year			
6. I have been imitated a fellow pupil in the way I walk this term/year			
7. I have drawn caricatures of my fellow pupil this term/year			
8. A fellow pupil has drawn my caricature this term/year			

<p>9. I have embarrassed a fellow pupil this term/year because of their poor hygiene</p>			
<p>10. I have been embarrassed by a fellow pupil this term/year because of my poor hygiene</p>			
<p>11. I have shown a fellow pupil's torn dress/shoes to the entire class this term/year</p>			
<p>12. A fellow pupil's has shown my torn dress/shoes to the entire class this term/year</p>			



The Focus Group Discussion (FGD) Guide

INTRODUCTION

I, **Stephen Amisi**, (a masters student from MKU) am conducting my research, in which I wish to determine the relationship between bullying and dropout rates in sabatia sub-county. Your insights will help educational policy makers in future come up with good policies that will reduce cases of dropping out of school due to the importance of education. Several measures have been put into place to protect you so feel free to share any information you know in the subject that will be discussed. **The discussion will take just about 15 minutes!**

Anything you tell me is confidential. Nothing you say will be personally attributed to you or your university in any reports that result from this discussion. All of my reports will be written in a manner that no individual comment can be attributed to a particular person or school.

There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that I am just as interested in negative comments as positive comments and at times the negative comments are the most helpful.

You've probably noticed the voice recorder. I will be recording the session, so that I can study what you have said because I can't write everything at once. No images or clips will be shared after this discussion. Your participation in this focus group is purely voluntary.

Do you have any questions before we begin?

PLEASE TURN OVER TO THE NEXT PAGE

THE DISCUSSION TOPICS QUESTIONS.

1. Describe briefly the reasons why you stopped schooling.

Probe: Physical, verbal and emotional bullying

2. In what ways were you bullied?

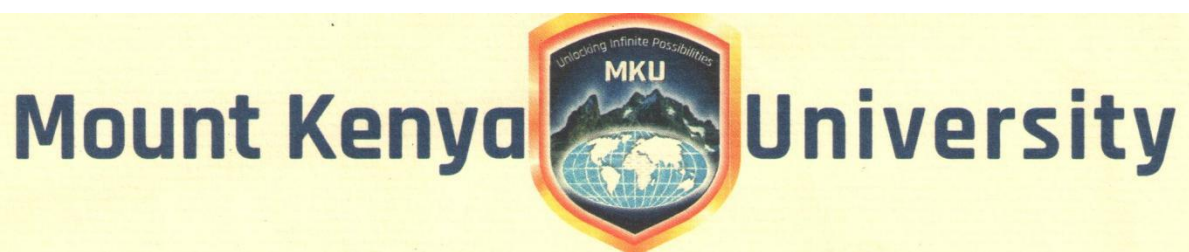
Probes: Physical - pinching etc, Verbal - mimicry etc, Emotional - imitation etc

3. What do you think the government should do to prevent bullying cases?

Probes: Ministry actions, school actions, pupils' actions

THE END

Appendix 2: ERC Certificate



REF: MKU/ERC/1374

TO: AMISI STEPHEN NGODA

REG: MED/2015/26012

Date: 10 June, 2019

Dear Sir/Madam,

RE: AN ASSESSMENT OF THE INFLUENCE OF BULLYING ON DROP-OUT RATES AMONG PUPILS IN PUBLIC PRIMARY SCHOOLS OF VIHIGA COUNTY, KENYA

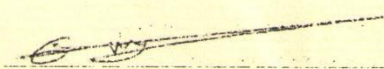
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **778**. The approval period is **10/06/2019 – 09/06/2020**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by **Mount Kenya University**.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Prof. Francis W. Muregi

Chairman, Mount Kenya University IERC

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Appendix III : Introduction Letter



DIRECTORATE OF GRADUATE STUDIES

MED/2015/26102

9th Nov 2019

**The Director, Research Coordination Division,
National Commission for Science, technology & Innovation,
Utalii House, 8th and 9th Floor,
PO Box 30623-00100
NAIROBI.**

Dear Sir/ Madam,

RE: STEPHEN AMISI NGODA- REGISTRATION NUMBER MED/2015/26102

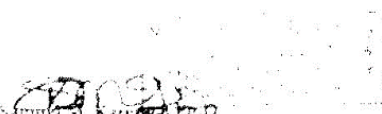
The purpose of this letter is to introduce the above named student who is pursuing an MED Degree in the department of Education Psychology in the school of Education.

The title of his research thesis is '*An Assessment of the influence of bullying on dropout rates among pupils in Public Primary Schools of Vihiga County, Kenya.*'

He now has to proceed to the field to collect data for his research thesis between November 2019 and February 2020.

Any assistance accorded to him will be highly appreciated.

Thank you.


Dr. Samuel M. Karanja, Ph.D.
Director, Graduate Studies
Etc

The Research Authorization Letter



**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/19/72679/31349**

Date: **25th July, 2019**

Stephen Amisi Ngoda
Mount Kenya University
P.O. Box 342-01000
THIKA

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Influence of bullying on drop-out rate among pupils in public primary schools of Vihiga County, Kenya”*** I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for the period ending **23rd July, 2020**.

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

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

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

Copy to:

The County Commissioner
Vihiga County.

The County Director of Education
Vihiga County.

