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Contributions of Selected Classroom Factors on Bullying Among Adolescents in Secondary Schools in Kenya

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Abstract:
Bullying is a major challenge in secondary schools in Kenya. The vice is practised underground among students thus many students experience high level of bullying without the knowledge of teachers and parents.The study investigated the contributions of classroom factors on bullying among adolescents in secondary schools in Kenya. The study was grounded on Bronfenbrenner's Ecological theory. A descriptive design was employed. The sample of 320 students was obtained through random sampling and while eight deputy principals were selected from sampled schools. The instruments for data collection were student's questionnaire, deputy principal's questionnaire, record analysis and researcher's observation schedules. The data was analysed through descriptive statistics and Chi- square was used to test for the association between the classroom factors and bullying. The findings revealed that all the classroom factors: general discipline, individuals responsible for discipline, common disciplinary measures, rating of disciplinary measures and counselling services, were significantly associated with bullying.The findings revealed that bullying was very common though it was rarely disclosed to school management. Further, the study observed that the teachers were administering corporal punishment and in most cases the punishment was not proportional to the offence committed. In addition, the guidance and counselling services were not effectively offered in most schools. The study recommended that all teachers should be involved in matters of discipline in schools. Similarly, the disciplinary measures should also be modified in consultation with the students and teachers. The counselling services need to be activated and managed by trained teacher counsellors.

Keywords: Adolescent, bullying, classroom, teacher, student, behaviour

1. Background to the Study

Bullying has been a major social problem in education system in Kenya. It has become rampant among students. Its effect on affected peers, teachers and parents is detrimental hence increasing the risk of depression, lowering the self-esteem as well as poor performance which tarnishes the name of the institution (Shamsies, Lawrence and Hood, 2003; Sailor, 2010). Clark (2013) observed that bullying has been a major challenge to policy makers because it disrupts cohesiveness among students. In addition, Patchin & Hinduja (2016) stated that bullying creates a hostile institution environment which was associated with poor academic performance. Moreover, Scaggs (2009) further pointed out that the students who engaged in bullying became a burden to school authorities by causing fear and tension among students. In addition, Zibeleni, Pholoho &Ncamsile(2017 highlighted that students who practice in bullying might engage in stealing, telling lies, drinking alcohol, smoking and gambling. Bullying therefore creates tension among students as well as teachers and administrators.

Following many incidences of bullying in Norwegian schools, Olweus (2001) conducted a survey involving 90,000 school aged children to determine the extent of the problem. The study highlighted noted that bullying was serious and wide spread in schools. Unfortunately, teachers and parents were relatively unaware of specific incidents and when the adults became aware they rarely intervened. The study revealed that out of all the children under study: 9% were bullied, 3% were victims once a week or more, and 7% admitted that they themselves sometimes deliberately hurt the children verbally or physically. In addition, Hong &Espelage(2016)argued that bullying had a negative long lasting consequences for both the perpetrators and victims and it was is likely to compromise students' academic achievement. Likewise, Olweus (2001) survey in Norway recorded that there were more boys than girls who bullied other students. A large percentage of girls reported that they were mainly bullied by boys which then meant that there were a high percentage of boys who are victims of bullying. Also, Landau (2012) stated that although bullying is a major problem among boys, a good deal of bullying occurs among the girls. While physical bullying is common among boys, girls typically use indirect ways of harassment such as spreading rumours, slandering, intentional exclusion from the group, and manipulation of friendship relations.

Further,Hymel& Sweater (2015) reported that girls engaged in bullying by nicknaming other students through harmful and derogatory names, physical abuse and fighting as well as taking somebody's property and gossip. In addition, Clark (2013) indicated that these forms of bullying may be difficult to detect among the students. Further, he argued that the weaker and younger students were more vulnerable to bullying. Similarly, Sailor (2010) highlighted that observed that school characteristics might exacerbate development of bullying or protect the students from it. Serious bullying appears

to develop from a constellation of problem behaviour such as inattentiveness, hyperactivity and oppositional behaviour as well as poor peer relations among others. He also reported that children who were at risk of developing serious and persistent bullying tended to demonstrate that problem behaviour at an early stage. They also displayed the behaviour with greater frequency than other children. In emphasis, the studies by Landau (2012) and Sailor (2010) supported this study by revealing that bullying is practised in schools.

