THE RELATIONSHIP BETWEEN PEER VICTIMIZATION, SCHOOL UNREST AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN STAREHE SUB-COUNTY, NAIROBI COUNTY

A Research Project Report Submitted to the Department of Psychology in Partial Fulfillment of the Requirements for the Award of a Master's Degree in Counseling Psychology.

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DECLARATION

DECLARATION BY THE STUDENT

I declare that this Research Project is my original work and has not been submitted to any other University for either academic or examination purposes

Signature _____ Date 28th October 2022.

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DECLARATION BY THE SUPERVISOR

This Research Project is submitted with my approval as the University Supervisor

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DEDICATION

This project is dedicated to my dear husband TIMOTHY MUTUMA, my two lovely daughters BECCA and TARAJI, my amazing parents and siblings.

ACKNOWLEDGEMENT

ABBREVIATIONS

ANOVA	Analysis of Variance
GPA:	Grade Performance Assessment
IQ:	Intelligence Quotient
LSE:	Life skills Education
MOE:	Ministry of Education
WHO:	World Health Organization
SPSS:	Statistical Package for Social Sciences
UN:	United Nations

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ABSTRACT

The study aimed at determining the relationship between peer victimization, school unrest and academic achievement in Starehe Sub-County. It was guided by the following objectives: to examine the contribution of peer victimization on school unrest among secondary school students, to identify the impact peer victimization has on academic achievement in Secondary schools within Starehe and lastly to determine the moderating effect of school unrest on the relationship between peer victimization and school unrest among schools in Starehe Sub County. The study was carried out in the 21 secondary schools within Starehe sub-county, Nairobi County. It employed both quantitative and qualitative research designs. Sample size was arrived at by use of stratified random sampling and purposive sampling in each schools for the student population. A sample size of 21 Principals, 21 counselling teachers as well as 384 students was used. The researcher sought approval from the relevant authorities for permission to conduct the research. Self-administered questionnaire were used to collect data from the students while interviews were conducted on the school principals and school counselors. The study was descriptive and the data collected was analyzed using the Pearson's Correlation coefficient analysis and presented in means, percentages and standard deviations to describe the relationship between independent variable and the dependent variables. The model's significance was assessed using the ANOVA test. A pilot study was conducted on 38 students who were not used in the main study. The regression coefficient results indicated that peer victimization had a positive and significant effect on school unrest among secondary schools in Starehe Sub County where (β =.263) and p=.000). The regression coefficient of peer victimization had a negative and significant effect on academic achievement among secondary schools in Starehe Sub County where (β =-.798 and p=.000). Finally, the study found that school unrest moderates the relationship between peer victimization and academic achievement among secondary schools in Starehe Sub County. The study concludes that peer victimization significantly affects school unrest among secondary schools in Starehe Sub County and that that peer victimization negatively affects academic achievement of students in Starehe Sub County. The results also conclude that school unrest influences the relationship between peer victimization and academic achievement of students in Starehe Sub County. The study recommends that teachers, parents, students and other educational stakeholders should create counselling services for students involved in attacking others in order to ascertain the root cause of such issues. The study also recommends that schools should establish clear and consistent rules that prevent or reduce peer victimization as well as encourage healthy peer relations. Finally, the study recommends that future scholars and researchers should consider investigating reasons why students engage in peer victimization and the effects of other factors such as their socio-economic backgrounds on their performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Peer victimization is characterized as a pattern of hostile conduct that is either promoted or committed by other members of the peer group (Hunter et al., 2007). It is the umbrella name that defines hitting, spreading malicious gossip, name calling, tribal or racial discrimination, intimidation, harassment, demeaning and sidelining carried out by the influential members in a group to their target victims (Feinberg & Robey, 2008). These aggressive behaviors are either physical or social. (Underwood, 2003). Peer victimization is categorized into two forms namely relational and overt victimization. Relational victimization occurs when the relationship is used as the fuel for causing harm to the targeted victim. Overt victimization is projected either physically or verbally all aimed at causing harm. The two forms are experienced by both boys and girls (Cook et al, 2010; Hawker and Boulton, 2000).

Secondary school is often categorized as extremely difficult to navigate socially, and research cites peer victimization as one of the contributing factors. For pupils, school is supposed to be a secure and safe place. Without this, academic excellence cannot be achieved. Learners develop negative attitudes towards school which lead to aggressive behavior mostly as a way of communicating their dissatisfaction. (Kauman et al, 2000; Nishina and Juvenon, 2005).

Prevalence of peer-to-peer violence in school is rampant across the globe according to the UNICEF report released in 2018. More than a third of adolescent students experience peer victimization in their schooling years (Modecki et al., 2014). One in three students also engage in physical fighting as a defense mechanism (Rashmi Shetgiri et al, 2014). Closer home, the US-CDC survey report (2017) ranked Kenya as among countries with high prevalence rates of peer victimization cases in secondary schools ranging between 43-74%.

Latest UNICEF Global database 2021 reported 80% of students in Kenya aged between 13-15 years as having been recipients of peer victimization at least once in every month. Students who come from families dominated by aggressive adults tend to retaliate the same on their peers often compared to those who don't. (Omotose, 2010).

Peer victimization in secondary schools is linked to a number of adverse effects. Social and emotional turmoil (Vivolo Kantor et al., 2014), poor school adjustment, poor academic achievement, internalizing problems (anxiety and depression), externalizing problems (extreme negative responses to problems) and collective indiscipline. Aceves & Cookston, 2007). Teenagers who hang out with their peers who are offenders may actively develop aggressive traits and actions as a result of their frequent contact and interactions (Espelage and Swearer, 2003)

Teenage is characterized by increased need to belong which has been singled out as one of the strong motivational human needs" (Bowly, 1988). Baumeister and Larry (2005) added that the need to belong is so strong that it can be equated to the need for food. Developmentally, peer victimization is mostly problematic for this age bracket (Rapee et al 2019; Stangor &Walinga, 2010).

Students in secondary school who have a sense of belonging are psychologically healthier than those who do not. World Health Organization (2006). Sanchez Colon & Esparza; (2005) noted that a sense of belonging in a school set up contributes positively to academic excellence, low truancy rates, low school dropout rates, less indiscipline cases, students" active participation and more positive attitude towards learning. The Wingspread declaration (2004) further linked school connectedness as a contributory factor in students" emotional distress, substance use, maladaptive behaviors, early sex and other risky engagements. Adolescent students" wellbeing is highly influenced by the peers around them. Being part of an emotionally stable peer set up protects students from extreme peer victimization.

Any act, behavior, or circumstance that suggests or demonstrates the absence of peace is referred to as school unrest and is aimed at injuring, killing, destroying persons or property as well as intended to cause violence, fear, worry or uncertainty. It could be physical, emotional or psychological. (Homby, 1996) defined school unrest as a state of dissatisfaction expressed by protesting in order to be heard out. Regardless of the origin or nature, school unrest poses a

threat to social relations and peaceful coexistence.

In Kenya, the first school unrest incidence on record was Maseno School in 1908 (Moseh,2012). Since then, there have been recurring incidences of school unrest especially from the 1990s throughout 2000s onwards. In 2016, the National Crime Research Centre reported heightened cases of burnt property in 130 schools countrywide. In 2018, a parliamentary committee reported over 60 schools had been burnt in a span of one month. The year 2021 was characterized by nationwide secondary school unrest resulting in a directive by the Cabinet Secretary to grant learners a mid-term break that was not in the school calendar.

School environment influences students" academic achievement either positively or negatively. It ranges from safety around school, peer relations, teacher support, sense of belonging, school liking, student inclusion, academic engagement and extracurricular activities (Libbey, 2004). Students who experience peer victimization have bad views of their schools and find it difficult to connect and adjust to school compared to non-victimized ones which leads to poor academic achievement (O"Brennan & Furlong, 2010). According to Mundy et al. (2017), students who are bullied by their classmates lag behind their non-victimized counterparts by six to nine months. Additionally, it was discovered that adolescents who have been abused had low rates of school involvement and high rates of absences, all of which have a detrimental impact on academic attainment. Case study by University of California at Los Angeles (2010) also highlighted that students who are victimized are low achievers academically and they are also very disinterested in school. It added that students who are poor performers also face the risk of being victimized by their peers and teachers which worsen their situation.

Asiyai (2015) from his study findings noted that peer victimization leads to endangered academic achievement. Peer victimization in secondary presents the country with an imminent educational challenge, which if not timely tackled will be very costly not only economically, but also socially as the future generation which is the present- day youth is threatened.

1.2 Statement of the problem

Peer victimization remains an area of great concern despite the numerous efforts by schools to contain it. Students experience and report cases of peer victimization on day to day basis while socializing at school. It is a serious health and educational issue challenging the government.

In 2003, the government of Kenya banned peer victimization from schools owing to its detrimental effects on students" wellbeing. In addition, peer victimization interrupts learning and this means students who experience victimization are distracted from academic work as they unconsciously focus on the emotional turmoil it bears. The effects of peer victimization are so damaging to the wellbeing of any human and worse on adolescents who are at a stage that is characterized by need to psychologically detach from family umbrella to seek affiliation and acceptance from their peers.

Peer victimization is a major contributing factor to secondary school unrest which has become cancerous in the education sector. The unrest incidences in secondary schools over the years have resulted in loss of many lives, permanent trauma, injuries, and disruption of academic schedules and destruction of property. In every instance, schools have been abruptly closed, students have been fined, they have been suspended, and in the worst situations, kids have been expelled and charged with crimes. In addition to losing a lot of time due to disrupted academic schedules, students sometimes return to society as adults who are social outcasts after finishing school.

Unrest in secondary schools has been through a vicious cycle of recurrence despite the numerous efforts by various stakeholders to get lasting solutions. Muchiri (2016) opined that the reason sustainable solutions have not been reached yet is because of applying non evidence based approaches driven by common sense. He further highlighted the need to look into internalizing problems adolescents grapple with that are mostly ignored while attention is given to the externalizing problems. Adolescents lack skills needed to navigate through life. Christine and Ambrose (2022) summarized the school unrest menace as results of students who are stressed.

They lack problem solving skills, critical thinking and assertiveness which contributes to poor decision making when challenged by life. These manifests in their aggressive nature as a means of expressing their grievances.

Eliminating peer victimization in secondary schools is thus essential as it paves way for peaceful and symbiotic co-existence and give room for students" holistic well-being, focus on academic work and be able to achieve academic excellence which is the ultimate goal. Therefore, this research aimed to assess how much peer victimization relates to secondary school unrest and its impact on academic achievement on adolescent youth. It also explored additional lasting and sustainable approaches to addressing school unrest and delivery of uninterrupted quality education.

1.3 Purpose of the study

To explore the correlation between peer victimization, school unrest and academic achievement among secondary school students in the Starehe Sub- County.

1.4 Objectives of the study

i. Analyze the influence peer victimization has on school unrest in secondary schools within Starehe Sub-County.

ii. Identify the impact peer victimization has on academic achievement among Secondary school students within Starehe Sub-County.

iii. Ascertain how school unrest moderates the association between peer victimization and academic achievement among secondary school students in Starehe Sub County.

1.5 Research questions

i. To what extent does peer victimization contribute to school unrest among secondary school students in Starehe Sub-County?

ii. What is the impact of peer victimization on academic achievement among secondary school students in Starehe Sub-County?

iii. What is the moderating effect of school unrest on the relationship between peer victimization and secondary schools within Starehe Sub-County?

1.6 Research Hypotheses

i. **H_{01}:** Peer victimization among secondary school students does not lead to school unrest among students in Starehe Sub County's secondary schools.

ii. **H_{02}:** Peer victimization does not have any impact on academic achievement among secondary school students in Starehe Sub-County.

iii. **H_{03}**: There is no moderating effect of school unrest on the relationship between peer victimization and academic achievement among secondary schools in Starehe Sub-County.

1.7 Justification of the study

Agenda 4 of the seventeen SDGs issued by the United Nations to eradicate poverty and guarantee that everyone lives in peace and prosperity by the year 2030 is education. In addition, education is paramount in achievement of all the other 16 sustainable development goal. Education is defined as gaining knowledge which is meant to open people's eyes to great innovations that make the world a better place. The world has evolved his far because of education. According to Global Partnership for Education, it contributes greatly to a country's economic growth, social security and stability.

By educating people, many societal vices are countered. Global Partnership for education analyzed that 420 million people would come out of poverty if they received secondary education. Schools are the avenues where education is delivered. In school, students interact with their peers from different cultural backgrounds, religions, socio-economic backgrounds, ethnicity and ideologies. These help students to grow with acceptable social norms and learn to appreciate the diversity of the many existing cultures for purposes of co-existence as they contribute to global economic growth and evolution.

Peer victimization deprives students from the ability to thrive holistically and affects them in the long run when they are adults. Farrington, 1993 asserted that peer victimization in school attributes to high levels of social aggression and is likely to continue into adulthood resulting to engagement in criminal activities, domestic violence in marriage, child abuse and sexual harassment. These negative impacts are felt not only by the individual victims of peer victimization but by the entire country. Previous studies gave attention to the effects of peer

victimization and not what births it which the researcher explored in this study. This will aid in eliminating peer victimization in order to make schools safe and secure for all students to achieve academic excellence and attain holistic growth mentally, socially and physically.

