

**EXPERIENCE OF BULLYING AND HELP-SEEKING BEHAVIOUR
AMONG HIGH SCHOOL STUDENTS IN IBADAN NORTH LOCAL
GOVERNMENT AREA, OYO STATE**

BY

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MATRIC. NO.: 203746

A Project in the Department Of Health Promotion and Health Education Submitted To
Faculty of Public Health

In Partial Fulfillment of the Requirements for the Degree of

**MASTER OF PUBLIC HEALTH
(HEALTH PROMOTION AND EDUCATION)**

Of the

UNIVERSITY OF IBADAN

MAY, 2019

ABSTRACT

Bullying is a major public health problem across the globe with consequences that go beyond the immediate period when it takes place. There are inadequate records of support groups, implemented programme and policies aimed at curbing bullying or providing support for students who have experienced bullying in Nigeria. It is important therefore, to determine how this population seeks for help in order to develop programme that can effectively curb this problem. This study was aimed at investigating the experiences of bullying and help-seeking behaviour of Secondary School Students (SSS) in Ibadan North Local Government Area (LGA).

This was a descriptive cross-sectional survey. A multistage sampling technique was used to select 262 students from public and 153 students from private secondary schools in Ibadan North LGA. A self-administered questionnaire which included questions on socio-demographic characteristics, experiences, help-seeking behaviour, factors influencing help-seeking behaviour, perpetrators and bystanders related to bullying was used for quantitative data collection, In-Depth Interviews (IDI) were conducted on some students who had been victims, perpetrators and bystanders in order to gain more insights into their bullying experiences and help-seeking behaviour. Data collected were analyzed using descriptive analysis, Chi-square test and regression analysis at $p < 0.05$ level of confidence, while IDI were analyzed thematically.

The age of respondents was 13.5 ± 2.4 years, 52.5% were males and 56.2% were in junior secondary classes. The study revealed that 49.2% were bystanders in the bullying experiences, 47.7% were victims, 10.7% were perpetrators of bullying and 8.2% were both victims and perpetrators. Help-seeking behaviour for bullying was 76.1%, with majority (70.1%) of the respondents reporting for physical bullying. Males were almost two times more likely to be victims of bullying (OR=1.770:95%CI=1.169-2.680), and less likely to seek for help for verbal form of bullying (OR=0.458:95%CI=0.149-0.843). Males were also 1.7 times more likely to be bystanders in the bullying episodes compared to females (OR=1.712:95%CI=1.129-2.595). Junior SSS were 3.6 times more likely to be victims of bullying (OR=3.571:95%CI=2.180-5.849) and 2.2 times more likely to seek for help for psychological form of bullying (OR=2.223:95%CI=1.127-4.386). There was a 24.0% probability that students in private school were less likely to be victims of bullying (OR=0.241:95%CI=0.147-0.395), and a 33.7% chance

they were less likely to seek for help for psychological bullying compared to those in public secondary schools (OR=0.337:95%CI=0.163-0.699). Findings from the IDI revealed that bullies choose victims based on their physical characteristics and as a form of revenge.

A substantial proportion of the respondents were victims of bullying and majority sought for help when they were bullied. There is need for educational intervention programmes such as counseling and peer education to effectively address the phenomenon in secondary schools.

Keywords: bullying, secondary school students, help-seeking behaviour

Word Count: 443

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DEDECATION

This work is dedicated to Almighty God for his grace and abundant blessings bestowed on me throughout this programme. To every student who has experienced a form of bullying, and felt aggression was normal.

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ACKNOWLEDGEMENT

My heartfelt gratitude goes to my supervisor, Professor Ademola J. Ajuwon. For the exceptional and professional guidance he gave me throughout this research work. He was always ready to listen, make thorough corrections and constructive criticism. God Almighty blesses you richly. I would also say a big thank you to Dr. F. O. Oshiname and Dr. M. A. Titiloye for their contributions and correction during the development of the data collection instrument.

My profound gratitude goes to the Head of Department, Health Promotion and Education: Dr. O.E. Oyewole. My lecturers; Prof. O. Oladepo, Prof. O.S. Arulogun, Dr. Y. John-Akinola, Dr. O.I. Dipeolu, Dr. M.M. Oluwasanu, Mrs. A.T. Desmenu and Mr. J. Imaledo for their technical and moral support during the course of my study. I acknowledge Mr. S.B. Bello, Mr. T. Oyeyemi, Mr. Lanre and all other non-academic staff of the Department of Health Promotion and Education. I acknowledge all the authors, whose works were used as reference materials for this study.

To Dr. A. O. Sangowawa I would like to say thank you, for her valuable contributions to this research work and also to Mr. Babatunde Oluwagbayela and Mr. Emeka Nwimo who put me through chapter four, Mr. Olumuyiwa Omole, the school teachers for their support and all respondents for their cooperation and time, I say a big thank you.

I would like to express my profound gratitude to my parents, Mr. and Mrs. Anikan, brothers; Emmanuel and Miracle Anikan, for their constant encouragement, prayers and support throughout the programme. I would like to thank my aunt Mrs. Osadoh, my uncle Mr. Joseph Anikan and my colleagues and friends; Dorcas Famoyegun, Gloria Onuh, Igbana Erdoo, Mkpado Collins, Olaoluwa Ayeni, Oluwatobi Hussain, Aisha Sule, Esosa Peter, Favour iwinosa, Oluwatobi Okitika, Emmanuel Oluoma, Benard Okonweze, Ekuma Chinwemmeri, Lawal Godwin, and Okoye Gabriel who contributed in one way or the other to this success of this study. I love you all.

CERTIFICATION

I hereby certify that this study was conducted by Grace Anikan under my supervision in the Department of Health Promotion and Education, Faculty of Public Health, College of Medicine, University of Ibadan.

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LIST OF ABBREVIATIONS

WHO	World Health Organization
NCAB	National Center Against Bullying
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational scientific and Cultural Organization
FFF	Facts For Families
UK	United Kingdom
SPSS	Statistical Package for Social Sciences
JSS	Junior Secondary School
SSS	Senior Secondary School
LGA	Local Government Area

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OPERATIONAL DEFINITION OF TERMS

Bully perpetrator: Someone who intimidates, threatens, and brings harm in a willful, conscious and deliberate fashion to another person.

Victim: Refers to a person (or people) who is being intimidated, harmed or threatened by the bully perpetrator

Bully-victim: Refers to someone who has both experienced and perpetrated bullying

Bystander: Refers to a person who is neither a bully nor victim he/she is a passer-by, witness, observer or onlooker in the bullying process.

Help-seeking: Help-seeking generally refers to the use of “formal” supports like, health facilities, youth centers, formal social institutions or professional care providers, either in the public or private sector and/or “informal” supports like peers, family, social network, friendly centers and support groups in seeking help for a particular issue or ailment.