On the same note, Gottfredson, 2001) argued that characteristics of schools might influence adolescent's antisocial behaviour. These may include disciplinary practices, degrees to which schools emphasize academic success and higher education, as well as teachers' characteristics. In addition (Cook, Henson & Buchler 2009) reported that students who are suspended from school are often disruptive, threatening and aggressive Similarly, Zibeleni, Pholoho &Ncamsile (2017 observed that teacher needed to pay attention to learners' wellbeing while in the classroom, especially by providing conducive atmosphere. In the contrary to that, Patchin& Hinduja (2016), observed that teachers could encourage bullying especially when reported cases were unattended or through learners avenging bullying through violence. In conclusion, Steinberg and Chung (2007) echoed that affiliation to adolescents who are engaged in deviant behaviour represents the most important risk factor of bullying. It is important to note that the contributions of teachers and disciplinary measures to bullying were not investigated and they were major variables in this study. Therefore, it was important to conduct a similar study to find out the contributions of the teachers and disciplinary actions to bullying among adolescents in secondary schools in Kenya.

1.1. Statement of the Problem

Bullying is a big threat to the Kenyan education system. Secondary school adolescents' involvement in bullying has been of great concern to teachers, parents, and policy makers. In recent years, school strikes in Kenya have been associated with bullying. School management in schools have been featuring in the list of motivators regarding bullying (Republic of Kenya, 2001). In 2016, one of the biggest national school in Kenya was associated with bullying which was attributed by school administration. Bullying was also the associated to poor performance and indiscipline among the students in schools. The Ministry of Education had sufficient evidence of antisocial behaviours among the students. Many reports from the ministry lacked empirical evidence on the causes of bullying in schools. Hence, this study provided empirical evidence on contributions of classroom's factors to bullying among students in secondary schools in Kenya.

1.2. Objectives of the study

This study was guided by the following objectives:
- To establish the extent of bullying among adolescents in secondary schools in Kenya
- To find out the contributions of classroom's factors to bullying among adolescents in secondary schools in Kenya.

1.3.1. Theoretical Framework of the Study

The study was grounded on Urie Bronfenbrenner (1979) ecological theory. This theory looks at a child's development within the context of the system of relationships that form his or her environment. The theory regards human development as a joint function of person and environment. Hence, the theory examines the individual's supporting systems. Bronfenbrenner devised an ecological model that organises the broad contexts of development in terms of immediacy of their impacts on the individual. The theory defines complex layers of the environment, each having an effect on a child's development. According to this theory, each person is significantly affected by the interactions among a number of overlapping ecosystems. The study concentrated on the micro system which directly surrounds and immediately shapes human development. The primary micro systems for the individual includes family, classroom interactions, peer group, neighbourhood and religious settings. The study focused on classroom factors. The theory supported the study since the classroom is the environment in which an adolescent mostly lives in his/ her adolescent years in school. The micro system is also the system in which an individual encounters most social interactions. The individual observes and actively participates in creating and constructing the experiences they have. According to Hymel& Sweater (2015) unhealthy interactions between classroom factors and students could lead to bullying. Bronfenbrenner argued that there was need to study the immediate social environment in which each human being seeks to thrive. The study filled this gap by investigating the contributions of classroom interactions to bullying among adolescents.

2. Research Methodology

The study adopted descriptive survey research design to investigate the contributions of classroom factors on bullying. Survey research design used questionnaires, interview and observation schedules which involved a self-report on opinions and attitudes of the participants on the contribution of classroom factors to bullying among the adolescents. The study was carried out in secondary schools in Kenya. The population under study were Form Two students who were aged 15 to 19 years. The study used stratified sampling to obtain two girls' Boarding, two boys' Boarding and four co- education day categories. Simple random sampling was used to select 320 Form Two students who participated in the study. Further the study included deputy principals from each of the sampled schools, hence a total of eight.