Appendix V: Field Entry Research Authorisation



**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION**

Telegrams:
Telephone: (056) 51450
When replying please quote

COUNTY EDUCATION OFFICE,
VIHIGA COUNTY,
P.O. BOX 640,
MARAGOLI.

REF: CDE/VC/ADM/VOL.2/39/148

24th September, 2019

TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CONDUCT RESEARCH
Mr. Stephen Amisi Ngoda**

Reference is made to your letter **Ref No. NACOSTI/P/19/2679/31349** dated 25th July, 2019.

Permission is hereby granted to the above named student from Mount Kenya University- to conduct research on "**Influence of bullying on drop-out rate among pupils in public primary schools in Vihiga county ,Kenya**" to enable him write a thesis as required by his Institution.

Kindly note, in order for the office to be informed a copy of the same be shared with the County Education office for intervention purposes upon completion of the research.

A handwritten signature in blue ink, appearing to be 'Hellen Nyang'au'.

for:
County Director of Education
Vihiga County

Hellen Nyang'au (Mrs)
County Director of Education
VIHIGA COUNTY

Cc
County Commissioner
VIHIGA

: Authorization Letter from the County Commissioner

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Email: vihigacc1992@gmail.com
Telephone: Vihiga0771866800
When replying please quote

COUNTY COMMISSIONER,
VIHIGA COUNTY,
P.O. BOX 75-50300,
MARAGOLI

REF: VC/ED.12/1 VOL.III/27

24th September, 2019

All DCCs Vihiga County.

RE: RESEARCH AUTHORIZATION – STEPHEN AMISI NGODA

This is to introduce to you Mr Stephen Amisi Ngoda of Mt. Kenya University to carry out research on *“Influence of bullying on drop-out rate among pupils in public primary schools in Vihiga County”* for a period ending 23rd July, 2020

Kindly accord him all the necessary assistance.


R. Nyakwara
FOR; COUNTY COMMISSIONER
VIHIGA COUNTY.

Mount

Appendix VI : Turnitin Report



Page 1 of 138 - Cover Page

Submission ID trn:oid::1:3219120810

AMISI STEPHEN NGODA

**ASSESSMENT OF THE RELATIONSHIP BETWEEN BULLYING
AND DROPOUT RATES AMONG PUPILS IN PUBLIC PRIMARY ...**

MBA 2025
MASTERS
Mount Kenya University

Document Details

Submission ID
trn:oid::1:3219120810

121 Pages

Submission Date
Apr 16, 2025, 10:58 PM GMT+3

28,209 Words

Download Date
Apr 16, 2025, 11:05 PM GMT+3

159,991 Characters

File Name
AMISI_THESIS_MARCH_2025.docx

File Size
2.4 MB



Page 1 of 138 - Cover Page

Submission ID trn:oid::1:3219120810

18% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Exclusions

- 2 Excluded Sources

Match Groups

- 55 Not Cited or Quoted 25%**
Matches with neither in-text citation nor quotation marks
- 62 Missing Quotations 2%**
Matches that are still very similar to source material
- 12 Missing Citation 1%**
Matches that have quotation marks, but no in-text citation
- 1 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 26% Internet sources
- 14% Publications
- 13% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Mount

Appendix VII: Research Site Map



Appendix VIII: List of Primary Schools in the Research Area

1. BO-YUSUF
2. BUDAYWA
3. BUGINA
4. BUKULUNYA
5. BUSWETA
6. CHAMAKANGA
7. CHANDUMBA
8. CHATAMILU
9. CHAVAKALI
10. CHAVOGERE
11. CHEKOMBERO
12. CHUGI
13. DAVANGA
14. DEMESI
15. DIGULA
16. EGALONI
17. ELLONGO
18. ELUNYU
19. ELWUNZA
20. ENDELI
21. EVOJO
22. GAHUMBWA
23. GAIGEDI
24. GAVUDIA
25. GIVUDIANYI
26. GULUMA
27. HAKEDOHI
28. HAKERONGO
29. HALOMBOVE
30. HAMADIRA
31. HAMUYUNDI
32. HAVUYIYA
33. HEKIMA
34. HOMBALA
35. HOMUNOYWA
36. IGUNGA
37. IKOBERO
38. IKUVU
39. INYALI
40. ITEGERO
41. IVONA
42. JEMOVO
43. KAPSAMBO
44. KEGONDI
45. KEVEYE
46. KIBAALA
47. KIGAMA
48. KIGULIENYI
49. KIGUNGA
50. KILAGILU
51. KISANGULA
52. KISATIRU
53. KIVAGALA
54. KIVUYE
55. LOGEMO
56. LOSENGELI
57. LOSOSI
58. LOTEKO
59. LUSALA
60. LYADUYWA
61. MADEGWA

62. MAGANYI
63. MAGO
64. IMAMBAI
65. MAMBAI
66. MBALE
67. MUDETE
68. MUDUNGU
69. MUKINGI
70. MUKOMBA
71. MUKUNYA
72. MULELE
73. MULULU
74. MULUNDU
75. MUNOYWA
76. MUNUGI
77. MUTAMBI
78. MUTSULYU
79. MWILITSA
80. NABWANI
81. NADANYA
82. ONDEYO
83. SABATIA
84. SELELWE
85. SIMBOYI
86. TSIMBALO
87. VIHINDI
88. VIYALO
89. VOHOVOLE
90. VOKOLI
91. VUYIYA
92. WAGEVI
93. WALODEYA
94. WAMAGE
- 95. WANDEGA**