Help-seeking Behaviour: Refers to the actions people take to obtain help, the sources they employ and methods they use in coping with a problem.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Adolescence is a phase that marks the transition from childhood to adulthood and the World Health Organization (WHO) defines an adolescent as a person within the ages of 10 – 19 years. This period is marked with major developmental process that includes physical, sexual, psychological as well as cognitive development which reaches its peak at this stage (WHO, 2017) it is a time when risk behaviours begin to increase through experimentation and these include substance abuse, lack of physical activities, exposure to violence, peer victimization and aggression which all poses a threat to their current health and even that of their off-springs (WHO, 2017). Adolescents account for more than 23% of the total population with significant increase in sub-Saharan Africa (UNICEF, 2012; Omobuwa, Alebiosu, Olajide, and Adebimpe, 2014). As such, the increase in adolescent Nigerian population where most of them are still in secondary school is at an alarming rate, thus the need to focus on their wellbeing of adolescents.

Bullying is defined as a threat or physical use of force or emotional and physical aggression, aimed at others (Olewus, 1993). It occurs when a person or group of people use words and actions repeatedly and deliberately to hurt or harm another person, to make that person feel intimidated, threatened or powerless over a period of time. Bullying has progressively become a public health concern that demands the concerted and coordinated time and attention of parents, teachers, school administrators, health care providers and policy makers because of its huge impact in adulthood. The prevalent magnitude of bullying globally predisposes to physical injuries, social and emotional distress, anxiety, sleep difficulties, lower academic achievement, high school dropouts, self-harm and even death (Gini, 2009; Sarbastein and Piazza, 2008).

Worldwide, the prevalence rate for bullying are usually based on survey using self reported questionnaires and they vary greatly. According to Cook, Williams, Guerra, Kim, and Sadek, 2010, after examining studies carried out from 1999 to 2006, reported that prevalence rate averaged 20% for bullies, 23% for victims and 8% for both victims and perpetrators and these figures were influenced by; what definition was used, frequency of bullying and the time frame

is being used. In Nigeria, prevalence of bullying have been difficult to identify due to lack of conclusive report (Umoh, 2000; Aluede, Fajoju, Omoike and Afen-Akpaída, 2008) consequently, the Federal ministry of education in 2007 conducted a nationwide survey of school violence which reported that 85% of physical violence and 50% of psychological violence occurred against children in schools.

In schools over the world, bullying is a common occurrence that is frequently seen as a child's play by many, but has become a terrifying experience many school children face every day (Aluede, 2006). The magnitude and types of bullying seen amongst children; physical, verbal, social and cyber bullying can vary across communities and demographic groups, (Willard, 2004). Several researches have revealed that boys tend to engage in bullying more often than girls, and girls are more likely to be victims especially at high school age and beyond, and are more likely to engage in physical or verbal bullying, while girls more often engage in relational bullying (Craig *et al.*, 2009).

Students have adopted a variety of coping strategies when being bullied even though these strategies have been shown to be age and gender specific. These strategies include; talking to someone (seeking help), ignoring it, sticking up for yourself, avoiding bullies and even crying but studies have shown that crying was the least successful than ignoring or seeking help (Peter, 2016). Help-seeking is defined as any action or activity carried out by anyone who perceives himself/herself as needing personal, psychological, affective assistance or health or social service with the purpose of meeting this need in a positive way. This includes seeking help from formal sources (clinic, counselors, psychologist, medical staffs, traditional healers, religious leaders) as well as informal sources such as peers groups, family members, kinship groups or any adult in the community (Rickwood and Thomas, 2012). Help-seeking behaviours among adolescents is an adaptive process and as such it is quite important to know this process have changed over time due to the nature of the problem. Also, the decision to consult or report to anyone is influenced by the magnitude of bullying problem itself than by a voluntary help-seeking process (Kelliher, 2000, Khul *et al.*, 1997 and Rickwood, 2010). Incidence of violence and bullying in schools is pervasive and a major public health problem that demands the concerted and coordinated time and attention of health-care providers, scientists, educators, policy-makers and families (Ttofi and Farrington, 2011; Sourander, Klomek, Niemelä, Haavisto, Gyllenberg, and Helenius 2009).

1.2 Statement of Problem

Bullying was defined as a continuous physical, verbal or emotional assaults directed at other persons or peers who are usually defenseless because of stature, limited strength, or other forms of imbalance of power (Olewus, 1993). It is not a new concept but an aspect of school violence and occurs in many schools across the globe (McEachern, Kenny, Blake, and Aluede, 2005), characterized by a deliberate aggressive behaviour meant to instill fear, or cause distress (Nansel, Overpeck, Pilla, Ruan, Simons- Morton, and Schdild, 2001), and intentionally cause harm either physically or emotionally (James, 2010). It is linked with some severe physical and psychological consequences such as injuries, aggressive behaviours, social withdrawal, anxiety, depression, and suicide tendencies (Kim, Lee, Lee, Han, Min, and Song, 2015; Sourander, Jensen, Ronning, Niemela, Helenius, and Sillanmaki, 2007; and Omotosho 2010). A survey across 66 countries revealed that the prevalence of bullying among school children varied from 7-70% across settings (Due and Holstein, 2008).

In Nigeria, a survey conducted by the Federal Ministry of Education (2007), revealed that physical and psychological violence accounted for 85% and 50% respectively of the bulk of violence against children in schools; another study in Ibadan, Nigeria showed that 57%, of respondents reported experience of bullying (Salau, 2015) and despite this indication of high prevalence there is a gap in knowledge on help-seeking behaviour especially in low and middle income countries. The negative impact of bullying affects everyone involved – those who are bullied, those who bully and bystanders (Willard, 2004), while several studies (Hunter *et al.*, 2010; Borg, 2006; Hunter and Boyle, 2004) have focused only on victims of bullying this study focused on the perpetrators of bullying, bystanders as well as victims and their help-seeking behaviour.

1.3 Justification

The fact that perpetration of bullying includes verbal aggression, threats, exclusion from groups, manipulation, use of internet, and other emotional or social forms as well as the physical forms makes it pervasive, and calls for more attention to be paid in these areas, in order to make the school environment a safer place for learning as children and adolescents spend most of their day and developmental stage here. This study will be very useful to the students, teachers, parents,

school administrators, and educational policy-makers. The findings and recommendations of the study will provide information on the help-seeking behaviour among students and help parents, teachers and guidance and counseling experts to understand the behaviour of students in response to bullying and encourage the provision of support centers to help students who engage in bullying. It will enlighten teachers, parents and school administrators on students' behaviour towards seeking for help when bullied for their overall well-being.

1.4 Research Questions

1. What proportions of secondary school students have experienced bullying in Ibadan North Local Government Area?
2. What proportions of students have been by-standers during the process of bullying?
3. What is the help-seeking behaviour of victims of bullying?
4. What factors influence the help-seeking behaviour for bullying among high school students in Ibadan North Local Government Area?
5. What is the relationship between perpetrators and experience of bullying among high school students in Ibadan North Local Government Area?
6. How do by-standers contribute to the bullying process?