1.8 Significance of the study

The goal was to shed insight on prevalence of peer victimization in schools and show how it has contributed to secondary school unrest menace and poor academic achievement. It further attempted to find solutions on the best practices to eliminate peer victimization thus making schools serene for all students, hence academic excellence. Teachers, counselors and parents are expected to gain more knowledge on tackling issues revolving around peer victimization amongst students. The study's results will also assist decision-makers in creating relevant, impactful and sustainable programs that address the internalizing and externalizing challenges that students face. This will not only be helpful to educational institutions but all entities and experts who work with adolescents in crisis.

The results of the research will also advance evidence-based understanding and, in the end, guide the creation and improvement of initiatives to end peer victimization among teenagers. This will reduce the number of adolescents who engage in drug abuse, crime, school dropout, truancy, violence, delinquency, suicide and death. It will also reduce mental illnesses that are attributed to internalizing problems as a result of victimization. The most common are depression, anxiety and social withdrawal.

Furthermore, this research study will assist policymakers in the education sector in developing feasible and viable measures and policies that will deal with school unrest in secondary schools, as they will have a reliable glimpse of information. Critical points deduced from this research will also be essential to shareholders and interested actors in developing flexible, uniform, adaptable and sustainable policies for regional, national, continental and global application to cope with the changing circumstances and realities affecting middle level educational institutions.

1.9 Limitations of the Study

Because of the brief window and this year's strict academic calendar, it was challenging to collect data. Financial constraints will affect data collection. There was need to engage data

collection personnel, printing work, transport costs and other unforeseen costs are expected to influence the study outcome. The target study was in one selected area of the country whose findings may not be an accurate reflection of the other sub-counties in Nairobi County and secondary schools nationwide. It was assumed that those interviewed would give the correct information.

1.10 Operational Definition of Terms

Adolescent: A young person who is transitioning from childhood to adulthood. It's the period between 9-19 years of age. This study's population is within that age range.

Externalizing behaviors: Behaviors directed towards external world such as aggression, breaking set rules, destruction of property, stealing, cheating, arson, and all manner of unacceptable practices.

Internalizing behaviors: Behaviors that are inwardly directed negative feelings, thoughts and actions towards oneself that can easily go unnoticed at face value. Examples are Feeling sad, lonely, guilty, fear, social withdrawal, suicide ideations, depression and anxiety.

Overt Victimization: The physical acts of intentionally causing harm to others for example hitting, name calling, stealing and pushing.

Peer Victimization: Exposure to acts that cause psychological, physical and emotional harm to a student perpetrated on purpose by fellow student(s) within the same age group.

Relational Victimization: Destroying relationships through manipulative ways in order to harm the person on target for example spreading malicious rumors, gossiping, and isolation from peer groups.

School Unrest: Any act, behavior or situation that suggests or display the absence of peace and order and is aimed at injuring, killing, destroying persons or property and also intended to cause violence, fear, worry or uncertainty within a school set up.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The theoretical foundation, conceptual framework, and a synopsis of the literature review are covered in this chapter.

2.1 Effect of peer victimization on school unrest

In 2016, the Society for Research in Child Development conducted two studies on peer victimization in schools to explore the different types and effects it had on learners. Results indicated that 75% of learners experience some form of victimization from their peers. Results pointed to peer victimization as affecting both boys and girls and also has detrimental effects on how adolescents respond to stress. The studies were conducted at the University of Alabama and University of Ilinois.

Using Meta-analysis approach the research involved 190,053 children and adolescents of ages 4-17 years in 17 countries over 20 years and came up with 135 studies on victimization. The study also found out that adolescents who are victimized exhibited more externalizing behavior as delinquency, aggression, impulsivity, conduct problems and engagement in risk-taking behaviors.

The second study by the same group engaged 636 American students in second to sixth grade found out that peer victimization alters the development of students" healthy stress response systems and instead fosters unhealthy responses. How students cope with stress in their social circles contributes greatly to development of internalizing and externalizing problems. Adolescents respond better when they are in control of their thoughts, feelings and actions. They are able to address their concerns and find solutions in a more positive way without resulting to aggressive and disastrous ways leading to school unrest to get their needs met.

Karen D. Rudolph et al 2013 carried out two studies to determine how exposure to peer victimization leads to early behavior risk, increased social alienation and deviant peer affiliation. The 1st study involved 585 learners between ages 5-12 years both boys and girls. The second study involved 636 learners of ages 7-11 years. The hypothesis on peer victimization leads to social alienation and eventual inclination to deviant peer affiliation was tested. 2-study research

design was used for validity purposes. It involved different informants to examine externalizing and internalizing behavior, peer affliction and how they are linked to peer victimization. The area of study was also different to give room for more diverse findings and accuracy purposes. Use of questionnaires and interviews were applied. The results rendered the tested hypothesis as true.

In Osun state, Nigeria, a study on prevalence of peer victimization was conducted which involved 385 students. Students were selected from 10 secondary schools. The results highlighted the different forms of victimization and how they affect male and female students differently. Females encountered more relational victimization while males suffered physical form of victimization. The findings also noted that exposure to peer victimization resulted to social aggression which Farrington, (1993) noted that it culminated to conduct disorders in adolescents which are manifested in victimizers who make the life of their targeted students at school unbearable.

Kenya has a very dark history of grave incidences related to peer victimization. Hundreds of many secondary schools have been reported with incidences of unrest related to peer victimization. Education News Hub Kenya (2021) reported that most of these incidences are not accidental but well planned and executed by students who feel aggrieved and don't know any other way of expressing themselves other than being aggressive and causing unrest in schools in order to be heard.

Amidst the many non-evidence based assumptions on causes of school unrests there is dire need to strengthen the trust relationship between teachers and students through embracing dialogue. Emphasis is laid on understanding the adolescence age. When students feel that their unmet needs have not been addressed they are likely to result to aggression.

Much research work has gone into studying the many recurring incidences of secondary school unrest in Kenya. Mourine (2021) in Qazini article opined that the school unrest being experienced have more to do with parental negligence. Parents have abandoned their role of guiding and setting the moral standards for their children. They are no longer there to offer emotional support to their children concerns. The society teaches boys to die fighting. The adolescent students going through victimization are likely to result to aggressive behaviors because they have not been enlightened on positive ways of processing emotional turmoil. However, the study is limited in terms of how peer victimization leads to social alienation and

further, how deviant peer affiliation directly contributes to school unrest which this study will seek to build on.

2.2 Effect of peer victimization on academic achievement

A stratified random sample research method was used to study on students from public and private schools who were the study population. It incorporated both boys and girls. The study applied multi-level mixed effects linear regression analysis. It concluded that children who were victims of peer victimization lagged behind academically than those who were not by 6 to 9 months. Unlike this study which focused on primary schools only, this research will extend research and finding to secondary schools.

In 2009, Ken et al. performed research on the relationships between factors of peer victimization, school participation, and academic results. A longitudinal study with 1000 sixth-grade students was conducted. Peer victimization was associated to absenteeism and, in the worst instances, school dropout rather than poor academic success, according to structural equation modeling and analysis of the data that was gathered. Low academic accomplishment is caused by this school's inconsistency.

In Gokan and Oya (2013), 393 female and 349 male middle school pupils participated in their research, which included 742 individuals in all. The study observed that peer victimization affects both genders but is more prevalent among boys than girls. In terms of academic performance, students who had high academic achievements were less likely to be perpetrators on peer victimization unlike the low academic achievements who are likely to become bullies as a way of feeding their low self- esteem. This is consistent with previous researchers' results. (Beran and Lupart. 2009; Ozer and Totan, 2009).

Card and Hodges (2008) observed that peer victimization results to disliking school as victims view it as unsafe leading to continued absenteeism and low performance eventually. Khaled et al (2012) conducted a research in which the main participants were 200 teachers from various Jordanian schools. The study concluded that peer victimization had significant effects on academic achievement and later performance at the labor market because students who are victimized are fearful and weak. This affects their self-confidence and concentration making them unable to participate actively in academic work. They are unable to reach their full potential as a consequence, which has an adverse effect on their academic success.

Seter et al (2004) involved a total of 2136 student participants. The findings 58.1% missed classes without permission. This resulted to poor academic achievement. A different study by Anton-Erxleben et al, 2016 carried out across Botswana, Ghana and South Africa revealed that peer victimization as one of the root causes of low academic achievement. The study include 36,602 participants comprising of adolescents aged between 12 and 16 years.

In his study in Dodoma, Ndibalema. P (2013) observed that recipients of peer victimization hardly concentrated on their academics and that contributed negatively on their academic achievement, school attendance, peer relationship and students" self-esteem. The study is in line with findings by other prior researches. (Omoteso, 2010; Lumsden, 2002; Shellard, 2002).

Mercy, Nzoka, and Jessina (2019) conducted a study on 1302 people made up of instructors, students, and counseling teachers in Kitui County, Kenya. According to the data, peer victimization played a significant role in the high rates of school dropout, which are then reflected in subpar academic achievement.

Eucabeth and Japheth (2018), carried out a study on the female education system in Kajiado Sub-County. The results were similar to many other scholars who found out that peer victimization increases fear in the victim student. The victim is likely to miss schools on several occasions which alters academic learning and academic achievement. This was derived from the 58.1% of the study's respondents who were in agreement that peer victimization contributed to poor academic achievement and worse still contributed greatly to school dropout. This illustrates both the immediate and harmful impacts of peer victimization.

Ngesu et al, (2013) conducted a study in Kenyan secondary schools. The respondents were 16 teachers and 240 students. According to the survey, peer victimization is a significant societal issue among secondary school pupils. The research also showed a link between peer victimization and high school dropout rates, absenteeism, low self-esteem, violence, and subpar academic performance.

2.3 The moderating effect of school unrest on the relationship between peer victimization, academic achievement

A meta-analysis study was conducted by a PhD student in Netherlands on 28477 participants who comprised of children and adolescents below 18 years of age to establish the connection

between peer victimization and substance use. The results were published in the year 2019. The study looked at two characteristics that is individuals who are pure perpetrators of victimization and those who become victimizers as a result of having experienced victimization. It established that there is an association of peer victimization and substance abuse which further contributes to poor emotional regulation and impulsivity. It also added that family background influences behavior in children. More negative outcomes noted are suicide, homicide, depression, violence, psychosomatic problems, truancy, low self-esteem and so on. The indicators are school unrest and poor academic achievement. Most of the perpetrators of peer victimization have experienced harsh parenting or violence between parents and they take that as part of life which is projected on their peers at school.

A study by Michael et al, 2013 looked into bullying in Tanzania. A total number of 2,154 students aged between 11-16 years old were chosen at random to participate in the research as participants. There were questionnaires given out. The results showed that teenagers who were bullied by their classmates were more likely to develop both internal and exterior difficulties.

Additionally, some claimed to have missed school occasionally as a result of victimization. Moswela (2005) carried out a study in 6 primary and 12 secondary schools in Botswana using questionnaires and interviews. The population study comprised of 124 participants both students and teachers who were selected through random sampling. Findings revealed that peer victimization affected both genders. The study pointed out peer victimization based on ethnic background was a big problem especially in schools situated in urban settings which accommodate students from diverse ethnic backgrounds. The study further supported the many other findings that peer victimization results to physical or emotional hurt to the victims. This can lead to poor academic achievement attributed to the victim's feelings of inadequacy when around peer groups and as a result they are unable to maximize their potential. Many become truants while others drop out of school thus jeopardizing quality educational outcomes.

Zinkeng and Etta (2018), conducted a study at Buea, Cameroon which involved 160 students comprising of 80 girls and 80 boys. The results depicted that students who victimize others in anyway not only do they affect their own future but affects every other person in the school institution. The fear that is instilled in the victims make them stay away from school a factor that jeopardizes their academic work and results to poor academic achievement. Deaths and damages

are potential results of peer victimization in secondary schools. In addition, they emphasized that peer victimization has long term effects that follow an individual in their future rendering them social misfits.

Lewis et al. (2013) conducted a research with 238 pupils at secondary schools in Kenya, 16 teachers and other educational experts as the respondents. According to the research, bullying in school impacts both males and girls. The research also showed that many students result to violence as means of achieving what they want. They get aggressive influence from media, home environment and peer relations. These responses interfere with class learning and quality of education delivered due to the tensions and unrest created.

Ndetei et al (2007) investigated peer victimization at Nairobi County secondary schools. 17 out of 49 schools were taken selected through stratified sampling. They opined that the Kenyan school curriculum should make students feel their life doesn't start and end with academic excellence measured by examinations. The education system ranked students from top performing to worst performing in Grade performance Assessment (GPA). Those who are not top performers feel frustrated and develop internal conflict that is likely to lead in aggressive behavior aimed at disabling the entire learning process in the school. The study proposed development of a curriculum that includes all students with different Intelligence Quotient (IQ) levels without feeling of discrimination and disregard.

2.4 Theoretical Framework

Erikson's Theory of Psychosocial Development, Frustration- Aggression-Displacement Theory and Transgenerational Theory served as the foundation for this study.

2.4.1 Psychosocial Development Theory

This theory was developed in 1950's by Eric Erikson with the intent of building up on Freud's psychosexual stages and was revised throughout the years. It talks about the different stages of development and how they impact on building up an individual's personality from infancy to adulthood. Eight stages of human development were proposed by Erikson, and they are influenced by biological, psychological, and social factors. He noted that each stage presents a psychosocial crisis which influences the other stages of life either positively or negatively depending on how it is approached. The crises are psychosocial in nature because they address

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the psychological needs of an individual (psycho) conflicting with society's needs (social).