3. Findings of the Study

This section presents the findings of the extent of truancy among adolescents, the people responsible for discipline in school, disciplinary measures administered, rating of disciplinary measures, counselling services to truancy among adolescents in secondary schools.

3.1. Extent of Antisocial Behaviours among Adolescents in Secondary Schools

The study sought to establish the antisocial behaviours practised in schools. Further, the study sought to find out the extent of bullying among the students in secondary schools. The findings are summarised in Figure 1.
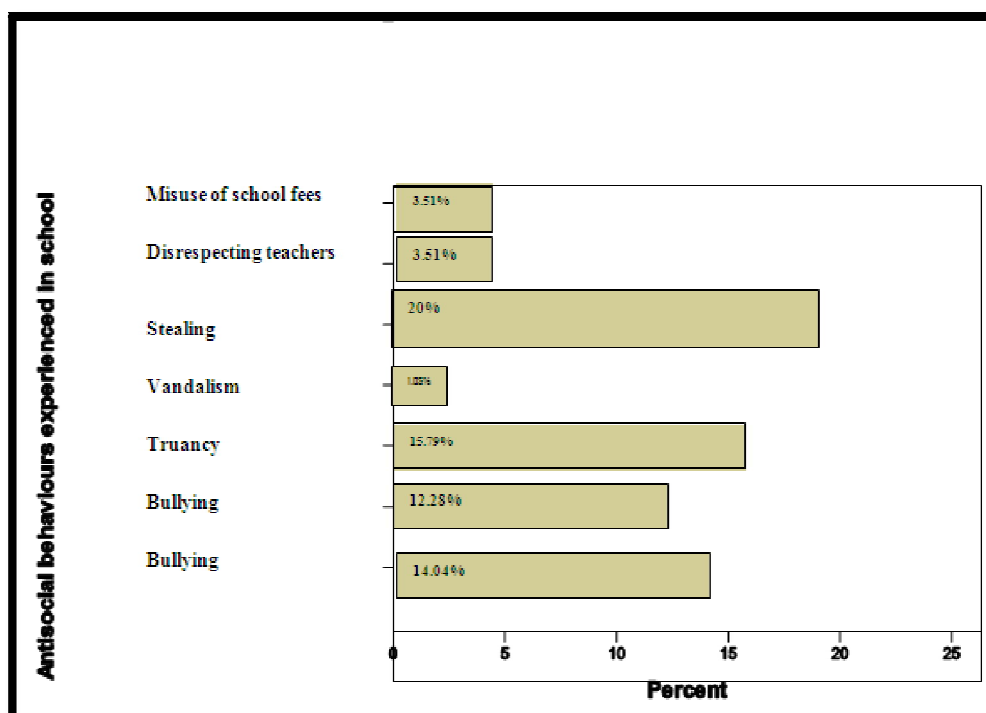

Figure 1: Antisocial Behaviours Experienced in Schools

The findings in Figure 1 showed that the most common antisocial behaviours were stealing, truancy bullying and bullying. The study reported that out of the 320 respondents, the following students had observed the various antisocial behaviours among their fellow students as follows: stealing 20% (64), truancy 15.89% (51), bullying 14.04% (45), bullying 12.28% (40), disrespecting teachers 3.51% (12), misuse of school fees 3.51% (12) and vandalism 1.05% (4). This contradicted the deputy principals' observations and the records in the black books, that bullying was the least antisocial behaviour practiced in schools. This may be attributed by the fact that bullying is practiced underground hence most incidences are never reported. According to Zibeleni, Pholoho &Ncamsile (2017) many incidents of bullying were never reported. Possibility it is because the victims were either ignorant what constitute bullying or they feared the outcome from the perpetrators.