1.5 Objectives

Broad objective

To investigate the experiences and help-seeking behaviour of bullying among secondary school students in Ibadan North Local Government Area

The specific objectives were to:

1. Assess the prevalence of bullying experience among secondary school students in Ibadan North Local Government Area
2. Assess the prevalence of bystanders among secondary school students in Ibadan North Local Government Area

3. Determine the help-seeking behaviour among those who have experienced bullying
4. Identify the factors that influence help-seeking behaviour for bullying among high school students
5. Determine the relationship between perpetrators and experiences of bullying among high school students
6. Identify the roles of bystanders in the bullying process

1.6 Study Variables

Independent variables

Socio-demographic Information: Adolescents, Gender, Age, religion, ethnicity, family type, class, and school type

Dependent variables

Perpetration of bullying, victims experience of bullying, help-seeking behaviour, factors influencing help-seeking behaviour

1.7 Hypotheses

HO 1: There is no significant difference between age, sex, school type of respondents and experience of bullying among secondary school students in Ibadan North local government area of Oyo state.

HO 2: There is no association between sex, school type of respondents and prevalence of bystanders among secondary school students in Ibadan North local government area of Oyo state.

HO 3: There is no significant difference between age, sex, school type and help-seeking behaviour among secondary school students in Ibadan North local government area of Oyo state.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of Bullying

Bullying was defined as an unprovoked/unwarranted action that causes physiological, social or physical hurt (Smith, 1991), involving deliberate hurtful acts directed at other people or person, by one or more persons involving a show of dominance and social status (Suton, Smith and Swettenham, 1999). Bullying usually occurs regularly between a bully and victim who is unable to defend himself/herself from the bully (Rigby, 2001).

Although research on bullying before the 1970s was relatively rare, some of the features of bullying were identified and its patterns described in publications on social history and old newspapers from the 18th and 19th centuries, from countries such as the United Kingdom, Japan and Korea. In the late 60s and early 70s, there was increased interest in this behavioural phenomenon in Sweden which was referred to as mobbing (Sandra and Garth, 2003). In earlier times, bullying occurred in reaction to different physical features of victims and usually takes the forms of isolation and physical harassment; it is increasing rapidly across the globe and affects both bully and victim physically, psychologically, socially and with respect to educational matters negatively. In the 80s awareness was raised on bully and being bullied through the media via films, when adults were asked about it, they perceived bullying to be a normal phase in growing up (Leonard and Albert, 1952). The perception of the public on bullying, school violence and safety among youths was changed in the 90s when two senior students who had been bullied for years in the Columbine High School in Littleton Colorado, shot and killed 12 students and injured many others (Brooks and Rob, 2002), causing increased attention on the link between bullying and school violence. Policies and laws on bullying related to school were put in place and reviewed in the 20s (Olewus, 2011). The introduction of technology through the use of cell phones, digital camera, and social media provided opportunity for enhancing bullying at a distance and animosity for the bully (Smith, Mahdavi, Carvalho, Fisher, Russell and Tippett, 2008; Johnson, 2009; Donegan, 2012; Gedutiene, Simulioniene, Cepiene, Rugevicius 2012; Notar, Padgett and Roden, 2013). In 2008, laws were put in place to describe “cyber bullying” as students improved bullying through social media communications with one another on the.

The concept of bullying rose immerse by 2008 with studies showing that, females are more likely to be victims of relational bullying, suffering embarrassment from gossip and/or rumors, while males are more likely to be the victim of physical attacks, like kicking, pushing, tripping, pinching, twisting, and the like (Craig *et al.*; 2009). This agrees with the definition of (Lagerspetz, Bjorkqvist, Berts, and King, 1982) which showed the victims to be physically weaker. In a study of 40 developing countries about 42% of boys and 37% of girls were exposed to bullying (WHO, 2016).

2.1.1 General Overview of Bullying

Several definitions of bullying have been coined over the years but no single definition can give a full description of what bullying entails, the World Health Organization defines bullying as a threat or physical use of force, aimed at an individual, another person, a specific community or group which can result in injury, death, physical damage, some development disorders or deficiency.

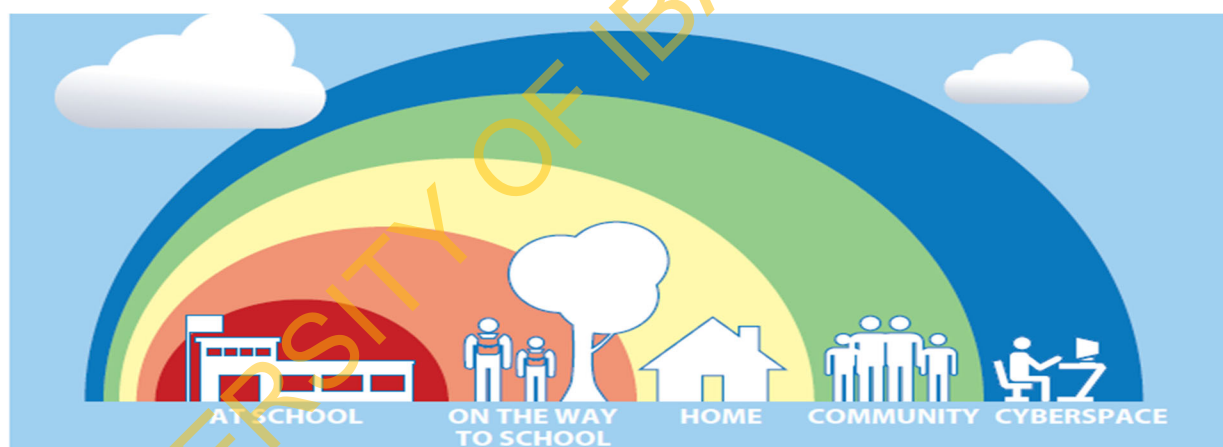


Figure 2.1: Settings where bullying can occur (Source: <http://unesdoc.unesco.org/image>)

The concept of bullying at school is not new; however it has been increasing in recent years. There is a crucial increase in studies conducted and the number of news on bullying at school in mass media (Brown, Birch, and Kancherla, 2005; kizmaz, 2006; Gofin, Palti, and Gordon, 2002). Bullying is a common experience for many children and adolescents. Surveys indicate that as many as half of all children are bullied at some time during their school years, and at least 10% are bullied on a regular basis (FFF, 2016).

Bullying in Nigeria

Lack of conclusive reports have made identifying the prevalence of bullying in Nigeria difficult (Umoh, 2000; Aluede *et al.*, 2008). Although several cases of bullying have been reported in many schools, the required attention is not given to it, combined with the unavailable statistical fact to give the actual number of students in Nigerian schools that have been bullied or are victims of bullying.

The Federal Ministry of Education (2007) conducted a nation-wide survey of school violence revealed that 85% of physical violence, 50% of psychological violence occurred against children in schools. A study carried out in Benin City by Egbochuku (2007) revealed that about 78% of students reported being victims of bullying and 85% admitted to have bullied. A study conducted by Omoteso (2010) showed that the prevalence of bullying among secondary school students in Nigeria was 67.2%, among which 88.1% were bullied and 33.1% were bullies. Aluede and Fajoju's (in press) study on secondary school students in Benin metropolis of Nigeria revealed that majority of the respondents (62.4%) have been victims of bullying, while 29.6% of the respondents indicated that they have bullied others within the academic session. Asamu (2006) found that 22.5% of the students she studied in Ibadan, Nigeria were below 15 years of age; bullying behaviour was peculiar to junior secondary school (22.5%) and 21% of male students had bullied other students.