As individuals grow up, they are faced with different psychosocial needs and major decisions to make. Each stage has 2 conflicting sides; one positive/syntactic and the other negative/dystonic. One has to find a balance between the two and this is what determines the outcome. Successful completion of a stage develops virtues that help in navigating through the other stages and likewise failure to complete any stage successfully results to wounded personality which impacts negatively on an individual's holistic wellbeing.

Stage 5 is the adolescence stage which is characterized by Identity verses confusion. It comes after the fourth stage (childhood) which is industry vs inferiority whereby an individual begins to compare self with other peers and feel the need to win approval from the society. Children's self-esteem is built or broken at this stage by how they are appreciated or criticized for tasks performed respectively. If they are appreciated they feel the need to be industrious and if criticized they struggle with inferiority complex. This impacts so much how the Identity vs Identity confusion stage turns out.

A child who transitions to adolescence stage with self-esteem issues will most likely suffer from identity crisis as it's about self-concept and need to be accepted in peer circles. At adolescence an individual is faced with increased need to find and understand who they are and what they want in life. The pressure that comes with this need if not well-balanced results to manifestations of internalizing and externalizing issues, aggressive behaviors and development of conduct disorder in adolescents.

Enhanced ego identity on the other hand, results to individuals who are able to articulate issues that are affecting them without displacement on less powerful peers. Strong personality at this stage also enables individuals to have firm self-drive and focus to resist negative peer pressure. Individuals with disturbed egos feel the need to drag others in their frustrations hence peer victimization. They are not able to seek amicable solutions to issues affecting them and mostly result to aggressive behaviors for attention and need to satisfy their ego. This stage has great influence on adulthood which is the next stage of life characterized by forming long term and steady relationships or isolation.

The theory has been significantly applied in the psychotherapy treatment of mental illnesses where psychologists trace back the personal history of a patient to establish the precipitating

factors that facilitated the development of the condition.

The theory is also used in counselling adolescents who mostly find themselves entangled in the identity crisis and in turn result to substance abuse, early sex, sexual identity crisis, bad peer influence, aggression and violence etc. It is also used in family and marriage counselling. However, the theory disregards all other aspects that have been tried and true, assuming that a person's personality is only reliant on their developmental phases.

2.4.2 Frustration-Aggression-Displacement theory

This theory of aggressiveness dates back to 1939 and was developed by John Dollard, Neal E. Miller, and others. Miller, Roger Barker, and others in 1941 and Leonard Berkowitz in 1969 further improved it. The theory denotes that aggression results from frustration. Frustration occurs when one faces stumbling blocks from external forces when striving to achieve set goals. This yields aggressive drive which can lead to aggressive behavior if not well managed.

The theory expounds that when individuals are enraged by forces higher than their ability, they displace their frustrations to individuals or things within their ability and safety. This theory serves to explain the victimization experienced in schools. The school unrest trends are observed to occur in second term towards the schools" mock examinations. Ndetei et al (2007) pointed out that the society places so much value on academic excellence and this creates tension for students who are not high achievers. They in turn result to acts of destabilizing learning in school by castigating violence. Students who are victimized at home are likely to displace their outrage on their perceived weaker peers at school as well.

2.4.3 Trans generational Theory

This theory was founded by Bowen Murray (1913-1990) who is referred as the father of family therapy. He founded this theory on two opposing life forces; togetherness and individuality. He received his training as a psychiatrist and began his career in the late 1940s using the psychoanalytic methodology. Bowen set out to investigate schizophrenic patients as he administered treatment. He relocated to the NIMH in 1954 and began to concentrate on family systems there. He started the Georgetown family center, which he oversaw until his death, while working at Georgetown University in 1959.

Eight guiding concepts form the theory, including the differentiation of the self, triangulation, the

emotional system of the nuclear family, family projection, emotional cutoff, multi-generational transmission, family constellation, and society's emotional process. The goal of this theory is to increase levels of differentiation which is defined as an individual's ability to self- drive their lives without unnecessarily prescribing to other people's opinions and wishes. The opposite of differentiation is fusion. It is humanly natural to feel the need for connectedness, acceptance and importance in the social affiliation context. This need is very basic at adolescence stage where individuals crave for acceptance in peer circles.

Triangulation is involving a third party with intentions to counter tension in a dyad. The theory argues that parents bring children in the middle of their conflicts. This leaves children emotionally vulnerable and damages their psychological wellbeing. Family projection process which is one of the concepts further depicts that a child develops internalizing and externalizing problems after getting entangled in previous generations" anxieties. They grow as disturbed individuals who are social misfits. When they get to adolescence years they are unable to deal positively with the demands of that stage because they are vulnerable from the onset. As a result, they find it easier to affiliate themselves with the wrong groups of peers to feel a sense of security and conform to the groups" cultures and norms which have negative outcomes.

This theory explains how individuals can be both victims and perpetrators of victimization. Family generations contribute to internalizing and externalizing issues that come to play when triggered. If an individual's differentiation of self is stable, he will be able to navigate through challenges independently thus growing up as an emotionally, socially and psychologically healthy individual and vice versa.

This theory is used in family psychotherapy to understand the family dynamics that could be contributing to the underlying issues established by therapists. In this context, the theory served to explain that behaviors are passed from generations. It is used in family and adolescent counselling.

2.5 Conceptual Framework

Peer Victimization served as the study's independent variable. The relying factor was academic achievement and school unrest was the moderating variable. There are other confounding variables that were useful for the project's validity including gender, social economic status and family environment which were also included.

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Figure 2.1: Conceptual Framework

Independent Variable   **Moderating Variable**   **Dependent Variables**

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                          ┌─────────────────────┐
                          │   SCHOOL UNREST     │
                          └──────────┬──────────┘
                                     │
                                     ▼
┌──────────────────┐                              ┌──────────────────┐
│                  │                              │   ACADEMIC       │
│  PEER            │──────────────────────────▶   │                  │
│  VICTIMIZATION   │                              │   ACHIEVEMENT    │
│                  │                              │                  │
└────────┬─────────┘                              └──────────────────┘
         │                                              ▲
         │        ┌──────────────────────────┐         │
         │        │  ➢  GENDER               │         │
         ▼        │                          │         │
                  │  ➢  FAMILY               │
                  │     ENVIRONMENT          │
                  │                          │
                  │  ➢  SOCIO                │
                  │                          │
                  │     ECONOMIC             │
                  │     STATUS               │
                  └──────────────────────────┘
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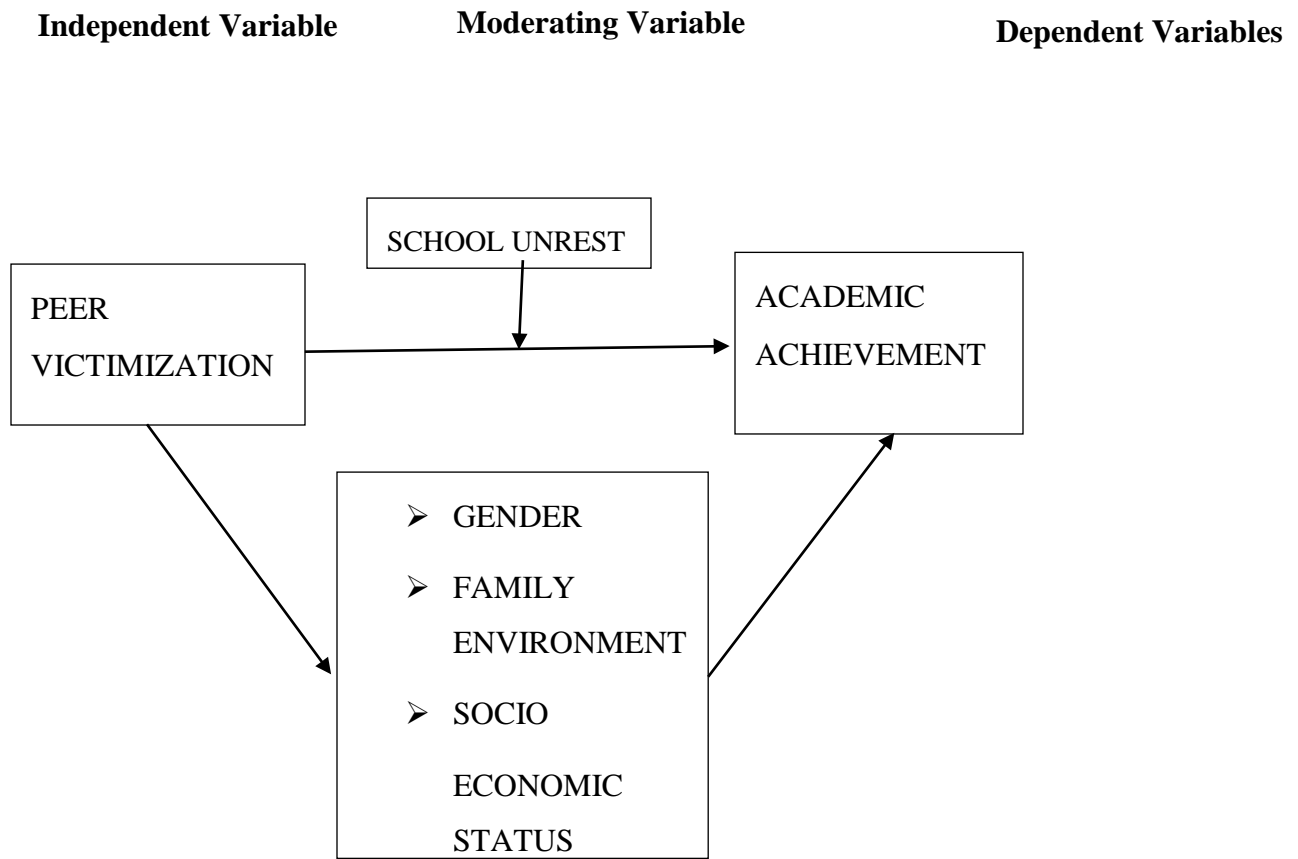
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The target study population, research design, study area, research instruments to be used, data collecting process, data processing, data presentation, and ethical issues are all discussed in-depth.

3.1 Research Design

An organized strategy for how the researcher plans to tackle the research challenge is called a research design (Kothari, 2004). The study used a descriptive design to examine the main data and involves collecting information that would allow it explain the what, when, where, and how of the variables. (Mugenda & Mugenda, 2003). This study approach was chosen because it helped to gather quantitative data, analyze it and be able to draw inferences by use of statistical analysis involving correlation and inferential statistics on the effect of peer victimization, school unrest and secondary schools in Starehe Sub County's academic performance.

3.2 Area of study

The research was conducted in Nairobi City's Starehe Sub-County, in the center of Nairobi. It is home to 21 secondary schools. 12 private and 9 public schools. These comprise some the best performing girls and boys schools nationally, average and schools that register poor performance as well. Amongst them are day schools and boarding schools, Muslim, Hindu and Christian schools, single gender and mixed secondary school and students from all ethnic and socio economic backgrounds across the country. These categories served as confounding variables that enriched the research findings and validity.

3.3 Target Population

A population is a specifically identified group of the individuals, services, things, or events that are the focus of the inquiry (Mugenda & Mugenda, 2003). The sample consisted of the 21 secondary schools in Starehe. The administrators and instructors of guidance and counseling from each of the 21 schools were the units of analysis as well as the 9541 students from these schools (MoE, 2021).

Table 3.1: Target Population

Respondents	Population
School Principals	21
Counselling Teachers	21
Students	9,541
Total	**9,583**

Table 3.2 below lists the number of students.

Table 3.2: Students Population

No.	Name of School	No. of Students
1	Muslim Academy	157
2	Maarif School	135
3	Maahid Academy	185
4	Don Bosco	367
5	Midway High school	149
6	Ushirika Muslim	69
7	Covenant Treasures	42
8	Arya Samaj High School	122
9	SSD Secondary School	82
10	St. Dominic Secondary School	36
11	Temple Road	85
12	Ashafia High School	274
13	Jamhuri High School	1389
14	Starehe Boys Centre	1099
15	County Girls High School	393
16	Pumwani Girls Secondary	545
17	Pumwani Boys Secondary	673
18	C.G.H.U Mixed Secondary	313
19	Ngara Girls Secondary School	1300
20	Pangani Girls	1540
21	Dr. Ribeiro Parklands	586
	Total	**9541**

3.4 Sample Size and sampling procedures

Procedures for mixed sampling were used in the research. Using purposive sampling, 21 school principals and 21 counseling teachers were chosen from each group for the school principals and counseling teachers' categories. This is due to the fact that school administrators and counselors were in the greatest positions to provide insight into academic accomplishment, peer victimization, and school discontent. The specific group from which data is sought is known as the target population.

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

Where:

n = The sample size

N = The population size

e = Level of precision 1 = Constant

This formula has the following assumptions: a proportion of 0.5, a precision of 5%, and a level of confidence of 95%.

$n = 9,541 / 1 + 9,541(0.05)^2$

= *383.905≈ 384 respondents n* = 384 respondents.

The sample size consisted of 21 principals and 21 counselling teachers purposively selected as well as 384 students apportioned to each of the 21 schools. From the number of students selected in each school, the researcher purposively selected at least 1 prefect. As the main focus of the study, students were well positioned to give answers regarding peer victimization, school unrest and academic achievement.

Table 3.3 Sample Size

Respondents	Population
School Principals	21
Counselling Teachers	21
Students	384
Total	**426**

The 384 students were apportioned as shown.