3.1.1. Extent of Bullying among Adolescents in Secondary Schools

The study sought to establish the extent of bullying among adolescent students in secondary schools. The researcher used the information from the responses of students' questionnaires on bullying. The findings are shown in Table 1. The findings were confirmed by the deputy principals' questionnaire responses which were summarised in Table 2. The findings were also confirmed by the number of times bullying was recorded in the black book.

Scores	1		2		3		4			
N=320	Never		Once in a while		Pretty often		Very often		Total	
Bullying behaviour	F	%	F	%	F	%	F	%	F	%
Disturbed the weak students	140	44	88	27	29	9	63	20	320	100
Instil fear in others	131	40	101	32	39	12	49	16	320	100
Harassed others	116	36	90	28	47	15	67	21	320	100
Joined group of teasing others	216	67	59	19	14	4	31	10	320	100
Scared of me	158	49	50	16	32	10	80	25	320	100
Involved in fight	223	70	57	18	18	5	22	7	320	100
Show I'm boss	268	83	31	10	6	2	15	5	320	100
Make fun of others	173	53	82	26	28	9	39	12	320	100
Average	178	56	69	22	27	8	46	14	320	100
Summated scores	8		16		24		32			

Table 1: Extent of Bullying among Adolescents in Secondary Schools

The study sought to establish the extent of bullying among adolescents. The study reported that 36% (114) of the students harassed others, while 35% (112) of the students reported that they scared others. The study revealed that 29% (92) of the students disturbed the weak students, while 28% (88) of the students instilled fear in other students. The findings indicated that 21% (67) of the students made fun of others, while 7% (21) of the students claimed that they were bosses. Further, the study reported that 14% (45) of the students joined the group of teasing others, while 13% (40) of the students were involved in fighting others. The summated scores showed that nearly a quarter, 23% (73) of the students, scored between 24 and 32, which indicated that they were bullies. The summated scores also showed that nearly three quarters, 77% (247) of the students, scored between 8 and 16, which implied that they were not bullies. From these findings, it was evident that bullying was practised in schools even though it was banned by the Ministry of Education. These findings were confirmed by the deputy principals' response in Table 2 and records of cases in the black book.

3.1.2. Deputy Principals' Response on Antisocial Behaviours

The study sought to establish the extent of most common antisocial behaviours among the deputy principals. The researcher used the questionnaire to gather information from deputy principals on the extent of antisocial behaviours. The findings from deputy principals' responses is summarised in Table 2. The black book was used to establish the number of times truancy, bullying and bullying were recorded. The class registers were examined to confirm on absenteeism, which meant that the student did not attend the lessons.

N=8 Behaviour	Never		Rare		Pretty Often		Very Often		Total	
	F	%	F	%	F	%	F	%	F	%
Truancy	0	0	5	63	1	13	2	25	8	100
Bullying	1	13	4	50	1	13	2	25	8	100
Bullying	0	0	7	88	1	13	0	0	8	100

Table 2: Deputy Principals' Responses on the Extent of Antisocial Behaviours
Key: F- Frequency, %- Percentage

The findings summarised in Table 2 showed that nearly 88% (7) of the deputy principals reported that bullying was rare in their schools, while only 13% (1) of the deputy principals indicated that bullying was practiced in schools. Thus, the study reported that bullying was practised in all schools. These findings were confirmed by the report from the black book which showed that very few cases of bullying were reported. The findings were also supported by the findings in Figure 1 which reported that 14.04% (45) of the students indicated that bullying was practised by the students in school. The deputy principals reported that most of the bullying in schools happened without the knowledge of the teachers, since students fear punishment that comes with bullying from fellow students. They usually come to know of the bullying cases much latter. The deputy principals observed that, mostly, girls use verbal and indirect harassment such as gossip and slandering, while boys mostly use physical bullying. In co- educational schools the study reported that bullying cases were minimal. This was due to the fact that a lot of bullying was done after lessons and at night when these students were not in school. The findings of this study supported the observation made by Okwemba (2007), when he reported that students in Kenyan secondary schools are experiencing higher levels of bullying which goes without teachers' knowledge. In addition, the study observed that that those who were bullied were increasingly transforming themselves into bullies, hence increasing the prevalence of the incidence in secondary schools. Further, the study found out that of the 1,012 students who were interviewed in 17 public secondary schools in Nairobi, between 63% and 82% reviewed that they suffered at least one form of bullying. Majority of them reported that they had their belongings taken away by those in the same class or senior classes. Those who were in form one and form two in boarding schools, complained of being beaten and having their belongings taken away. However, day scholars and those in form three and four tended to suffer less. The findings supported Sailor's(2010)) study on student-school bonding where he observed that the dramatic increase in the prevalence of bullying among secondary school students has been a national concern. In fact, he observed that by the second year in secondary school, 44.2% of the students had been involved in physical fights.