Figure 2.2: secondary school students demonstrating a form of bullying (photo credit: Godwin Lawal, 2018)

2.1.2 Types/Form of Bullying

There are many different types of bullying that have been identified by researchers that adolescents experience, it can sometimes involve assault on a person's property, or exploitation when victims are not given money but asked to purchase certain items, and expected to return change. Different types of bullying may affect different groups of students, occur in different types of schools, or affect student behaviour in different ways (Lawrence, 1998). It could be subtle, in group, relational which involves excluding someone from a peer group, usually through verbal threats, spreading rumors, and other forms of intimidation, reactive by responding to being a former victim by bullying on others or obvious. Some of the ways bullying can occur are physically, verbally, psychologically/socially and verbally (NCAB, 2018)

Physical bullying: Physical bullying can involve hitting, kicking, pinching, pushing, tripping, damaging property. It usually causes both short term and long term damage. It's easier to see and stop than other types of bullying.

Verbal bullying: Verbal bullying refers to the use of words to harm others it includes name-calling, insults, teasing, making sexual or bigoted comments, harsh teasing, taunting, or verbal threats, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target (NCAB, 2018). Some believe verbal bullying to be more common among females than males and many teachers take part in this form of bullying (Daljevic, 2014).

Social bullying: sometimes referred to as covert bullying, is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes: lying and spreading rumor, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, and encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance

Psychological bullying: involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidation, manipulation and stalking.

Cyber bullying: can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smart phones, and software such as social media, instant messaging, texts, websites and other online platforms. It can be in public or in private and sometimes only known to the target and the person bullying. It can be in form of deliberately excluding others online, sending nasty gossip or rumors and sometimes imitating others online (NCAB, 2018).

2.1.3 Causes of Bullying

Development of bullying problem in students has been linked to several causes, some believe that socio demographic and personality characteristics, perceived strength or weakness usually related to boys, or body shape and stature for girls, typical reaction pattern, also environmental factors like attitudes of teachers, parental influences, and community of origin and behaviours and supervision plays an important role in determining the manners the problem of bullying manifests in a school or classroom (Omoteso, 2010). It is believed that parenting styles help in developing or curbing bullying behaviours and parents who model aggression as a way of meeting their needs, or who use harsh or aggressive methods of discipline are significantly more likely to have children who engage in aggression or bullying (Olewus, 1993). Bullies are also motivated by the desire to appear influential and some adolescents who have experienced a form of violence or abuse or witnessed domestic partner violence or even sibling bullying are likely to become bullies themselves (Bowers *et al.*, 1992; Olweus, 1993).

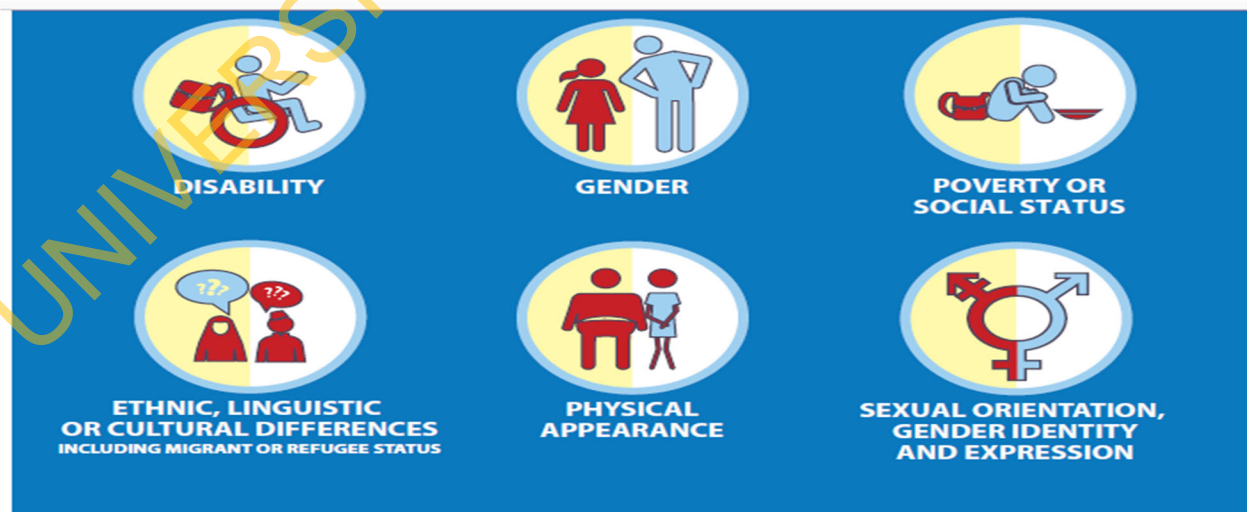


Figure 2.3: drivers/causes of bullying (Source: <http://unesdoc.unesco.org>)

Several other factors believed to have influence on bullying include the school and community/family/home which have a role in determining an adolescents' engagement in bullying. Olewus (1993), observed that there were four groups of bullying, which included the bullies who were the perpetrator of the aggressive behaviour, victims are those who experience bullying, bully-victim are the group of people that are both bullies and victim and also the bystanders who are witness of the process or not actively involved in it. Individual (Cook, Williams, Guerra, Kim, and Sadek, 2010) Parents/family (Lovegrove *et al.*, 2012), community (Bowes, Smith, and Binney, 2009), school that is; the teachers (Colony, 2008), the environment (Swearer *et al.*, 2010), the climate which includes the social organization, relationships, norms, values, degree of respect, and sense of belonging in a school (Blumenfeld and Cooper, 2010; Cook *et al.*, 2010) and administration have contributed to the prevalence of bullying. Factors like age externalizing behaviour, positive disposition about aggression, social skill and emphatic characteristics were reported to be moderating factors for bullying behaviour (Cook *et al.*, 2010; Hampel *et al.*, 2009; Swearer *et al.*, 2010; Olewus 1996; Gladstone, Parker, and Malhi, 2006).

Table 2.1: Risk and protective factors for bullying in multiple levels

	Risk factors	Protective factors
Individual	Poor self-concept	High self-esteem
	Physical disabilities	High social skills level
	Poor social skills	
	Early aggressiveness	
Family	Authoritarian discipline	Quality communication with parents
	Lack of parental supervision	Parental involvement in school life
	Incidents of domestic violence	
School	Overcrowded schools	Orientation toward learning
	Conflicted school climate	Positive peer role-models
	Violent-tolerant peers	
Neighborhood	Safety concerns	Promotion of sports and recreational facilities

(Source: www.ncbi.nlm.nih.gov/pmc/articles/PMC3918673/)

2.1.4 Consequences of Bullying

Bullying usually begin in schools or worsen during the schooling age, and as children who engage in this act get older, the behaviour can give rise to abusive relationships, misconduct in the workplace, and continued rudeness. Eventually this behaviour can lead to development of severe anger issues and violent tendencies in people (School Bullying, 2004).