Table 3.4: Students Sample Size

No.	Name of School	No. of Students
1	Muslim Academy	6
2	Maarif School	5
3	Maahid Academy	7
4	Don Bosco	15
5	Midway High school	6
6	Ushirika Muslim	3
7	Covenant Treasures	3
8	Arya Samaj High School	5
9	SSD Secondary School	3
10	St. Dominic Secondary School	1
11	Temple Road	3
12	Ashafia High School	11
13	Jamhuri High School	56
14	Starehe Boys Centre	44
15	County Girls High School	16
16	Pumwani Girls Secondary	22
17	Pumwani Boys Secondary	27
18	C.G.H.U Mixed Secondary	13
19	Ngara Girls Secondary School	52
20	Pangani Girls	62

21	Dr. Ribeiro Parklands	24
	Total	**384**

3.5 Data collection methods

3.5.1 Interviews

The researcher scheduled one on one with the 21 school principals and the 21 school counselors. The Principals and Teachers were coded from A to U to enhance anonymity. This gave room for the researcher to ask any questions that would be valid and not necessarily planned beforehand thus getting more information and better outcomes than anticipated (Jwan, Anderson & Bennett, 2010).

3.5.2 Questionnaires

The study incorporated self-administered questionnaires which were derived from Olweus Bully/Victim Questionnaires and modified to align with the study's objectives on the students" population. Questionnaires allowed the researcher to get quantitative information, which aided in the analysis of the connections between the variables under investigation.

3.6 Data Collection Procedure

This is the procedure for acquiring the information needed for the study so that the researcher may make judgments (Willson & Miller, 2014). The primary data were gathered using questionnaires and the drop-and-pick methodology. In addition, the researcher interviewed the principals and teachers through an open discussion forum in order to get further details on peer victimization, school unrest and academic achievement of students in their respective schools. The researcher went ahead with the data collection after clearance from the psychology department followed by application for Research Authorization Permit from NACOSTI. To request authorization to conduct the research in schools under the department's supervision, a courtesy call was placed to the Ministry of Education Office in Starehe. In agreement with the school administration, permission to work with minors was requested.

3.7 Data Analysis

Data analysis is the process of using logic to comprehend the collected information with the goal of identifying patterns and summarizing the crucial information learned from the research (Zikmund et al., 2010 Data analysis, according to Ott and Longnecker (2015), is a method of

organizing data to provide results that need to be interpreted. The foundation for the data analysis was the following study goals.

3.7.1 Test for Effect of Peer Victimization on School Unrest

$$Y_1 = \beta_0 + \beta_1 X_1 + \epsilon \ldots\ldots\ldots\ldots\ldots \text{Equation 3.1}$$

Where;

Y_1 = School Unrest among Secondary schools in

Starehe Sub County. X_1 = Peer Victimization

The coefficient 1 was used to calculate the model's constant term, 0, and to determine how sensitive the dependent variable (Y1) was to changes in the predictor variable X1. The model's unexplained variations are captured by the error () term.

3.7.2 Test for Effect of Peer Victimization on Academic Achievement

$$Y_2 = \beta_0 + \beta_1 X_1 + \epsilon \ldots\ldots\ldots\ldots\ldots \text{Equation 3.2}$$

Where;

Y_2 = Academic Achievement among Secondary schools in Starehe Sub County.

X_1 = Peer Victimization

The coefficient β_1 was used to calculate the model's constant term, β_0, and to determine how sensitive the dependent variable (Y2) was to changes in the predictor variable X1 of one unit. The model's unexplained variations are captured by the error () term.

3.7.3 Test for Moderation of School Unrest on the Relationship between Peer Victimization and Academic Achievement

Using the Baron and Kenny (1986) technique and the R-squared change value, the impact of school unrest on peer victimization and academic achievement among adolescents in Starehe Sub County will be evaluated. According to equation 3.3, the independent variable and moderator (school unrest) interacted.

$$(Y_1) = \beta_0 + \beta_1 X_1 + \beta_1 X_1 * M + \epsilon \ldots\ldots\ldots\ldots.\text{Equation 3.3}$$

Where;

Y_1 = Academic Achievement X_1 = Peer Victimization

M = moderator (School Unrest)

ϵ = Error term.

3.8 Validity and reliability of the study

The concept was piloted before it was put into use to determine the dependability and accuracy of the suggested instruments. 10% of the total sample of 384 respondents participated in the pilot. As a result, the study's 38 primary trial participants took part in a pilot.

Validity is the degree to which data accurately depicts the phenomenon under study (Orodho, 2004). Then, those found to be inadequate for assessing variables were changed. To assess if the objectives are sufficiently addressed by the study tools, the researcher employed content validity. The researcher requested that the supervisors examine the instruments under expert examination in order to validate them (Kombo & Tromp, 2009).

As strong as the empirical signals is reliability in two or more instruments (Roberts & Priest, 2006). The test reliability test, in which comparable instruments are repeatedly given to the same respondents, was employed by the researcher to assess the dependability of the instruments. Using Cronbach's Alpha Coefficient, the data collected were computed. In order for the data to be considered reliable, the reliability coefficient for the collecting of the data must be 0.7 or higher (Mugenda & Mugenda, 2003).

3.9 Ethical considerations

The research was conducted in accordance to the regulations and required standards by the NACOSTI authorities. The study assured and observed confidentiality of the respondents even after completion of the research. The study endeavored to acknowledge the information sources during the entire period. Before being enrolled in the study, all participants were asked to provide their free and informed consent. Responses were anonymous and all information was treated in confidence. Data was only accessible to study participants and the researcher.

CHAPTER FOUR

RESEARCH FINDINGS AND DISUCSSION

4.1 Introduction

The various statistical approaches that were employed to evaluate the association between peer victimization, school discontent, and academic achievement among secondary school students in the Starehe Sub-county are presented in this chapter. Also offered are the findings' analyses and results. Data analysis was done in accordance with the precise goals, and patterns were then looked at, analysed, and conclusions were made about them.

The chapter provides information on the respondents' response rate and the findings of the pilot study, which used SPSS software to calculate the Cronbach alpha coefficient to determine the study's reliability. The descriptive analysis of the variables, which involved using frequencies and percentages to evaluate the data and regression analysis to see whether the variables under consideration were related to the overall objective, is also covered.

4.2 Response Rate

The study's targeted respondents, who were students at the 21 participating institutions, received 384 questionnaires.

Table 4.1: Response Rate

Category	Returned	Unreturned	Percentage Response Rate
Students	341	43	88.8

Source: Field Data, 2021

341 of the 384 questionnaires distributed were duly completed, representing a response rate of 88.8%. According to Kothari (2010), a response rate of 50% is satisfactory, while one of more than 70% is considered excellent. The study's response rate from the correctly returned questionnaires was sufficient to move forward with the investigation. The researcher and her assistants administered the study instrument, informing respondents about the intended survey and answering any queries, was credited with the overall high response rate.

4.3 Pilot Results

A pilot study is a modest-sized research effort that gathers information from survey participants

similar to those who will be polled later. To find design and instrumentation problems and provide stand-ins for the data required to choose a probability sample, a pilot test is conducted (Cooper & Schindler, 2011). A pilot test helps the research determine whether the questionnaire design has any flaws, constraints, or other problems and enables the researcher to make changes to the questionnaire before the study is put into action. Before starting the study, the researcher must make any necessary adjustments to the questionnaire. Reliability testing and sampling adequacy tests were undertaken as part of the pilot project.

4.3.1 Reliability Test

According to Mugenda (2013), reliability is a metric of the required research instrument to produce reliable results after numerous trials. It serves as a gauge for the degree of precision and significance of inferences drawn from study findings (Kirk & Miller, 1986). According to Cronbach (2003), the coefficient runs from 0 to 1, and the more reliable the measures, the more consistent the instrument is. While Mugenda (2013) deemed an alpha of 0.6 and below to be subpar, Cooper and Schindler (2012) accepted an alpha of 0.7 and above. A reliability indicator that shows how well the instrument's elements are related to one another is the

Table 4.2: Reliability Test Results

Variable	Number of Items	$\alpha > 0.7$	Comments
Peer Victimization	23	0.807	Reliable
Academic Achievement	12	0.821	Reliable
School Unrest	12	0.781	Reliable

Source: Field Data, 2022

Table 4.2's findings show that all of the study's variables had Cronbach's Alpha values higher than the minimum permissible level of 0.7. According to the results, the variables academic accomplishment with twelve items had a cronbach value of 0.821>0.7, school unrest with twelve items had a cronbach value of 0.781>0, and the variable peer victimization had a value of 0.807>0.7. These results demonstrated the high levels of internal consistency present across all study variables, indicating their dependability and suitability for data collection.

4.3.2 Validity Test

A measurement called validity evaluates how well an instrument accomplishes its goal. A valid

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study, according to Creswell (2009) and Mohajan (2017), is one in which the conclusions may be applied to topics and circumstances other than the ones that were specifically studied. This is determined by close examination and meticulously creating instruments with a focus on research objectives (Creswell, 2009). This study used content validity. Thus, the questionnaires were given to a group of specialists who analyzed the statements and questions to ascertain how well they matched the sub-sectional study objectives. Supervisors in charge of proposal development also rigorously examined the questionnaires to verify content validity.

4.4 Background Information of the Respondents

The study's goal was to learn more about the respondents' backgrounds, so it started by gathering generic information about their demographics, including their gender, age, class, and number of friends.

4.4.1 Age of Respondents

The respondents to the survey were asked to indicate the age group they fell into.
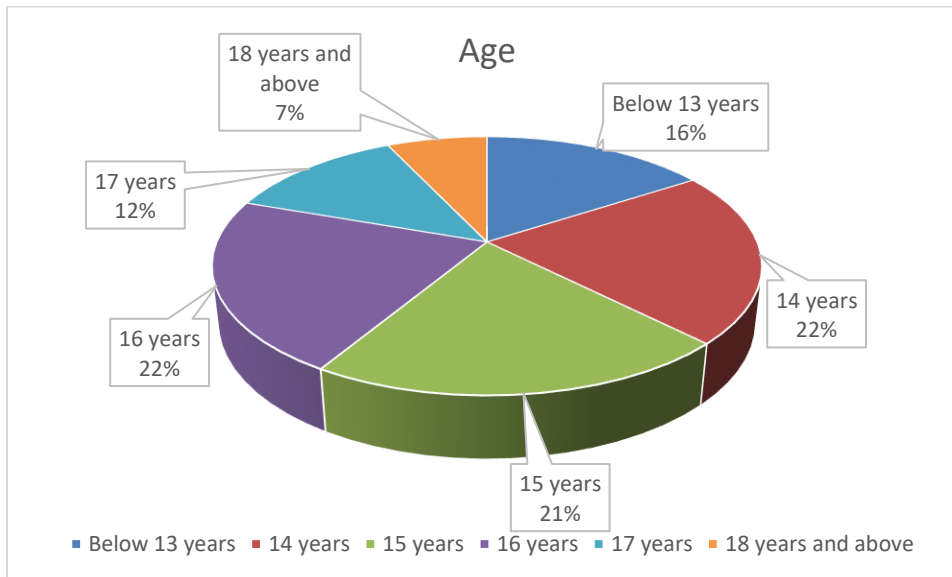
Figure 4.1: Age of Respondents

Most respondents (81%) were under the age of sixteen, with 16% being under the age of 13 and 22% being beyond the age of 14. This demonstrates that the majority of the respondents were still developing, and as a result, were probably greatly impacted by peer victimization. As such, it is important for stakeholders in education to address this issue and enable students to access

education without facing such fears.

4.4.2 Gender of Respondents

Each respondent's gender was determined by the researcher. To determine the study's overall gender composition, the gender was required. Figure 4.2 displays the results of the gender distribution.
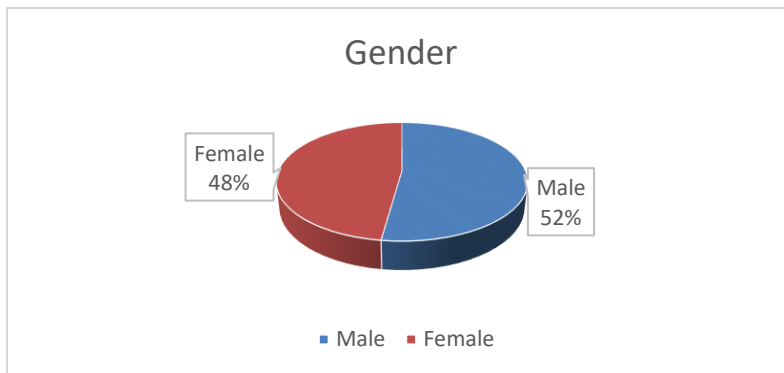
Figure 4.2: Gender of Respondents

Male respondents made up the majority (52%) of the sample compared to 48% female. However, the disparity between the two was small indicating that Additionally, because both sexes participated in the study, the results can be used to solve peer victimzation in both boys and girls schools.