The findings of the current study supported the claims made by Quera et al. (2008) that some students use indirect harassment such as spreading rumours, slandering, intentional exclusion from the group, and manipulation of friendship relations among others, which was hard to detect. The findings of this study supported a study conducted by Ogidefa (2008) in Nigeria. He found out that the most common antisocial behaviours among secondary schools, from most common to the least common, were: cultism, bullying, bullying and truancy. These findings showed that the situation prevalent in Nigeria is similar to the situation in secondary schools in Kenya.Santrock (2011), further explained that bullying is associated with and often regarded as one of the effects or off shoots and expressions of negative emotions. These could be expressed thus: anger, envy, greed, fear, hatred, blame, regret, resentment, hostility, and worry, which interfere and tamper with students' mental, social and emotional wellbeing. According to Hong& Espelage (2016), bullying has a negative long lasting consequences for both the perpetrators and victims and it is likely to compromise students' academic achievement.

3.2. Contributions of Classroom Factors to Antisocial Behaviour

This section presents data presentations, interpretations and discussions of the third objective of the study. The study sought to find out the contributions of the people responsible for discipline in school, disciplinary measures administered, rating of disciplinary measures, counselling services bullying among adolescents in secondary schools.

3.2.1. People Responsible for Discipline in School

The study sought to find out the individuals responsible for discipline in school. The hypothesis was that the people in charge of discipline had contributed to bullying among students especially if the students did not respect or fear the individual. The study conducted a cross- tabulation between the people responsible for discipline in school and general indiscipline. The results are summarised in Table 3. The general indiscipline was constituted of: bullying, fighting, verbal abuse, rudeness, envy, aggression and harassment

N=320 Responsible for discipline	F		A		H		V		R		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
All teachers	7	13	8	15	3	6	21	39	17	31	56	100
principal	2	14	2	14	1	7	4	29	5	36	14	100
prefects	2	12	2	12	1	6	8	47	4	23	17	100
Deputy Principal	23	13	18	10	6	3	72	32	104	47	223	100
Non-teaching staff	0	0	2	20	0	0	6	60	2	20	10	100
Total	34	11	32	10	11	3	111	34	132	41	320	100

Table 3: Cross Tabulation between People Responsible for Discipline in School and General Indiscipline
Key: F- Fighting; A-Aggression; H-Harassment; V-Verbal Abuse; R- Rudeness

The findings in Table 3 showed that majority of the students, 70% (223), reported that the deputy principal was in charge, while only a small fraction of the students, 5% (17), reported that the prefects were in charge of discipline. On the other hand, 5% (14) of the students indicated that the principals were in charge of discipline, while 18 % (56) of the students reported that all teachers were in charge of discipline. The findings showed that 71% (12) of the students who reported that prefects were in charge of discipline was an indication that the prefect - structure in Kenya was not as effective as it was meant to be. Majority, 92% (293), of the students who reported that the deputy principal, teachers and principal were in charge of discipline, were involved in general indiscipline. The study indicated that not all teachers, principals and deputy principals were involved in discipline in schools. This may explain the high rate of riots experienced in schools in Kenya. This was supported by Sailor (2010) and Guerra et al. (2008) who pointed out that in response to antisocial behaviours, most schools employ punitive consequences in the hopes of deterring the behaviour in the future. Most students reported that more than 90% of the adolescents were involved purely in general indiscipline. According to Patchin & Hinduja (2016), punitive measures may exacerbate bullying among adolescents. They might incorporate aggressive behaviour and other antisocial behaviours into an automatic script that does not require significant thought before enactment. Thus, Hymel & Sweater (2015) advocated that teachers need to adopt more friendly disciplinary measures.