Bullying is widespread among adolescents and students, and is terribly harmful for bullies, victims, schools and communities (Omoteso, 2010) the negative consequences of bullying can be both in short term and long term (Hurley, 2018). Adolescents are likely to respond differently to bullying and could be victims for a long time before seeking help or responding to it. Bullies engage in bullying behaviour for a reason and the behaviour will continue, and potentially get worse over time if they don't seek help.

Victims of bullying are mostly affected with an increased level of depressive symptoms and high levels of critical symptoms which include breaking things belonging to others, being unhappy/sad, self-harming and fixating on negative thoughts. These groups are likely to eventually need help for mental problems at some point in life as bullying may have an effect on their mental health (Welldoing, 2016).

Short-Term Consequences of Bullying

On the victims it includes; Social isolation, feelings of shame, sleep disturbance, changes in eating habits, low self-esteem, school avoidance, symptoms of anxiety, bedwetting, higher risk of illness, psychosomatic symptoms (stomachaches, headaches, muscle aches, other physical complaints with no known medical cause), poor school performance, and symptoms of depression (Hurley, 2018).

On the bully can include: Poor school performance (missed school due to suspensions increases this risk), increased truancy risk, difficulty maintaining social relationships and increased risk of substance abuse (Cook, 2010).



Figure 2.4: Some Effects of Bullying (Source: <http://unesdoc.unesco.org/2012> files)

Long-Term Consequences of Bullying

Victims of bullying are at risk for the following: Chronic depression, increased risk of suicidal thoughts, suicide plans, and suicide attempts, anxiety disorders, post-traumatic stress disorder, poor general health, self-destructive behaviour, including self-harm, substance abuse and difficulty establishing trusting, reciprocal friendships and relationships (Foss, 2015; Wolke and Lereya, 2015). The bully is likely to continue into adulthood and be exposed to: Risk of spousal or child abuse, risk of antisocial behaviour, substance abuse, less likelihood of employment and education or earn low wages (UNESCO, 2017).

2.2 Experiences of Bullying

Bullying among school-age children occurs in many schools across the globe (McEachern, *et al.*, 2005); studies conducted in various countries have indicated that a growing percentage of student population is being bullied everyday across the globe and that the rates of bullying vary from country to country (Duncan, 2009). School Bullying (2012), identified the severity of bullying within the classrooms with statistical report that showed 70% of middle school and high school students experience bullying in school, 7 – 12% of bullies were habitual and posed a serious threat, 23% of 9th graders carried a weapon to school, 5 – 15% of students were constantly bullied, and 27% of students were bullied for refusal to engage in common sexual practices.

Researchers have revealed that 10% to 11% of adolescents sampled in Canada were victimized by peers and 8% to 11% were bullies (Hymel *et al.*, 2005) and approximately 2.1 million bullies and 2.7 million are their victims were present in American schools (Aluede, 2011).

In Nigeria, a survey conducted by the Federal Ministry of Education (2007), revealed that physical violence and psychological violence accounted for 85% and 50% respectively of the bulk of violence against children in schools. Physical violence was more prevalent in the rural area (90%) than in the urban area (80%). Across regions, physical violence in schools was higher in the southern region (90%) than in the northern region (70%) and psychological violence, which was 61% in southern Nigeria and only 38.7% in northern Nigeria.

Egbochukwu (2007) has revealed that in Benin-City Nigeria, almost four in every five participants reported being bullied and 85% of the children admitted to bullying others at least once. In a study, Omoteso (2010) reported that 88.1% of the participants had been bullied, 33.1% were bullies and 64.7% had been involved in relational bullying while retaliation for being bullied in the past was 51.2%. Owoaje and Ndubisi (2009) examined the 2007/2008 session admitted students in six public secondary schools in Odo Ota Local Government Area of Ogun State and reported that the students were bullied as follows: 1-2 days within a month 29.5%, 3-5 days 9.1%, 6-9 days 5% and 10-30 days 4.3%.

Researchers have found variations in the prevalence of bullying among boys and girls. Asamu (2006) found that 21% of the students studied in Ibadan who had bullied other students were male. The prevalence of bullying was more rampant among males compared to females (Omoteso, 2010; Bosworth *et al.*, 1999; Cook *et al.*, 2010).

2.3 Adolescent Help-seeking Behaviour

Help-seeking

Several varying definitions of help-seeking exist but there is a general consensus that it has to do with people sourcing for help to solve issues that poses a threat of their health. Some definitions of help-seeking usually pay attention to physical and emotional problems that cause help-seeking behaviour (Heights, 2001; Davies *et al.*, 2000). It is defined as trying to cope with physical or emotional problems by sourcing for help or advice (Kelliher, 2000). Khul *et al.*, (1997) defined

help-seeking behaviour as seeking help from both professionals and non-professionals for academic, social and medical issues, Gould *et al.*, (2002) also had a similar definitions focusing on physical and emotional health. Other definitions include, any action or activity carried out by an adolescent who perceives herself/himself as needing personal, psychological, affective assistance or health or social services, with the purpose of meeting this need in a positive way (Khul *et al.*, 1997) or an attempt by a young person to seek help from either a formal or informal source for problems that can affect the health (Heights, 2001; Kelliher, 2000; Kuhl *et al.*, 1997). The two types of help-seeking is from the sources obtained, formal help-seeking and informal help-seeking. Formal help-seeking has to do with getting assistance from professional sources with recognizable roles in preferring solutions, some examples include; specialist, health care providers, counselors, teachers, clergy, and youth groups. The informal help-seeking are from non-professional sources including, friends, family, the internet, and other informal social networks.

Self-Help-seeking Behaviour

Self-help-seeking behaviour refers to actions taking in seeking help for personal stress or problems, family violence or victimization by abuse; relationship stresses; acute financial needs; homelessness; and/or needs or problems related to chronic or acute ill-health. These are specific, problem-related psychosocial needs that go beyond the normative needs of young people. Help-seeking behaviour is believed as a behaviour that occurs among several people, conditional and gender dependent with females more inclined to reporting and seeking help compared to males (Rickwood, 2010).

2.3.1 Sources of Help

Sources of help identified from studies include; formal, semi-formal, informal and self-help. The different sources of help depend on the population group and its context of use as some professional sources may have semi-formal or informal roles in help-seeking process (Rickwood and Thomas, 2012).

Informal sources were referred to as non-professional sources which include parents, peers, siblings, neighbor, social network, relatives, church member, other family and friends. Formal sources refer to a more professional source including; counselor, psychologist, social worker,

therapist, general practitioner, family doctor, family physician, doctor, nurse, pediatrician, school psychologist, police, traditional healer, spiritual support, religious leader, spiritual healer, religious counselor, coach, support group, school health service, and family counseling service. Semi-formal sources includes; clergy, minister, prayer, school counselor, guidance officer, teacher, school staff, school supports, help-lines, phone help, Internet resources, and website. Self-help includes coping or solving ones problem without the help of professionals or others, it also involves responses to problem perceives as coping methods and can include using or abusing drugs, alcohol or tobacco use (Rickwood and Thomas, 2012; Rowe, French, Henderson, Ougrin, Slade and Moran, 2014).