4.4.3 Class

The aim of the study was to identify the distinct classes to which each responder belonged. The results are represented in Figure 4.3.
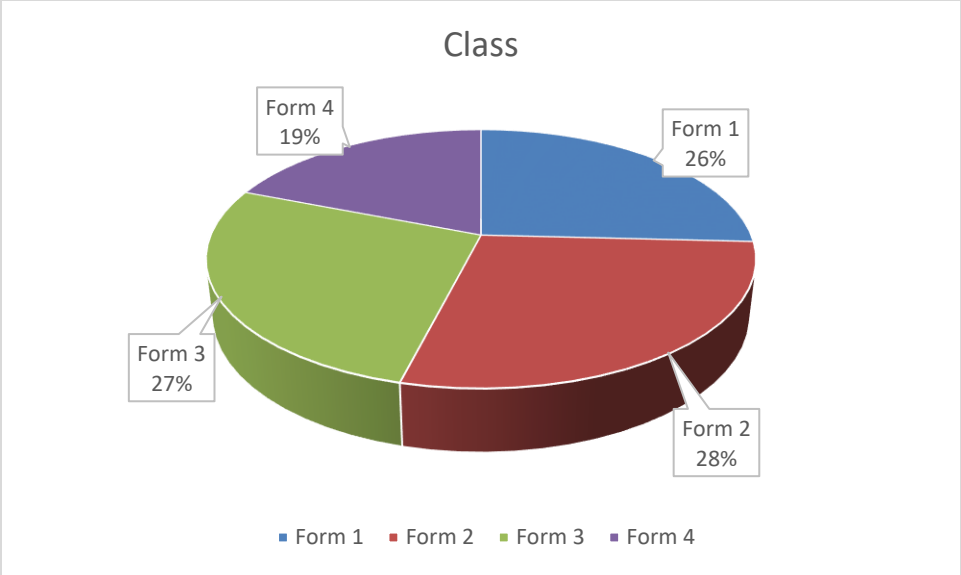
Figure 4.3: Class of Respondent

Most of respondents (28%) in Form 2 and (27%) in Form 3 and (26% in Form 1 and 19% in Form 4) respectively. These results imply that peer victimization was an issue affecting students across all levels of secondary education and as such should be addressed from a general point of view.

4.4.4 Number of Friends

When asked how many close friends they had, the respondents provided the responses depicted in Figure 4.4.
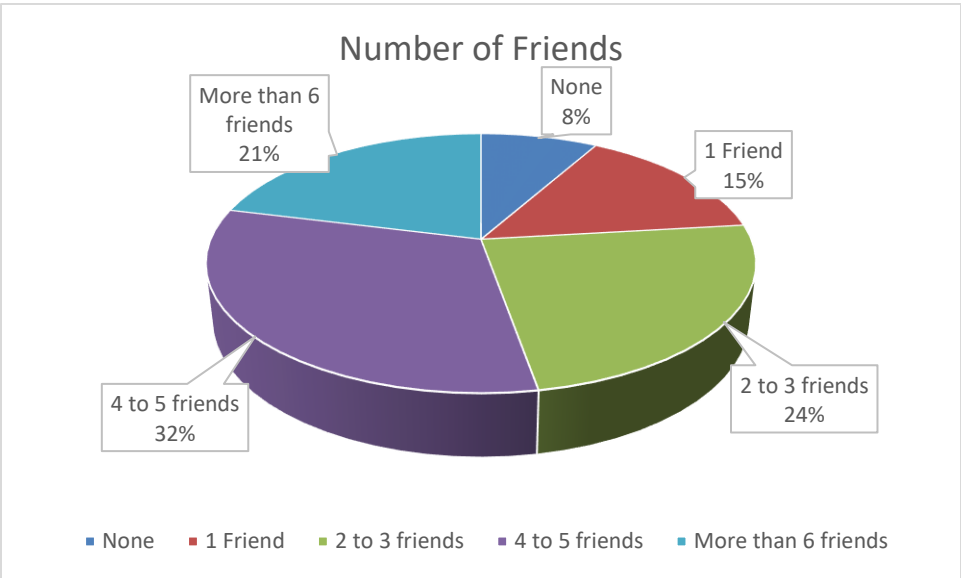
Figure 4.4: Number of Friends

Most (32%) of the respondents had 4 to 5 friends, 24% had 2 to 3 friends, 21% had more than 6 friends, 15% had 1 good friend while 8% did not have any close friends. This indicates that most of the students have peers with whom they get along and as such friendship groups can be one of the methods adopted to curb peer victimization among students in Starehe Sub County.

4.5 Peer Victimization and School Unrest

The first objective of the study was to analyze the influence peer victimization has on school unrest in secondary schools within Starehe Sub-County.

4.5.1 Descriptive Analysis on Peer Victimization and School Unrest

Descriptive statistics are used in studies to provide for the statistically relevant description of the distribution of scores or measurements. Measurements like percentages, modes, means, and medians are frequently utilized. The study variables of peer victimization, school discontent, and academic accomplishment are described and analyzed in this section.

The portion was further separated into descriptive analysis for independent and dependent variables, as well as personal and contextual data. According to a scale of 1 to 5, participants in the survey indicated how much they agreed or disagreed with each of the assertions. The following keys were employed in the scale: *1= No Extent at all, 2= Little Extent, 3= Moderate Extent 4= Great Extent, 5= Very Great Extent.*

The findings in Table 4.3 display descriptive data on peer victimization.

Table 4.3: Descriptive Statistics on Peer Victimization

Statement	No Extent	Little Extent	Moderate Extent	Great extent	Very great extent	Mean	SD
Peer Victimization is a problem in my school	17.30%	17.60%	23.50%	16.40%	25.20%	3.147	1.423
Peer Victimization is acceptable and part of growing up as a high school student	22.00%	19.40%	16.40%	21.40%	*20.80%*	2.997	1.458
I have ever felt unsafe in school because of witnessing peer victimization	12.60%	20.20%	17.90%	28.70%	20.50%	3.243	1.327
I have ever felt unsafe in school because of experiencing peer victimization in school	15.20%	14.10%	21.70%	28.70%	20.20%	3.246	1.339

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I have been a target of peer victimization at school	18.50%	15.50%	16.10%	24.60%	25.20%	3.226	1.451
I am always alert and watchful of my surrounding while at school.	12.60%	19.60%	10.30%	32.80%	24.60%	3.372	1.372
I associate with friends who can defend me when am victimized by fellow students	15.00%	15.00%	10.00%	32.60%	27.60%	3.428	1.414
I have kept friends who are bullies to feel safe from peer victimization	8.50%	5.60%	6.20%	40.50%	39.30%	3.965	1.202
I have victimized others before to please my friends at school	7.00%	4.70%	5.90%	40.20%	42.20%	4.059	1.141
I have victimized others before to satisfy my ego and feel accomplished	4.70%	7.00%	5.00%	37.00%	46.30%	4.132	1.097
I keep to myself as much as possible to avoid confrontations with fellow students	7.90%	3.80%	9.40%	39.90%	39.00%	3.982	1.163
Peer Victimization creates a negative environment in school	5.60%	4.40%	7.00%	40.20%	42.80%	4.103	1.081
My school is keen on protecting students from peer victimization	5.60%	6.50%	7.60%	40.20%	40.20%	4.029	1.114
I feel safe to report or defend incidences of peer victimization	39.30%	36.40%	12.00%	7.30%	5.00%	1.132	1.122
Given a chance I would revenge on the students who victimize others	5.00%	5.60%	11.70%	39.90%	37.80%	4.000	1.082
I have ever taken revenge for victimization treatment	8.80%	7.90%	7.30%	39.30%	36.70%	3.871	1.239
I feel a sense of satisfaction when a known bully is attacked by other students	10.00%	8.50%	10.30%	38.10%	33.10%	3.760	1.272
I shy away from reporting whenever I feel victimized because no action will be taken	9.70%	8.20%	12.00%	35.50%	34.60%	3.771	1.272
I have felt the need to change school because of being a target for bad treatment from fellow students	8.80%	6.20%	12.30%	33.10%	39.60%	3.886	1.244
I feel more insecure at school than out of school	9.10%	10.90%	10.30%	34.60%	35.20%	3.760	1.286
Cases of peer victimization occur through social media and on the internet	13.80%	15.50%	11.70%	28.40%	30.50%	3.463	1.415
Students who are involved in attacking others are sent away to seek counselling services	11.40%	12.90%	9.10%	33.70%	32.80%	3.636	1.356
Students who are victimized by fellow student are supported through counselling provided at our school.	11.40%	10.30%	14.10%	34.30%	29.90%	3.610	1.316

Sharing incidences of peer victimization is risky for my life at school	12.00%	13.80%	12.90%	32.80%	28.40%	3.519	1.349
Overall						**3.560**	**1.266**

The majority of respondents (41.60%), as shown said that peer victimization was a problem at their school. The replies had a mean of 3.147 and a standard deviation of 1.423, respectively. Furthermore, a large majority of respondents (42.20%) firmly agreed that peer victimization is acceptable and a normal stage of a high school student's development. The replies had a mean of 2.997 and a standard deviation of 1.458, respectively. Additionally, 49.20 percent of the respondents agreed with the statement that they had felt uneasy at school as a consequence of seeing peer mistreatment.

The majority of respondents (48.90%) seem to have agreed that they had experienced discomfort at school as a consequence of seeing peer persecution. The majority of respondents (49.80%) stated that they had experienced peer victimization at school. When asked whether peer victimization existed in their schools, Principal A indicated that, *"We are aware that there is some form of peer victimization in the school and are actively working on dealing with it."* The study asked what measures have been put in place and Principal E stated that, *"We have set up a body of prefects whose main jurisdiction is to take care of issues of peer victimization and bullying"* To this, Principal K noted that, *"We have established tough punishments for those involved in peer victimization.* "The study asked how often counselling teachers handled cases of victimization. Teacher I responded that. *"I receive at least 10 cases of every week, mainly form the younger students. However I am aware that there may be many more that are not reported."*

Most of respondents (57.40%) agreed with the claim that they are constantly alert and aware of their surroundings while at school. The majority of respondents appeared to agree with the statement, and the standard deviation of their responses was not significantly different from the mean response, as indicated by the responses' respective means of 3.372 and 1.372. Similar to that, the majority of respondents (60.20%) agreed that they hang out with friends who can stand up for them when they are wronged by other students. It is also clear from the results that the majority (79.80%) said they had kept friends who are bullies in order to feel safe from peer persecution. The mean and standard deviation of the replies were respectively 3.965 and 1.202. Additionally, the majority of respondents (82.40%) confidently acknowledged that they had mistreated people in the past to appease their school mates. The mean and standard deviation of

the responses were 4.059 and 1.141, respectively. Additionally, 83.30% of the respondents agreed with the assertion that they had mistreated people in the past in order to boost their egos and feel successful. The average and standard deviation of the answers, which are 3.982 and 1.163, respectively, demonstrate that the majority of respondents (78.90%) agreed that they avoided conflicts with other students by keeping to themselves as much as possible.

The study asked if the schools had any special programs for low performing students and Principal O stated that, *"Every class teacher has been instructed to form groups for low performing students in every subject that are supervised by teachers."* Principal J indicated that, *"In this school, every kid is treated fairly and equitably."*

The findings also indicate that the majority of respondents (83.00%) concur with the assertion that peer victimization fosters a toxic environment in schools. The majority of respondents appeared to agree with the statement, and the replies did not deviate significantly from the mean, according to a mean of 4.103 and a standard deviation of 1.081. According to the study, the majority of respondents (80.40%) agreed with the statement that their school is committed to shielding pupils from peer victimization. A mean and standard deviation of 4.029 and 1.114, respectively, provided support for this. Additionally, 12.30% of the respondents said that they felt confident disclosing or defending instances of peer victimization. The findings also showed that the majority of survey participants (77.70%) believed that, given the chance, they would exact retribution on the other pupils who victimize them. The majority of respondents appear to agree with the statement, and the standard deviation of their responses is only 1.082, according to the data's mean. The findings also revealed that the majority (76.00%) of respondents agreed they have ever retaliated against victimization. The mean and standard deviation, which were 3.871 and 1.239, respectively, supported this. The findings also indicated that the majority of respondents (71.20%) agreed with the claim that they feel satisfied when a known bully is attacked by other pupils. With a mean and standard deviation of 3.760 and 1.272, respectively, it can be inferred that most respondents were in agreement and that the standard variation of their answers was not very large. The researcher asked whether students were involved in the choosing of their own leaders and Principal D indicated that, *"Yes, we invite nominations form the students for various positions after which the students are vetted by teachers before they are cleared for student elections that we hold every year."*

Most respondents (70.10%) believed they were hesitant to complain when they felt victimized because they knew no action would be taken. The 3.771 mean and 1.272 standard deviation both supported this. The findings also showed that the majority (72.70%) of those who participated in the study felt the need to switch schools as a result of receiving unfavorable treatment from other pupils. The majority of respondents appear to agree with the statement, and the standard deviation of their responses is only 1.244, according to the data's mean. The findings also revealed that the majority of respondents (69.80%) concurred that they feel more insecure at school than outside of it. Most (59.90%) of the students indicated that cases of peer victimization occurred on the internet through social media as shown by the mean pf 3.463 and standard deviation of 1.415. The majority of respondents (66.50%) agreed with the assertion that students who are involved in attacking others are sent away to undergo counseling, according to the results of the survey. With a mean and standard deviation of 3.636 and 1.356, respectively, it can be inferred that most respondents were in agreement and that the standard variation of their answers was not very large. The findings also showed that the majority of research participants (64.20%) believed that kids who are bullied by other students are helped through counseling services offered at their school, as indicated by a mean of 3.610 and a standard deviation of 1.136. Finally, the findings showed that the majority (61.20%) of respondents believed that discussing peer victimization incidents put their school lives in danger. The 3.519 mean and 1.349 standard deviation both supported this. The average mean and standard deviation of the statements on peer victimization were 3.560 and 1.266, respectively.