3.2.2. Disciplinary Measures Administered in Schools

The researcher sought to establish the common disciplinary measures in the secondary schools. This study conducted a cross tabulation between disciplinary measures administered in schools and general indiscipline. The findings were represented in Table 4.

N=320 Disciplinary Measures	F		A	H		V		R		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Cleaning	29	14	25	12	9	4	92	44	54	26	209	100
Suspension	4	20	1	5	0	0	10	45	7	30	22	100
Expulsion	4	7	7	12	3	5	21	36	24	40	9	100
Caning	1	3	4	13	0	0	16	53	9	30	59	100
Total	38	12	37	12	21	7	139	44	94	29	320	100

Table 4: Cross Tabulation of Disciplinary Measures and General Indiscipline among Students
Key: F- Fighting; A-Aggression; H-Harassment; V-Verbal Abuse; R- Rudeness

The findings in Table 4 demonstrated that 65% (209) of the students reported that cleaning the pavement was the most common disciplinary measure, while 18% (59) of the students reported that caning was the most common disciplinary measure. On the other hand, few students, 3% (9), reported that expulsion was a common disciplinary measure, while 7% (22) reported that suspension was a common disciplinary measure. Therefore, the findings showed

that caning as a mode of discipline – enhancer, was not as effective as suspension. This could be explained by the fact that when students go for suspension, they not only lose out on class work, but they also face punishment from parents as compared to caning, which is a onetime punishment. These findings supported the findings made by Busienei (2012), who found out that alternative modes of punishment were more effective as compared to corporal punishment. Thus, caning was less effective as compared to other alternative methods such as behaviour contracting, token economy, positive and negative reinforcement among others. Patchin & Hinduja (2016), reported that this mode of behaviour modification may encourage bullying.The Ministry of Education discouraged expulsion of students by putting strict measures to be adhered to when expelling students from schools. The reason for caning being minimal in schools was due to the ban of caning as a punishment, which was passed in Kenya (Republic of Kenya, 2001). However, the Kenya Human Rights Watch (2007) noted that violence was a regular part of school experience as in teachers' use of caning, slapping and whipping to maintain discipline and punish students for poor general discipline. The study observed that the students were punished through suspension, caning, expulsion or cleaning. Majority of the students, 44% (139), were involved in verbal abuse while 29% (94) of the students were involved in rudeness. Further, the study revealed that few students, 12% (37), were aggressive to students while 12% (38) were involved in fighting. On the other hand, very few students, 7% (21), were involved in harassment. The study indicated that punitive measures should be the last alternative. Therefore, teachers should use alternative measures such as guidance, counselling and behaviour modifications among others. It is also advisable that before teachers apply the disciplinary measures, there is need to discuss with the students the reasons why they are being punished. This can be done by specifying and communicating the punishable behaviour to the students by means of classroom rules and regulations. Further, Zibeleni, Pholoho &Ncamsile (2017) reported that teachers need to pay attention to learners' well-being while in classroom by creating conducive environment. Moreover, the students should be informed of alternative behaviours that they could adopt in order to avoid breaking the school rules.Kahindi (2012) argued that change was needed in the way in which the school administration administers the disciplinary measures. The tendency to rush to punitive measures only worsens the situation.

3.2.3. Rating of Disciplinary Measures Administered in School

The study sought to find out how the students rated the disciplinary measures in the school. The study conducted a cross tabulation between the rating of discipline and general discipline among the students. The findings are presented in Table 5.