2.4 Factors Influencing Help-seeking Behaviour

International studies show that adolescents and young people tend not to seek for help and are less likely to seek professional help and minority ethnic groups of different countries are less likely to seek help (Heights, 2001; Kuhl et al., 1997; Rew *et al.*, 1997). Help-seeking and utilization of support systems by adolescents is believed to have a buffering effect on reactions to stress, resulting in better adjustment and less emotional and behavioural problems (Cauce *et al.*, 1994; Schonert-Reichl and Muller, 1996). Some of the barriers to help-seeking that have been identified include lack of knowledge, perception of helper/therapist, stigma, confidentiality and self-sufficiency. With views that lack of knowledge was prevalent in males and self-sufficiency was considered to be prevalent among females (Kelliher, 2000; Khul *et al.*, 1996). Rew *et al.* (1997) found that women were more likely to seek for help from informal sources and language difference was a potential barrier to help-seeking. Cost of services, location of services, and adult-youth relationships were also considered as barriers to help-seeking (Heights, 2001; Kuhl, *et al.*, 2002; Ministry of Health and Ministry of Youth Affairs, 2002).

Barriers and facilitators to help-seeking in bullying adolescents were identified to include sex, age, and pattern of bullying, frequency of bullying, suicidal intent and lack of knowledge of the available sources of help or its benefits (Klineberg, Kelly, and Stansfeld, 2013). Location and other geographical factors influenced help-seeking and utilization among adolescents with adolescents from rural areas less likely to seek help than those from urban areas (Fadum, Stanley and Rossow, 2013).

Two factors were identified by researchers to facilitate help-seeking behaviour were assurance of confidentiality, trust worthiness of the person, availability of a person with which they share similarities and being treated with respect (Klineberg *et al.*, 2013)

2.5 Relationship between perpetrators and victims

Aggression always involves at least two individuals, a bully and a victim and the targets or victims are not selected indiscriminately, but rather certain peers are selected for their acts. Similarly, victims are usually not targeted by all peers, but rather specific aggressors who repeatedly bully and torment them. Some studies show the causes of the relationship between perpetrators and their victim.

- 1) **Preconceived Opinions:** This has to do with the belief the bully has about a specific victim and these beliefs and opinion they have of each other affect how they treat themselves (Hubbard., Dodge., Cillessen., Coie., and Schwartz, 2001).
- 2) **Social/Physical Hierarchy:** This has to do with the bully-victim relationship formed because the bully is physically stronger than, or can be dominated, or is a senior in class and age to the victims, or has few friends who will defend him or her. Studies show that children who bully are often physically stronger, more popular, and less anxious or depressed than their targeted victims (Card and Hodges, 2005).
- 3) **Mutual Dislike:** The presence of mutual dislike (or enemy relationship) between peers can lead to a bully-victim relationship. A research done by Card and Hodges, (2007) showed that children are about five times more likely to report that an enemy victimizes them than a friend or acquaintance.
- 4) **Friends influence:** If one bully targets a particular victim, it is likely that the bully's friends will also target that victim and often share the same targets for aggression (Card and Hodges, 2006). They also suggested that friends may encourage aggression toward a specific victim by describing the child as weak or deserving of abuse, laughing at or sharing stories of bullying episodes toward a particular victim, or coming together to bully the victim.

2.6 The roles of bystanders in the process of bullying

A bystander is a person who is neither a bully nor victim he/she is a passer-by, witness, observer or onlooker in the bullying process. Contrary to popular belief, bystanders who witness the bullying process from beginning to end have in some way encouraged the victim or the bully whether they act or refrain. They play a vital role in the process of bullying and the role they choose to adopt can influence the outcome of bullying (Davis and Davis, 2007). Bystanders are the biggest group in school bullying; they are more in number compared to the bullies or victims (Stueve *et al.*, 2006).

A research done by Twemlow, Fonagy, and Sacco, (2004) on the role of the bystander in the social architecture of bullying and violence in schools and communities identified various roles; bystanders can play in the bullying process: The aggressive bystander, the passive bystander, the avoidant bystander, the abdicating bystanders and the altruistic bystanders.

The active bystanders also referred to as bully/aggressive bystanders, play a role by sustaining bullying when they give positive or bully encouraging statements, joining in or actively reinforcing the bully through laughs or encouraging gestures.

The victim(passive) bystanders who gives consent or demonstrates support of the bully by simply standing silently while observing the situation and so takes part in the bullying process (Salmivalli, 1996). Avoidant bystanders may reinforce bullying by denying personal responsibility. The abdicating bystanders might make another person/group bear the blame for others to avoid or shed responsibility.

Altruistic bystanders might mobilize personal or social resources to help reduce or even stop bullying, for example, defending victims, taking sides with victims, informing and seeking help from adults, comforting victims, or trying to make bullies stop (Salmivalli, 1998). In many incidents, when peer bystanders intervene against bullying, it tends to stop quickly. A study reported that when peers intervene either by showing disapproval to the bully, telling a senior or an adult in school or rallying other peers to assist in discouraging the bully in a bullying situation it stops 60% of the time in a few seconds (Hawkins, Pepler, and Craig, 2001).

2.7 Conceptual Model and Its Application to the Study

Precede Model and Help-seeking Behaviour for Bullying

This study will make use of the Predisposing, Reinforcing, and Enabling Causes in Education Diagnosis and Evaluation (PRECEDE) model developed by Lawrence Green and Marshall Kreuter (1970) for health education and health promotion programmes to identify factors associated with self-help-seeking behaviours and to examine the effects of these behaviours on quality of life among in school adolescents in Ibadan North Local Government Area.

The predisposing factors, reinforcing factors, and enabling factors are significantly related to health promoting behaviours, which are associated with mental well-being and quality of life can either influence behaviours positively or negatively.

The application of the PRECEDE model will help in understanding health promoting behaviours and demonstrates its relationships with adolescents well-being and quality of life. The predisposing factors provide a reason for behaviour. Some of the factors include knowledge, attitudes, cultural beliefs, norms, values, perceptions and readiness to change. Enabling factors assist or encourages persons to act on their predispositions which include available resources (time, money, skills etc.) supportive policies, assistance, and service. Reinforcing factors are factors or influences that promote continuity or encourage repetition of behaviours. The factors could be social influences such as friends, family, peers etc. feedback mechanism social support, praise, reassurance, and symptom relief.