This indicates that the comments about peer victimization were agreed upon by the majority of the respondents and that the responses did not significantly deviate from the mean. Principal P indicated that *"The economic and family environment from which some of the students hail can make them prone to inflicting victimization and bullying to their peers."*

4.5.2 Descriptive Statistics on School Unrest

The final goal of the study was to ascertain how school disturbance affected secondary school students in Starehe Sub County's relationships between peer victimization and academic accomplishment. The findings in Table 4.4 display descriptive data about unrest in schools.

Table 4.4: Descriptive Statistics on School Unrest

Statement	No	Little	Moder	Great	Very	Mean	SD

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	Extent at all	Extent	ate Extent	extent	great extent		
My school has clear and consistent rules that safeguard all students from any form of peer victimization	7.30%	12.60%	20.80%	27.30%	32.00%	3.639	1.252
Students are well informed on the importance of respect and boundaries as part of academic achievement	10.30%	12.30%	13.20%	31.10%	33.10%	3.645	1.326
There is enough awareness by teachers on appreciating everyone for who they are and where they come from	13.80%	15.50%	11.70%	28.40%	30.50%	3.463	1.415
Healthy peer relations are encouraged in my school	8.80%	13.80%	13.20%	31.70%	32.60%	3.654	1.298
Victims of peer victimization tend to get into more problems with the school administration	19.60%	17.00%	19.10%	24.00%	20.20%	3.082	1.416
There is justice and fairness in how complaints on peer victimization are addressed at school	12.30%	12.90%	25.80%	23.50%	25.50%	3.370	1.321
Teachers in my school are friendly and approachable for support and guidance	12.60%	10.30%	23.80%	24.60%	28.70%	3.466	1.338
All students are given equal opportunities and attention without favor or discrimination of selected few	8.20%	12.00%	25.50%	30.50%	23.80%	3.496	1.209
All students' abilities (Extra-curricular activities) are appreciated and encouraged by the teachers.	11.10%	11.70%	30.20%	23.20%	23.80%	3.367	1.271
Democracy is exercised in selection of student leaders	8.20%	12.00%	22.30%	26.70%	30.80%	3.598	1.263
There are many students who drop out of school owing to safety of the school	9.40%	9.40%	27.90%	28.40%	24.90%	3.501	1.226
Students work together to find solutions to problems	14.70%	13.50%	26.70%	20.20%	24.90%	3.273	1.361
Overall						**3.463**	**1.308**

The majority (59.30%) of the respondents agreed that their school has clear and consistent policies that protect all students from any type of peer victimization, according to the results presented above. The majority of respondents appeared to agree with the statement, and the replies did not deviate much from the mean. The study's findings also showed that the majority (64.20%) of respondents agreed with the claim that pupils are well informed on the significance of respect and boundaries as part of academic accomplishment. The researcher asked whether students were involved in the choosing of their own leaders and Principal D indicated that, *"Yes,*

we invite nominations form the students for various positions after which the students are vetted by teachers before they are cleared for student elections that we hold every year."

Majority of participants (58.90%) believed that teachers are sufficiently aware of the importance of valuing each person for who they are and where they are from. The majority of respondents appeared to agree with the statement, and the standard deviation of their responses was only 1.415, according to the data's mean. Additionally, the findings showed that the majority of respondents (64.30%) agreed with the claim that their school promotes positive peer relationships. The mean and standard deviation, which were 3.654 and 1.298, respectively, supported this. Majority of respondents agreed with the assertion and that there was no variation in the replies around the mean. Furthermore, the findings demonstrated that, as indicated by the means of 3.370 and 1.321, respectively, the majority (49%) of respondents agreed with the assertion that complaints of peer victimization are handled fairly and justly at school. When asked whether their schools encouraged students with other skills to thrive in extracurricular activities, Principal C noted that*, "Our school is famous for being a top sports center in the country. It is something we are extremely proud of."*

Most respondents (53.30%) agreed that teachers at their school are approachable and friendly for support. The majority of people who participated in the survey agreed with the statement, and the standard deviation of their responses was just 1.338, according to the study's mean. Furthermore, most respondents (54.30%) felt that all kids receive equal opportunity and attention without favoritism or prejudice against a chosen few. The average scores of 3.496 and 1.209 confirmed this. Most respondents (47%) said that teachers value and support all of their students' skills (in extracurricular activities). The majority (57.50%) of the respondents who took part in the study agreed with the assertion that democracy is used in the choosing of student leaders, according to the data. The results also showed that the majority of respondents (53.30%) agreed with the assertion that many students drop out of school because of school safety. The majority of the respondents were in agreement, and the replies did not deviate much from the mean, as indicated by the mean of 3.501 and the standard deviation of 1.226. The findings also revealed that the majority of respondents (45.10%) agreed that students collaborate to discover solutions to issues. The aggregate mean of 3.463 and a standard deviation of 1.308 indicate that the majority of respondents largely concur with the assertions of school unrest among secondary school students in Starehe Sub County.

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The study asked whether the counselling teachers thought that students felt comfortable reporting cases of peer victimization to them and Teacher G said that, *"I would like to say yes, but those who ae close to teachers face victimization and are considered weak in some cases. So no, they are not comfortable."* Teacher S stated that, *"It is a challenge to get victims to come forward mainly because of fear of retaliation but we have adopted a strict policy that has significantly reduced cases of victimization in our school."*

4.5.3 Correlation Results of Peer Victimization and School Unrest Correlation

A statistical technique for assessing the strength of the relationship between two quantitative variables is correlation analysis. This analysis examines the intensity or extent of an association between the variables as well as its direction. A correlation coefficient with values between 0.25 and 0.50 indicates a tenuous relationship between the variables. The link is deemed strong when the correlation coefficient range is over 0.6. To determine the relationship between the study variables of peer victimization, school discontent, and academic accomplishment, correlation analysis was used in this study (Gogtay & Thatte, 2017). In order to determine whether there was interdependence between the variables and whether the independent variable was related to the dependent variables, the correlation coefficient was computed. Table 4.5 below gives the findings for the study's connection.

Table 4.5: Peer Victimization and School Unrest Correlation

		School Unrest	Peer Victimization
School Unrest	Pearson Correlation	1.000	
	Sig. (2-tailed)		
Peer Victimization	Pearson Correlation	.122*	1.000
	Sig. (2-tailed)	0.025	

* Correlation is significant at the 0.05 level (2-tailed).

According to the findings, there was a substantial and positive correlation (r=0.122, P-value=0.025.05) between per victimization and school discontent among secondary schools in Starehe Sub County. These results are consistent with those of Mourine (2021), who found that peer victimization was rampant in schools facing student unrest. The adolescent students going through victimization are likely to result to aggressive behaviors because they have not been enlightened on positive ways of processing emotional turmoil.

4.5.4 Inferential Statistics

A group of statistical methods known as inferential statistics are used to estimate relationships between a dependent variable and one or more independent variables. Results of regression analysis on the impact of peer victimization on student unrest are presented in this subsection.

Equation 1: Test for Effect of Peer Victimization on School Unrest

$$Y_1 = \beta_0 + \beta_1 X_1 + \epsilon \ldots\ldots\ldots\ldots\ldots$$

Where;

Y_1 = School Unrest among Secondary schools in Starehe Sub County.

X_1 = Peer Victimization

Table 4.6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.898a	0.306	0.303	0.34689

a Predictors: (Constant), Peer Victimization

According to Table 4.6's findings, the coefficient of determination (R squared) at the 95% level of significance is 0.306 and the adjusted R squared is 0.303. Peer victimization is thought to account for 30.6 percent of the difference in school unrest among secondary schools in Starehe, according to the R squared value of 0.306. Other variables outside the scope of the current model can account for the remaining 69.4% of the variation in school unrest.

Table 4.7: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.182	1	4.182	23.574	.000b
	Residual	60.146	339	0.177		
	Total	64.328	340			

a Dependent Variable: School Unrest
b Predictors: (Constant), Peer Victimization

Results of an ANOVA are displayed in Table 4.7. A p-value of 0.0000.05 in the data indicates that the model was statistically significant in describing how peer victimization affected school discontent among secondary schools in Starehe Sub County.

Table 4.8: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.561	0.199		12.853	0.000
Peer Victimization	0.263	0.054	0.255	4.855	0.000

a Dependent Variable: School Unrest

Consequently, the regression model becomes;

$$Y_1 = 2.561 + 0.263X_1$$

Where:

Y_1= School Unrest

X_1 =Peer Victimization

Peer Victimization had a positive and substantial impact on school disturbance in Starehe Sub County, according to regression coefficients in Table 4.11 (=.263, p=.000.05). An estimated t-statistic of 12.853, which was higher than the necessary t-statistic of 1.96 to demonstrate significance, confirmed this. According to the findings, a unit increase in peer victimization causes a 0.263-unit increase in school disturbance in Starehe Sub County. This backs Rudolph et al. (2013) who found that victimization caused alienation, which in turn caused discontent among students.

4.5.5 Hypothesis Testing

The first hypothesis put to the test was:

H_{01}: Peer victimization among secondary school students does not lead to school unrest among secondary school students in Starehe Sub County.

The null hypothesis was that, among secondary schools in Starehe Sub County, there is no meaningful association between peer victimization and school unrest. The p-value for the results was.000 < 0.05. Therefore, the null hypothesis was disproved. The alternative hypothesis that peer victimization and school unrest are statistically significantly correlated was adopted for the investigation.

4.6 Peer Victimization and Academic Achievement

The second objective of the study was to Identify the impact peer victimization has on academic

achievement among Secondary school students within Starehe Sub-County.

4.6.1 Descriptive Statistics on Academic Achievement

The study's second goal was to examine how peer victimization affected secondary school students' academic performance. The findings in Table 4.9 display descriptive data on how academic achievement is influenced by peer victimization.

Table 4.9: Descriptive Statistics on Academic Achievement

Statement	No Extent	Little Extent	Moderate Extent	Great extent	Very great extent	Mean	SD
I dislike my school because of the bad treatment I receive from my fellow students	8.20%	8.50%	15.50%	39.00%	28.70%	3.716	1.202
I have ever faked sickness to be away from class or school because of peer victimization related issue(s)	9.40%	12.30%	12.60%	32.30%	33.40%	3.680	1.304
I have experienced lack of concentration in class because of being victimized by fellow students	9.10%	7.90%	14.40%	30.20%	38.40%	3.809	1.277
I have been absent from school to seek treatment for injuries sustained in school fights or commotion	5.90%	5.30%	19.10%	34.30%	35.50%	3.883	1.129
I shy away from active participation in classwork for fear of failing and being ridiculed by others	6.70%	7.90%	12.60%	34.60%	38.10%	3.894	1.193
I am very quiet in class and very loud outside class	8.80%	8.20%	15.80%	32.00%	35.20%	3.765	1.257
Students make fun of others who don't perform well in my school	10.00%	11.70%	18.50%	31.70%	28.20%	3.563	1.283
I often fall sick at school than at home	14.10%	9.10%	16.10%	30.80%	29.90%	3.534	1.371
Teachers discourage victimization of low performing students	14.70%	12.30%	18.20%	28.40%	26.40%	3.396	1.378
I have had thoughts of dropping out of school because of harsh treatment by my fellow students.	11.10%	18.50%	16.40%	27.90%	26.10%	3.393	1.343
Bright students are liked by everyone.	12.90%	11.40%	15.00%	34.00%	26.70%	3.501	1.339
Low performing students are easy targets for peer victimization	12.30%	9.70%	15.80%	37.00%	25.20%	3.531	1.300
Overall						**3.639**	**1.281**

According to Table 4.9's descriptive statistics, the majority of respondents (67.70%) agreed with the assertion that they didn't like their school because other students treated them poorly. The responses' mean was 3.716, and their standard deviation was 1.202. This suggests that the

majority of the respondents were in agreement and that the variance between their responses and the mean was not great. The survey's findings also showed that the majority of participants (65.70%) admitted to having pretended to be ill in order to miss class or study because of a problem related to peer victimization (s). The mean of 3.680 and the standard deviation of 1.304 indicate that most respondents agreed with the statement, and there was minimal variation around the mean. Additionally, the results indicated that the majority of responders (68.60%) agreed that being bullied by classmates had caused them to lose focus in class. With a mean of 3.809 and a standard deviation of 1.277, it can be inferred that most study participants agreed with the assertion and that the replies did not significantly deviate from the mean. The majority of respondents (69.80%) acknowledged, according to the data, that they have missed school in order to seek medical attention for wounds received during fights or other disruption at school. A mean of 3.883 and a standard deviation of 1.129 supported this. The study's findings also showed that the majority of participants (72.70%) believed they avoided participating actively in classwork because of concern that they would perform poorly and draw derision from their peers. The replies did not significantly deviate from the mean, as shown by the mean of 3.894 and the standard deviation of 1.193. The findings also showed that the majority of respondents to the study (67.20%) claimed they are very quiet in class and quite loud outside of it. A mean of 3.765 and an SD of 1.257 confirmed this. Principal O stated that, *"Every class teacher has been instructed to form groups for low performing students in every subject that are supervised by teachers."* Principal J indicated that, *"All students are treated fairly and equally in this school."*

Additionally, the findings demonstrate that the majority (59.90%) of research participants agreed with the statement that students at my school make fun of others who don't perform well. The majority of respondents agreed with the statement, as shown by a mean of 3.563 and a standard deviation of 1.283, and their replies did not significantly deviate from the norm. The majority of respondents (60.70%) agreed, according to the results, that they become sick more frequently at school than at home. The majority of respondents (54.80%) agreed that teachers should discourage mistreatment of underachieving students. The findings also showed that the majority of research participants (54%) agreed that they had considered quitting school due to severe treatment from other pupils. The results also demonstrated that the majority of respondents (60.70%) agreed that everyone appreciates smart students. The mean and standard deviation from the results were 3.501 and 1.339, respectively. The results of the survey revealed that the

majority (62.20%) of respondents considered that low-performing students are simple targets for peer victimization.