N=320 Rating of discipline	Poor		Bad		Neutral		Good		Excellent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Very Harsh	35	30	32	29	6	5	24	21	19	16	116	100
Harsh	43	38	33	29	5	5	26	23	5	5	113	100
Neutral	18	30	23	36	2	3	9	15	10	16	62	100
Not harsh	5	18	2	5	2	5	10	36	10	36	29	100
Total	106	33	98	31	15	5	64	20	37	11	320	100

Table 5: Cross Tabulation between Rating of Discipline and General Discipline among Students

The findings in Table 5 showed nearly 72% (229) of the students felt that the disciplinary measures were harsh, while 9% (29) of students reported that the disciplinary measures were not harsh. Scaggs (2009) explained in his study that the process of receiving school discipline may unintentionally impact how the students attach themselves to the school. If the bonding is not very strong, it may work against the school and students. In fact, poor social ties to the institution may become severed and enable students to commit more crimes.

The findings in Table 5 showed that 58% (67) of the students, who felt that the disciplinary measures at school were very harsh, reported that their general discipline was not good while 68% (77) of the students, who felt that disciplinary measures were harsh indicated that their general discipline was not good. Further, the study indicated that 69% (20) of the students who felt that the disciplinary measures were not harsh admitted that their general discipline was good. From the study, it is clear that most students reported that the disciplinary measures were harsh, hence reported poor general discipline. It was also evident that where the disciplinary measures were friendly, the students reported to have good general discipline. Therefore, this showed that the harshness of disciplinary measures had a negative effect on general discipline. However, Busieni (2012) explained that the association between harsh disciplinary measures and general discipline depends on whether the disciplinary measures were carried out in an emotionally charged manner. In addition, Gottfredson (2001) reported that friendly disciplinary measures, degree to which the emphasis is put on academic success as well as encouraging teachers, contributed to good general discipline. Further, Scaggs (2009) pointed out that school disciplinary policies have been met with public and political recoil, due to scant evidence bolstering their efficacy in reducing school misconduct. Zibeleni, Pholoho &Ncamsile (2017 explained that the students' perception of punishment was more crucial than the specific act of discipline. For instance, a student may have received out-of-school suspension but felt that the punishment was fair and deserved. This would promote the student's attachment to the school and belief in the fairness of the school rules. The change of attitude as well as behaviour would positively affect general discipline, as compared to where the student felt that the punishment was not fair. Thus, students should be involved in the drawing of the school rules and they should be posted in all notice boards in the school for the students to read and understand them.

3.2.4. Effectiveness of Counselling Services

The study investigated how the students felt about the counselling departments in the schools. The researcher asked the students to explain whether the departments were effective or not. The researcher conducted a cross tabulation of the effectiveness of counselling services and bullying. The findings are represented in Table 6.

N=320 Bullying	Yes		No		Total	
	F	%	F	%	F	%
Yes	26	33	50	67	76	100
No	116	48	128	52	244	100
Total	142	44	178	56	320	100

Table 6: Cross Tabulation between Effectiveness of Counselling Services and Bullying Effectiveness of Counselling Services

The findings in Table 6 showed that 56% (178) of the students felt that counselling services were not effectively offered while 44% (142) felt that the counselling services were effectively offered. The Human Rights Watch Report (2007) explained that teachers could resolve to use guidance and counselling. The report argued that teachers were more likely to elicit appropriate behaviour. Further, the report pointed out that this would depend on whether teachers understand the situation and the problems the students are undergoing.

The findings in Table 6 demonstrated that 67% (50) of the students who practiced bullying did not have effective counselling services, while 33% (26) of the students who practiced bullying had effective counselling services in the school. Further, the study reported that 48% (116) of the students who reported that the guidance and counselling was effective did not practice bullying. This showed that effective counselling services are important in curbing bullying among students in secondary schools. Therefore, in 2001 the Ministry of Education gave a directive that all schools need to establish guidance and counselling services to handle students' problems (Republic of Kenya, 2001)

These findings in Table 6 were supported by Koelhuis (2007) who explained that school counsellors provided counselling programs in three domains: career, personal and social. This was echoed by Mwaniki & Nyaga (2014) whoobserved that the services of counsellors and the programmes they conduct in schools help the students to resolve emotional, social, psychological and behavioural problems. The services also help the students to develop a clear focus or a sense of direction. Sailor (2010) concurred with these findings when he pointed out that students are normally involved in antisocial behaviours due to issues beyond their control, such as, problems at home, poor performance and health issues among others. Hymel & Sweater (2015) observed that punishing the student does not help in modifying his or her behaviour. Thus, the schools need to offer effective counselling services with skilled counsellors who are able to identify students' problems and offer assistance.