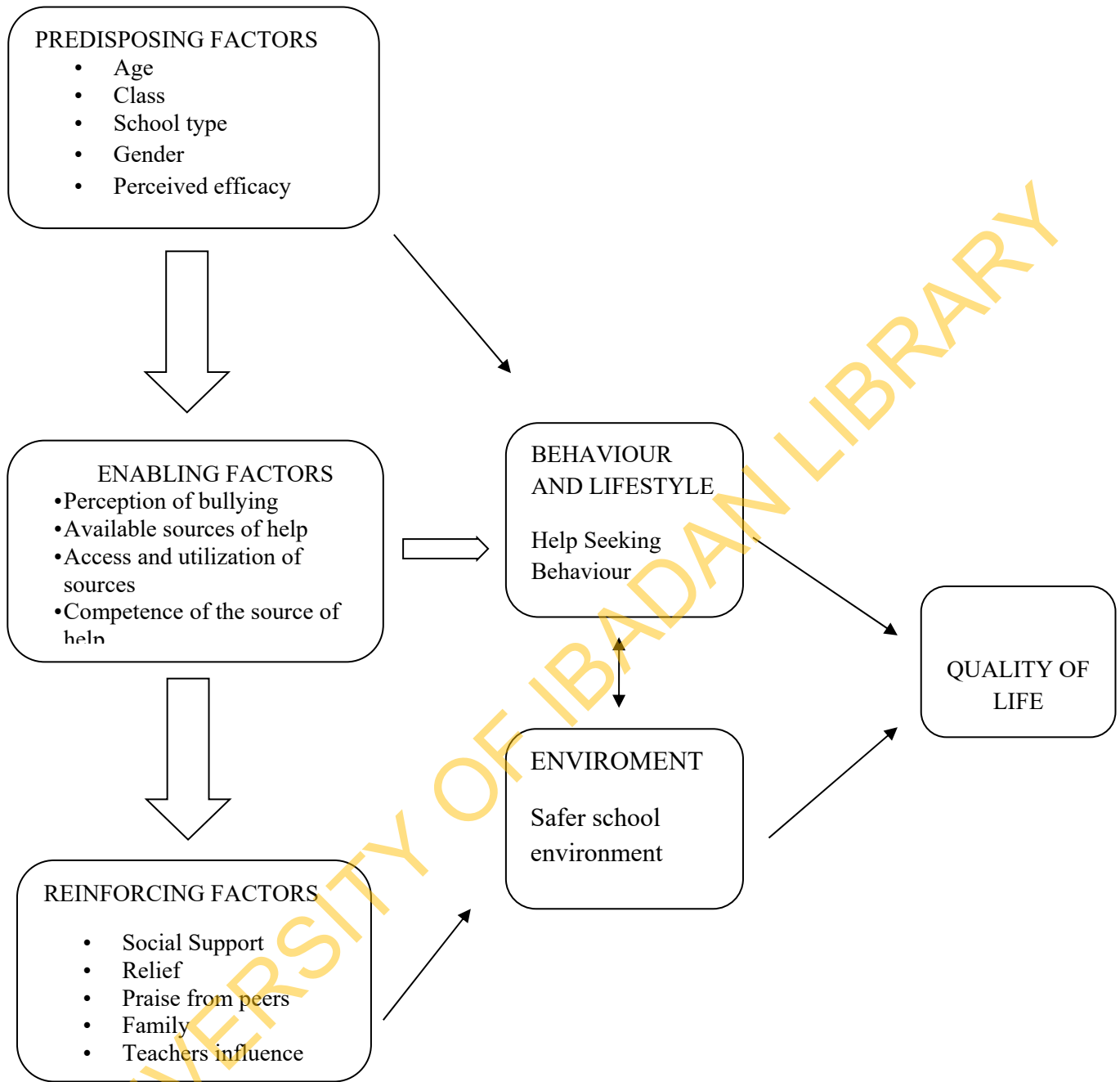


Figure 2.5 Schematic Application of the PRECEDE Model

The variables in the PRECEDE model were used in developing questions for the data collection instrument in order to elicit relevant information from the participants. The predisposing factors were used to construct questions 1, 2, 3, 4 and questions 26, 31 and 34 on factors influencing help-seeking behaviour.

The enabling factors of the model were used to frame questions on parents/guardian occupation in questions 10 and 11, on help-seeking behaviour in questions 15–19 on the source of help employed and the actions taken after seeking help, the factors influencing help-seeking behaviour and also on perpetration of bullying in questions 36.1–36.9 (relationship with victim and reason for choosing victim).

The reinforcing component of the precede model helped in framing questions 21 and 22 which asked about how peers, students, teachers and other adults in school try to put a stop to bullying for the victims and also 38 asking if any adult in school talked to the perpetrator about bullying and questions 44–50 on how bystanders contribute to the bullying process.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study is a descriptive cross sectional survey involving high school students. The study had two components: a quantitative and qualitative. Data for the quantitative component were collected using a structured questionnaire while data for the qualitative were collected using an in depth interview guide. The questionnaire was used to measure bullying experiences, help-seeking behaviour for bullying, the factors affecting help-seeking behaviour relationship between perpetrators and victims and the roles of bystanders in the bullying process. The in depth interview gave further insight to the students bullying experience and help-seeking behaviour.

3.2 Study Area

Ibadan North Local Government Area is one of the eleven (11) councils of Ibadan land and one of the thirty-three (33) local councils of Oyo State. It is bounded in the North by Akinyele local government; in the South by Ibadan South East local government; in the East by Ibadan North East local government and Lagelu while in the West by Ibadan North West and Ido local government. It falls under the Oyo South Senatorial zone. It has a land area of 27km² and a population estimate of four hundred, eight hundred and seventy-eight thousand (400,878) people using the National population growth rate of 3.4% (2006 population census). It is an urban area and the climate is tropical. The average temperature is 26.5⁰C and about 1311mm of precipitations annually. There are health facilities and Non-Government Organizations in the area.

3.3 Study Population

The study populations are students enrolled in both public and private secondary school in Ibadan North Local Government Area.

3.4 Sample Size Determination

Quantitative component

The sample size 'n' for this study was determined using the Leslie Kish (1965) formula for single proportion for descriptive studies. The prevalence (p) used in this study was 57%, which is the percentage of adolescents that reported that they had been bullied in a study conducted on the prevalence of bullying in Ibadan North local Government Area (Salau, 2015)

$$\text{Formula: } n = \frac{Z_{\alpha}^2 pq}{d^2}$$

Where:

n = required sample size

Z_{α} = confidence level at 95% (standard value of 1.96)

P = proposed prevalence 0.57 (Salau, 2015)

q = proportions that does not have the characteristics being investigated (q = 1-p), q= 1-0.57= 0.43

d = Level of significance set at 0.05 (precision set at 5%)

Therefore, the sample size $n = \frac{(1.96)^2 \times 0.57 \times 0.43}{0.05 \times 0.05}$

$$0.05 \times 0.05$$

$$n = 376.63 \approx 377.$$

10% of the calculated sample size was added for make up for possible cases of improper completion or inadequate filling of the questionnaires and non-response, increasing the sample size to 415.

$$n = 10\% \text{ of } 377 = 414.7 \approx 415$$

However, out of the 415 questionnaires, 413 were completely filled and used for this study, making the total sample size for the study 413.

Quantitative component

A group of willing and consenting students who were identified during the quantitative process were purposively recruited for the in-depth interviews. 16 respondents comprising of six males and two females who had experienced bullying as victims, three males and one female perpetrator and two males and female bystanders were recruited for the interviews.

3.5 Sampling Technique

Study participants recruited for this study were selected using multistage random sampling technique. Table 3.1 shows the number of respondents recruited into the study.