The responses to the general claims about secondary school academic achievement in Starehe Sub County had a mean of 3.639 and a standard deviation of 1.281. This suggests that the majority of the survey participants agreed with the claims regarding the academic success of pupils in Starehe Sub County and that their replies did not significantly deviate from the mean.

When asked whether peer victimization affected the performance of students, Teacher B indicated that, *"Definitely, it is for this reason that we are constantly engaging with our students to stop this from happening so they can focus on their studies without any fear."*

4.6.2 Descriptive Analysis from Teachers and Principals' Interview Guides

The researcher issued interviews to teachers and principals from the schools involved in the study.

Table 4.10: Interview Responses

Questions	Respondent	Response
1. Do you think Peer Victimization exists at your school?		We are aware that there is some form of peer victimization in the school and are actively working on dealing with it
	Principal A	
	Principal P	Yes, but it is reducing
	Principal C	Yes, as much as in the next school
2. If yes, what is the school administration doing to change this and what is the school's position regarding the matter?	Principal E	We have set up a body of prefects whose main jurisdiction is to take care of issues of peer victimization and bullying
	Principal K	We have established tough punishments for those involved in peer victimization
	Principal I	
3. How often do you handle cases of Peer victimization at your school?	Teacher I	I receive at least 10 cases of every week, mainly form the younger students. However I am aware that there may be many more that are not reported
How do you handle such cases if they are recurrent	Teacher P	The perpetrators are punished and taken to counselling to teach them the dangers of victimization
4. Does your school have	Principal O	"Every class teacher has been instructed to

any special programs that focuses on low performing students?

"form groups for low performing students in every subject that are supervised by teachers."

All students are treated fairly and equally in this school."

Principal J

5. Are the students in your school involved in the process of selecting their own leaders?

Principal D

"Yes, we invite nominations form the students for various positions after which the students are vetted by teachers before they are cleared for student elections that we hold every year.

6. Do you think the family environment in which the students are raised could be a factor that causes peer victimization?

Principal D

The family environment from which some of the students hail can make them prone to inflicting victimization and bullying to their peers."

7. Does the economic background of students play a role in their academic achievement?

Principal F

The economic environment from which some of the students hail can make them prone to inflicting victimization and bullying to their peers."

8. Do you think Peer victimization affects the learning environment of students at your school?

Teacher B

Definitely, it is for this reason that we are constantly engaging with our students to stop this from happening so they can focus on their studies without any fear."

9. Do you think your school system is set up to encourage students who may have other skills and capabilities in extracurricular activities to thrive?

Principal C

Our school is famous for being a top sports center in the country. It is something we are extremely proud of."

10. What measures have you put in place to ensure students feel comfortable enough to report to teachers and other authorities when they face victimization from their peers?

Teacher G

I would like to say yes, but those who ae close to teachers face victimization and are considered weak in some cases. So no, they are not comfortable.

Teacher S

It is a challenge to get victims to come forward mainly because of fear of retaliation but we have adopted a strict policy that has significantly reduced cases of victimization in our school.

11. How do you

Principal S

We award prizes for students who ae the best

encourage students who may have other skills and capabilities in extracurricular activities to thrive?		in art, sports and other extracurricular activities
	Teacher E	The school seeks to find students who are gifted in different areas and tries to support them to the best of our ability
12. Does the economic background of students play a role in their academic achievement?	Teacher B	Not necessarily, some of our best performing students come from poor backgrounds while others come from rich families
	Principal J	To some extent, however, it is our job as a school to provide all students with the best education we can regardless of their backgrounds
13. Do you have any special programs that focus on low performing students?	Principal R	We have a system where low performers are encouraged to stay in school during the mid-term break for remedial classes
	Teacher Q	Yes, we have student led studying programs that seeks to improve the performance of low performers

4.6.3 Correlation Results of Peer Victimization and Academic Achievement

In order to determine whether there was interdependence between the variables and whether the independent variable was related to the dependent variable, the correlation coefficient was computed. Table 4.11 below gives the findings for the study's connection.

Table 4.11: Peer Victimization and Academic Achievement Correlation

		Academic Achievement	Peer Victimization
Academic Achievement	Pearson Correlation	1.000	
	Sig. (2-tailed)		
Peer Victimization	Pearson Correlation	.-462**	1.000
	Sig. (2-tailed)	0.000	

** Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.11's findings, there is a considerable correlation between academic achievement and victimization among secondary schools in Starehe Sub County (r=0.462, P-value=0.000.05).

4.6.4 Inferential Statistics

Results of regression analysis on the impact of peer victimization on academic success are presented in this subsection.

Equation 2: Test for Effect of Peer Victimization on Academic Achievement

$$Y_2 = \beta_0 + \beta_1 X_1 + \epsilon \ldots\ldots\ldots\ldots\ldots\ldots\text{Equation 2}$$

Where;

Y_2 = Academic Achievement among Secondary schools in Starehe Sub County.

X_1 = Peer Victimization

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502a	0.252	0.249	0.5813

a Predictors: (Constant), Peer Victimization

According to Table 4.12's findings, the coefficient of determination (R squared) at the 95% level of significance is 0.252 and the adjusted R squared is 0.249. Peer victimization is thought to account for 25.2% of the disparity in academic achievement among secondary schools in Starehe, according to the R squared of 0.252. Other variables outside the scope of the current model can account for the remaining 74.8% of the variation in the dependent variable.

Table 4.13 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.505	1	38.505	113.953	.000b
	Residual	114.549	339	0.338		
	Total	153.055	340			

a Dependent Variable: Academic Achievement
b Predictors: (Constant), Peer Victimization

The model was statistically significant in describing the association between peer victimization and academic achievement across secondary schools in Starehe, according to the data, which had a p-value of $0.000 < 0.05$.

Table 4.14: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.723	0.275		2.628	0.009
	Peer Victimization	-0.798	0.075	0.502	-10.675	0.000

a Dependent Variable: Academic Achievement

$Y_2 = 0.723 - 0.798X$

Where:

Y2= Academic Achievement

X =Peer Victimization

Peer Victimization had a negative and substantial impact on academic achievement in Starehe Sub County, according to regression coefficients in Table 4.14 (=-.798, p=.000.05). The significance was further confirmed by a calculated t-statistic of 2.628, which was higher than the threshold value of 1.96 implying a unit improvement in peer victimization leads to a decline in academic achievement in Starehe Sub County by 0.798 units. This concurs with the conclusion made by Gokan and Oya (2013) who established that peer victimization in schools was more likely to be committed by low academic achievers and engaged in bullying as a way of feeding their low self-esteem.

4.6.5 Hypothesis Testing

Using multiple linear regression analysis,

The following second theory was examined:

H02: Peer victimization does not have any impact on academic achievement among secondary school students in Starehe Sub County.

The null hypothesis was that, among secondary schools in Starehe Sub County, there is no meaningful association between peer victimization and academic accomplishment. The findings demonstrate that the p-value was.000 < 0.05. The alternative hypothesis, according to which there is a substantial correlation between peer victimization and academic achievement was accepted in place of the null hypothesis.

4.7 Moderating Role of School Unrest on the relationship between Peer Victimization and Academic Achievement

The final goal of the study was to ascertain how school disturbance affected secondary school students in Starehe Sub County's relationships between peer victimization and academic accomplishment. The results shown in Table 4.15 depict the fitness model for a regression model following moderation.

$$(Y_1) = \beta_0 + \beta_1 X_1 + \beta_1 X_1 * M + \epsilon \ldots\ldots\ldots\ldots\text{Equation 3.3}$$

Where;

Y_1 = Academic Achievement

X_1 = Peer Victimization

M = moderator (School Unrest)

ϵ = Error term.

a) Goodness of Fit for the moderating effect of School Unrest

According to the findings in Table 4.15, school disturbance has a moderating influence on the association between peer victimization and academic achievement.

Table 4.15: Model Fitness for the Moderating Effect of School Unrest

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.412a	0.318	0.302	0.4048

a Predictors: (Constant), M, PV

To determine how well the model fit the data after moderation, the R squared was utilized. According to Table 4.15's findings, peer victimization's non-moderated effect on academic achievement had an R-square of 0.318, whereas its moderating by school unrest resulted in an R square of .318, which was less. This indicates that school disturbance accounts for 31.8% of the variability in academic achievement and moderates the association between peer victimization and academic achievement of children in Starehe Sub.

b) ANOVA Analysis for the moderating effect of Student Unrest

Table 4.16 presents the results on the moderating impact of student unrest.

Table 4.16: ANOVA for Moderating Effect of Student Unrest

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.343	2	5.671	34.611	.000b
	Residual	55.387	338	0.164		
	Total	66.73	340			

a Dependent Variable: Academic Achievement
b Predictors: (Constant), Peer Victimization, Peer Victimization*M

The results in Table 4.16 confirm that the moderating effect of school unrest on the relationship between Peer Victimization and Academic Achievement is significant and supported by organizational dynamic capability on the relationship between peer victimization and student unrest is significant and supported by (F=34.611, p=0.000<0.05). The results affirm the significance of school unrest in the academics of students. School unrest prevents students from focusing on their academics and as such affects their performances.

c) Regression coefficients analysis for the moderating effect of school unrest

The results are shown in Table 4.17 as regression coefficients after taking into account school disturbance to attenuate the association between peer victimization and academic achievement in children.

Table 4.17: Moderating effect of organizational dynamic capability

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	0.723	0.275		2.628	0.009
1	Peer Victimization	-0.798	0.075	0.502	-10.675	0.000
	Peer Victimization*M	-0.274	0.136	0.207	-2.011	0.049

a. Dependent Variable: Academic Achievement

Peer victimization was positive and statistically significant after moderation with (P-value =.0490.05), according to the findings in Table 4.17. This suggests that tension in schools in Starehe Sub County moderates the association between peer victimization and academic achievement.

4.7.1 Hypothesis Testing

The third hypothesis tested was:

H$_{03}$: There is no moderating effect of school unrest on the relationship between peer victimization and academic achievement among secondary schools in Starehe Sub County.

The null hypothesis was that there is no discernible moderating effect of school unrest on the association between academic achievement and peer victimization. The findings demonstrate that the p-value was.049 < 0.05. Therefore, the null hypothesis was disproved. Since peer victimization and academic achievement are related, the study adopted the alternative hypothesis.

CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In light of the literature review, the objectives of the research, and the outcomes of the tested hypotheses, this chapter summarizes the findings, makes some judgments, and offers some recommendations.

5.2 Summary

The aim of the research was to examine the relationships between peer victimization, school unrest and academic achievement among secondary school students in Starehe Sub- County. Peer victimization's effects on school unrest and academic achievement among secondary school students in Starehe Sub-County are being investigated, as are the effects peer victimization has on those students' academic performance and the moderating role that school unrest plays in the relationship between peer victimization and academic achievement. Data analysis resulted in both descriptive and inferential conclusions.

5.2.1 Peer Victimization and School Unrest

Examining the impact of peer victimization on school unrest among secondary school students in Starehe Sub-County was the first goal. Descriptive results indicated that peer victimization was rampant in schools in Starehe Sub County. The study revealed that peer victimization occurred in person while at school but was also prevalent on online platforms such as social media where some students would get ridicule of their schools and this made them feel uncomfortable thus need to change schools. Victims of peer victimization were found to have low self-esteem and this affected their confidence and self-esteem levels. Results showed that peer victimization positively influences school unrest. Results showed the p-value was in favor of the hypothesis that peer victimization has no discernible impact on school discontent as .000<0.05 and therefore the alternate hypothesis that there is statistically significant relationship between peer victimization and school unrest among secondary schools in Starehe Sub County was adopted. Peer victimization makes their victims upset and uncomfortable in school and this may cause them to react in unconventional ways if the situation is not handled promptly and correctly. Cases of student unrest in secondary schools can be reduced by addressing peer victimization.

5.2.2 Peer Victimization and Academic Achievement

The secondary goal was to identify the impact peer victimization has on academic achievement among Secondary school students within Starehe Sub-County. From descriptive results, peer victimization was found to influence the students' ability to concentrate on their academic affairs. Cyberbullying came across as an emerging problem that students have to deal with on daily basis because of interacting with other online users on platforms such as Facebook, Instagram, snapchat and WhatsApp. More girls than boys are affected by body shaming where they confessed to have been ridiculed because of their facial appearance and body size. Girls attested to have been pressurized by online models and struggle with keeping up with their appearance standards. Many others are negatively influenced by the lives of social media teen celebrities who share their stories on how they have made it without education and this demotivates them from working hard in school. This affected both girls and boys from schools across. Instead, they found themselves spending more time in focusing on how they look to gain acceptance from their peers and the society. According to regression analysis, peer victimization has a negative and significant impact on academic success. Using the estimated p-value in the regression coefficient values, the hypothesis testing was done. The p-value was calculated to be.000 < 0.05. The alternative hypothesis, according to which there is a substantial correlation between peer victimization and academic achievement among secondary schools in Starehe Sub County, was accepted in place of the null hypothesis. Peer victimization may distract students from focusing in class or participating fully in learning experiences. When students are comfortable within their learning environment and do not have any fear of victimization, they tend to be more open to learning and making mistakes without fear of victimization.