3.2.5. Classroom Factors and Bullying among Secondary School Students

The researcher conducted a Chi-square test of the classroom factors on bullying. Bullying constituted, disturbing the weak students, joining a group that teases others, scaring others, getting involved in fighting, showing that 'I'm' the boss and making fun of others. The findings are illustrated in Table 7.

N=320 Classroom Factors	Value	Df	Asymp Signif (2 Sided)
General Discipline	209.6	4	0.04
Person responsible for discipline	371.9	4	0.01
Ratings of disciplinary measures	166.4	4	0.02
Counselling Services	111.9	1	0.03
Disciplinary Measures Administered	212.5	3	0.00

Table 7: Chi Square Distribution of Classroom Factors and Bullying

The findings in Table 7 demonstrated that all the classroom factors - general discipline, (χ^2 =0.04, df=4, p < 0.05), person responsible for discipline (χ^2 =0.01, df=4, p < 0.05), ratings of disciplinary measures (χ^2 =0.02, df=4, p < 0.05), counselling services, (χ^2 =0.03, df=1, p < 0.05) and disciplinary measures administered (χ^2 = 0.00, df=3, p < 0.05) - were significantly associated with bullying among secondary school students. The above findings showed that all the classroom factors were significantly associated with bullying. The threatening aspect of punishment may produce emotional tension in the students, who may actually learn to dislike the teacher administering punishment to them. The teachers need to realise that if their interactions with the students are largely characterised by punitive relationships, the students are likely to be ineffective in promoting prosocial behaviours. The findings supported Zibeleni, Pholoho &Ncamsile (2017) highlighted that students who earned suspension were often more disruptive, threatening and aggressive. Thus, the teachers should put in place other friendly measures of modifying behaviour. This will ensure positive interactions between teachers and students. This was supported by Busieni (2012) who explained that, punitive measures may exacerbate aggression and weaken the relationship between the students and teachers.

4. Conclusions of the Study

The major conclusion that can be drawn from this study is that, bullying was evident among adolescents in secondary schools. In addition, the study showed that majority of the students had been bullied by their colleagues at one particular point. The study revealed that not all teachers and principals were effective in disciplining the students. This study found out that in most schools, the deputy principal was effectively in charge of discipline while in a few schools the prefects were in charge. The study observed that the teachers administered punitive measures and caning was most common in boys' schools. The study concluded that the students who felt that the disciplinary measures in their school were very harsh, projected to other students through bullying. Hence, the study concluded that harshness of disciplinary measures in school promoted bullying. Another conclusion made was that most students felt that the counselling services in their schools were not effective. Further, majority of the students who practiced bullying reported that they did not have effective counselling services in schools. According to the study findings, classroom factors such as; general discipline, disciplinary measures and teachers 'factors were significantly associated with bullying

5. Recommendations of the Study

Based on the findings, the study suggests the following recommendations:

- Bullying was being practised in all sampled secondary schools. Based on these findings, the parents and teachers should devise effective strategies of dealing with bullying. In addition, the study recommended students to be adequately involved in preparing and implementing rules and regulations.
- The study established that the disciplinary measures employed in school were punitive and harsh. Based on this, the teachers and the school administrators should use non- punitive disciplinary measures such as guidance and counselling, behaviour contracting, token economy and positive and negative reinforcements among others.
- The study gives an insight from the findings those schools to devise strategies where students can freely share their grievances without victimisation.

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