5.2.3 School Unrest, Peer Victimization and Academic Achievement

The third goal was to ascertain how school disturbance affected secondary school students in Starehe Sub County's relationships between peer victimization and academic accomplishment. The null hypothesis was that there is no discernible moderating effect of school unrest on the association between academic achievement and peer victimization. The p-value was .049 <0.05, which led to the adoption of the alternative hypothesis that there is a moderating effect that significantly affects the relationship between peer victimization and academic achievement among secondary schools in Starehe Sub County. Peer victimization and school unrest all affect

the learning environment of students and this may make them reserved and worried about their safety as well as affecting their self-esteem. This in turn results in poor academic performance as a result of poor concentration, absenteeism and dropping out.

5.3 Conclusion

The study concludes that peer victimization has a significant impact on school unrest in light of the findings among secondary schools in Starehe Sub County. Peer victimization makes their victims upset and uncomfortable in school and this may cause them to react in unconventional ways if the situation is not handled promptly and correctly. Cases of student unrest in secondary schools can be reduced by addressing peer victimization. Peer victimization threatens the safety of students, and makes them stay in a constant mode of alertness. In addition, it affects the kinds of friends that they make and this may lead to picking up of habits that may cause unrest in the schools. Moreover, peer victimization creates a negative environment within the school which results in unrest within the student population.

The emergence of online social medial platforms has taken peer victimization to a whole new and high level. May secondary school students are able to access gadgets that assist them open social media accounts and interact with others across the globe. In the process they make friendships with all kinds of people with different intentions. With the high prevalence of cyberbullying many adolescents fall victims of the same and this affects their emotional well being. In the quench to change what has been written or said to them they end up losing themselves and their main purpose which is to perform well in school. According to the study, bullying by peers has a negative impact on students' academic success.

As a result, the study draws the conclusion that peer victimization has a significant role in influencing the setting in which adolescents live and learn. This may cause students to dislike or hate their schools or make them fake illness in order to miss school or class. In addition, it may prevent students from being actively engaged in class for fear of being victimized. By making students uncomfortable and afraid in school, peer victimization prevents them from fully immersing themselves in the learning process and this presents a hindrance to their academic achievement and performance.

The study discovered that school unrest moderates the association between academic success and peer victimization. The findings show that student academic achievement in Starehe Sub County is influenced by school unrest in terms of the link between peer victimization and academic achievement. If unchecked over time by teachers and other authorities, peer victimization results in a constant state of unrest for victims of victimization within the school and this leads to a situation where academic matters become secondary in the lives of the students. It is not uncommon for students who are victims of victimization to engage in revenge against their bullies or for poorly performing students to resort to victimization as a way of protecting their self-esteem.

5.4 Recommendations

It is clear that peer victimization in secondary schools is an important issue that should be addressed in order to enhance academic achievement and to reduce cases of school unrest. Teachers, parents, students and other educational stakeholders should create counselling services for students involved in attacking others in order to ascertain the root cause of such issues. In addition, counselling services should also be provided to victims of victimization. Teachers should also actively discourage students from victimizing their low performing peers. In addition, schools should establish clear and consistent rules that prevent or reduce peer victimization as well as encourage healthy peer relations. Based on the data collected from the students, the study recommended that teachers should be more approachable for support and guidance in order for more students to feel more comfortable coming to them for help.

Given some of the victimization occurs on social media and other online platforms, the study also recommends that cyberbullying which is a criminal offense be highly condemned and sensitization to end it be given a frontline on all online and mainstream media to protect students from its effects. The government also need to incorporate studies that teach learners to be self-confident of themselves from an early age in the curriculum that will enable them to navigate the adolescent years that are faced with identity crisis and need to belong which make them subscribe to bad influence on many instances. Students should also be encouraged to report cases of victimization regardless of if they happened in person or online. All schools should barn use of phones and all other personal gadgets by students on school.

Finally, all stakeholders including the students, teachers, parents and guardians should work

together in an effort to address peer victimization. There is dire need to sensitize parents and guardians on the dangers of online platforms they allow their adolescents to be exposed to in the spirit of entertainment. Online use by teenagers ought to be regulated and supervised.

Future scholars and researchers may consider investigating reasons why students engage in peer victimization and the effects of other factors such as their socio-economic backgrounds on their performance. While peer victimization has been highlighted in this study as a cause of school unrest, future scholars may investigate other causes of school unrest including leadership styles, the existence or lack thereof of extracurricular activities among other reasons. In this day and age of technology advancement, future researchers may consider looking more into protective measures to apply in order to safeguard our students from all forms of online abuse.

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APPENDICES

Appendix I: Letter of Introduction

The University of Nairobi

Department of Psychology

To: All Respondents,

Dear Sir/Madam,

RE: COVER LETTER

My name is Mbaya Grace Kanana, a postgraduate student at The University of Nairobi, pursuing a Master's Degree in Counseling Psychology. I am carrying out a study on The Relationship between Peer Victimization, School Unrest and Academic Achievement among Secondary School Students in Starehe Sub-County, Nairobi County. Please help me fill out the surveys for this study if you can. The data supplied for this research will be handled with the discretion it merits and utilized only and only for scholarly reasons.

We appreciate your assistance and contribution to the success of this academic project.

Yours Faithfully,

Mbaya Grace Kanana

C50/34751/2019

Appendix II: Student's Questionnaire

The purpose of this questionnaire is to study the **Relationship between Peer Victimization, School Unrest and Academic Achievement in Secondary Schools** within Starehe Sub-county.

Peer victimization is defined as intentional repeated (must have happened more than once) unpleasant acts directed to someone with the aim of causing harm. For example any treatment that makes one feel inadequate, fearful, bitter or sad(emotional abuse) - name calling, false rumors spread with malicious intentions, threats, personal items being stolen, made fun of, isolated from peer groups, being mocked, body shaming, sexual harassment like being touched inappropriately, being forced into intimate relationship, 'mchongoano' which is not from friends teasing each other and any form of treatment that cause visible harm on your body (physical abuse)- beating, kicking, biting, items thrown at you.

Section A: Demographic Information

1. What is your age range?
 Below 13 years (   ) 14 years (   ) 15 years (   ) 16 years (   ) 17 Years (   ) 18 and above (   )

2. What is your gender?
 Male (   )   Female (   )

3. What Class are you in?

    Form 1 (   ) Form 2 (   ) Form 3 (   ) Form 4 (   )

4. How many good friends do you have at school?
 None (   ) 1 good friend (   ) 2 to 3 good friends (   ) 4 to 5 good friends (   ) 6 or more friends
    (   )

Section B: Contribution of peer victimization to school unrests in secondary school

The following statements relate to peer victimization and its contribution to unrests in secondary school. As you go through them, please rate to what extent are in agreement or disagreement with the statements.

The scale ranges from Not At All to Very Great Extent. No Extent at all=1: Little Extent=2: Moderate Extent=3: Great Extent=4: Very Great Extent=5.

	Statement	Rating

		1	2	3	4	5
	Peer Victimization is a problem in my school					
	Peer Victimization is acceptable and part of growing up as a high school student					
	I have ever felt unsafe in school because of witnessing peer victimization					
	I have ever felt unsafe in school because of experiencing peer victimization in school					
	I have been a target of peer victimization at school					
	I am always alert and watchful of my surrounding while at school.					
	I associate with friends who can defend me when am victimized by fellow students					
	I have kept friends who are bullies to feel safe from peer victimization					
	I have victimized others before to please my friends at school					
	I have victimized others before to satisfy my ego and feel accomplished					
	I keep to myself as much as possible to avoid confrontations with fellow students					
	Peer Victimization creates a negative environment in school					

My school is keen on protecting students from peer victimization					
I feel safe to report or defend incidences of peer victimization					
Given a chance I would revenge on the students who victimize others					
I have ever taken revenge for victimization treatment					
I feel a sense of satisfaction when a known bully is attacked by other students					
I shy away from reporting whenever I feel victimized because no action will be taken					
I have felt the need to change school because of being a target for bad treatment from fellow students					
I feel most insecure at school than out of school					
Students who are involved in attacking others are sent away to seek counselling services					
Students who are victimized by fellow student are supported through counselling provided at our school.					
Sharing incidences of peer victimization is risky for my life at school					

Section C: Effect of Peer Victimization on Academic performance

The following statements relate to peer victimization and its contribution to academic achievement. As you go through them, please rate to what extent are in agreement or

disagreement with the statements.

	Statement	Rating				
		1	2	3	4	5
	I dislike my school because of the bad treatment I receive from my fellow students					
	I have ever faked sickness to be away from class or school because of peer victimization related issue(s)					
	I have experienced lack of concentration in class because of being victimized by fellow students					
	I have been absent from school to seek treatment for injuries sustained in school fights or commotion					
	I shy away from active participation in classwork for fear of failing and being ridiculed by others					
	I am very quiet in class and very loud outside class					
	Students make fun of others who don't perform well in my school					
	I often fall sick at school than at home					
	Teachers discourage victimization of low performing students					
	I have had thoughts of dropping out of school because of harsh treatment by my fellow students.					

	Statement	Rating				
		1	2	3	4	5
	Bright students are liked by everyone.					
	Low performing students are easy targets for peer victimization					

Section D: Relationship between Peer Victimization and School Unrest

The following statements relate to the Relationship between Peer Victimization and School Unrest. As you go through them, please rate to what extent are in agreement or disagreement with the statements.

	Statement	Rating				
		1	2	3	4	5
	My school has clear and consistent rules that safeguard all students from any form of peer victimization					
	Students are well informed on the importance of respect and boundaries as part of academic achievement					
	There is enough awareness by teachers on appreciating everyone for who they are and where they come from					
	Healthy peer relations are encouraged in my school					
	Victims pf peer victimization tend to get into more problems with the school administration					
	There is justice and fairness in how complaints on peer victimization are addressed at school					

	Teachers in my school are friendly and approachable for support and guidance				
	All students are given equal opportunities and attention without favor or discrimination of selected few				
	All students' abilities (Extra-curricular activities) are appreciated and encouraged by the teachers.				
	Democracy is exercised in selection of student leaders				
	There are many students who drop out of school owing to safety of the school				
	Students work together to find solutions to problems				

Appendix III: Interview Guide for Principals

1. Do you think Peer Victimization exists at your school?

_____

2. If yes, what is the school administration doing to change this and what is the school's position regarding the matter?

_____

3. Do you think Peer victimization affects the learning environment of students?

_____

4. Do you think students feel comfortable enough to report to teachers and other authorities when they face victimization from their peers?

_____

5. What punishment is meted out to students found to victimize their peers at your school?

_____

6. Are there any students in your school who have sustained injuries as a result of fights or any commotion?

_____

7. Does your school have any special programs that focuses on low performing students?

_____

8. Are you aware of any rules in place at your school that safeguard or at least minimize peer victimization of students?

_____

9. In your opinion, do the teachers at your school appreciate all students equally for who they are?

_____

10. Are the students in your school involved in the process of selecting their own leaders?

11. Do you think your school system is set up to encourage students who may have other skills and capabilities in extracurricular activities to thrive?

_____

12. Do you think the family environment in which the students are raised could be a factor that causes peer victimization?

_____

13. Does the economic background of students play a role in their academic achievement?

_____

14. In your opinion, does the ethnicity of students have any effect on them being victims of peer victimization or does it make them more or less likely to be bullies?

_____

Appendix IV: Interview Guides for Counselling Teachers

1. How often do you handle cases of Peer victimization at your school?

_____

2. How do you handle such cases when they arise and are they recurrent?

_____

3. Do you think Peer victimization affects the learning environment of students in school?

_____

4. What steps have you taken to ensure students feel comfortable enough to report to teachers and other authorities when they face victimization from their peers?

_____

5. What punishment is meted out to students found to victimize their peers at your school?

_____

6. Do you have any special programs that focus on low performing students?

_____

8. What rules have been put place at your school to minimize peer victimization of students?

_____

9. In your opinion, do the teachers at your school appreciate all students equally for who they are?

_____

10. Are the students in your school involved in the process of selecting their own leaders?

11. If yes, how do you think this helps to prevent student unrest and to promote academic achievement?

_____

11. How do you encourage students who may have other skills and capabilities in extracurricular

activities to thrive?

_____

12. Do you think the family environment in which the students are raised could be a factor that causes peer victimization?

_____

13. Does the economic background of students play a role in their academic achievement?

_____

14. In your opinion, does the ethnicity of students have any effect on them being victims of peer victimization or does it make them more or less likely to be bullies?

_____

Appendix V: List of Secondary Schools in Starehe Sub-County

No.	Name of School
1	Muslim Academy
2	Maarif School
3	Maahid Academy
4	Don Bosco
5	Midway High school
6	Ushirika Muslim
7	Covenant Treasures
8	Arya Samaj High School
9	SSD Secondary School
10	St. Dominic Secondary School
11	Temple Road
12	Ashafia High School
13	Jamhuri High School
14	Starehe Boys Centre
15	County Girls High School
16	Pumwani Girls Secondary
17	Pumwani Boys Secondary
18	C.G.H.U Mixed Secondary
19	Ngara Girls Secondary School
20	Pangani Girls
21	Dr. Ribeiro Parklands