Stage one: Selection of schools

List of public and private secondary schools from the local government education board was obtained. Systemic random technique was used to determine the number of schools to be included from both public and private schools and schools that were willing to participate in the study were selected for the study using the list obtained from the Ministry of Education, and based on their proportions 3 public and 5 private schools were selected.

Stage two: Selection of classes

A table of random numbers was used to select an arm from each class (JSS1-SS3) in the selected school through balloting. Where there was no class arm, the whole class was recruited for the study. When participants from JSS1 to SSS3 were assembled together, willing participants who picked yes during the balloting were recruited for the study.

Stage three: Selection of study participants

The list of students was obtained from the class teacher, and students were recruited for the study was selected using simple random sampling and stratified sampling technique (Table 3.1). Where there was no class list, the sitting arrangement was used. The first name or first seat was selected using a fixed random table and then subsequent subjects were selected using the calculated

sampling interval till total number of study participant was selected, in accordance to sample size.

Qualitative component

During the collection of quantitative data, participants who had experienced bullying as victims, who perpetrated and those who were bystanders were identified and those who were willing to participate in the study were recruited. The interview continued till there was no new information emerged from the interview.

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Table 3.1: School type with the number of respondents recruited into the study

School type	Total no of Students in JS1-SS3	Sample size Determination	No of Respondents
Private schools			
01	187	$\frac{187}{2470} \times 415$	32
02	97	$\frac{97}{2470} \times 415$	16
03	270	$\frac{270}{2470} \times 415$	45
04	143	$\frac{143}{2470} \times 415$	24
05	216	$\frac{216}{2470} \times 415$	36
Sub-Total	913		153
Public schools			
01	402	$\frac{402}{2470} \times 415$	68
02	635	$\frac{635}{2470} \times 415$	107
03	520	$\frac{520}{2470} \times 415$	87
Sub-total	1557		262
Grand Total	Total = 2470		Total = 415

3.6 Inclusion and Exclusion Criteria

Inclusion criteria

Secondary school students must be male and female registered in the selected public and private schools in Ibadan North Local Government Area

Students who gave assents and were willing to participate in the study

Exclusion criteria

Secondary school students who do not attend schools in the specified geographical location

Students who were ill during the period of the study

Students who did not give assent

3.7 Instrument for Data Collection

The Questionnaire

The instrument for data collection was a structured questionnaire (See Appendix ii). For the quantitative method, informed consent was obtained from school principals and assent was obtained from the respondents.

Information was collected from the respondents with a self-administered questionnaire. The questionnaire contained items divided into the following sections;

Section A: Socio-demographic data

Section B: Experience of bullying among high school students

Section C: Help-seeking behaviour among bully victims

Section D: Factors influencing help-seeking behaviour for bullying

Section E: Perpetration of bullying

Section F: Roles on bystanders in the process of bullying

In-depth interview

For the qualitative method, an in-depth interview guide was used in conducting the interview. The questions and probes were divided into the following categories: Socio-demographic data, experience of bullying, help-seeking behaviour for bullying, perpetration of bullying and bystanders in the bullying process. This was done after questionnaires have been administered.

3.8 Procedure for Data Collection

Both quantitative and qualitative methods would be employed for data collection using a structured self-administered questionnaire and in-depth interview. Two qualified research assistants were trained on ethics of the research and a detailed knowledge of the research process was given to them to enable them work effectively on the field when collecting data. Data collection took place in October, 2018.

For the quantitative method, informed consent was obtained from school principals and assent was obtained from the respondents after explaining to them the purpose and ethics guiding the study and those who consented to participate in the study were recruited. Information was collected from the respondents with a self-administered questionnaire translated to simple English, as the respondents could read and write. A total of 415 questionnaires were administered in the selected schools. The respondents completed their questionnaires in their class room during school hours and with supervision from the researcher, research assistants and some teachers assigned to assist in the data collection process. After completion each questionnaire were checked for completeness and data quality. Observed errors and incompleteness were pointed out and returned to participant for correction. However 413 questionnaires were accurately completed.

For the qualitative method, a representative group of consenting students were purposively recruited for the in-depth interviews. These include two male and two female victims, two male and two female perpetrators and two male and female perpetrators who would be identified during the qualitative process. However, 8 victims (6 males and 2 females), 4 perpetrators (3 males and 1 female) and 4 bystanders (2 males and 2 females) were interviewed and participated in the study.

3.9 Validity and Reliability

The validity of the questionnaire was ensured through extensive literature review to identify necessary variables that were included in the instrument for measurement. The instrument was subjected to review, comments from supervisor and other experts in the department for face and

content validation. Necessary corrections were effected to ensure structure validity. The reliability of the instrument was achieved by pre testing the instrument among a similar study sample and the findings from the pretest were used to make necessary corrections to ensure relevance and appropriateness of the items in the instrument.

3.9.1 Reliability

The reliability of the instrument was evaluated by applying the Pre-test technique and Cronbach Alpha statistical tool. The pre-test of this study was carried out among secondary school students in Ibadan North East local government a similar population group. 44 questionnaires which are about ten percent of the calculated sample size was administered to consenting students in Asa-Udin Grammar School which is a public school and Future Hope High School, a private school (22 students in each school). The Cronbach Alpha correlation coefficient of the Statistical Package for Social Sciences (SPSS) was used to analyze the pretest data to determine the reliability. The reliability coefficient of 0.71 was obtained. This was interpreted as reliable.

After the pre-test the questionnaire was reviewed and necessary corrections and impute were made. The corrections had to do with re-structuring the perpetration and experience of bullying section to include the relationship of the victims with the perpetrators instead of having a separate section for it (as the pre-test questionnaire) and also the section on help-seeking behaviour was restructured to be in a tabular format and made to follow the section on experience as opposed to appearing among the last section of the pretest questionnaire. One major impute that was made after the pre-test was the inclusion of bystanders in the process of bullying to the questionnaire, this was not in the pre-test questionnaire.

3.10 Data Management and Analysis

The questionnaire were checked for errors, completeness and accuracy in the field and numbered serially for easy identification, Completed questionnaires were sorted and coded. Data obtained were analyzed using the SPSS version 21. Frequencies were generated and appropriate statistics were used to test associations between selected factors: the socio demographic characteristics, experience and perpetration of bullying, help-seeking behaviour and factors influencing help-

seeking behaviour including the roles of bystanders in the bullying process. The analyses were carried out using descriptive (frequency counts, percentage, mean, and standard deviation) and inferential statistics at 95% confidence interval. Relationship between the variables and categories were analyzed using the chi-square at $P < 0.05$ level of confidence. Significant results were further analyzed using logistic regression analysis. Outcomes of the analyzed data were presented in tables.

For the in-depth interview information was collected using an in-depth interview guide, interviews were digitally recorded, later transcribed and analyzed using thematic analysis. The transcripts were coded into themes related to the interview guide and objectives and quotes from relevant themes were used in generating more insight into the study.

3.11 Ethical Considerations Including Informed Consent

Ethical approval was obtained from the Oyo State Research Ethics Review Committee (See appendix iii) prior to commencement of the study. Permission was obtained from the heads of selected schools and class teachers, a clear and simple written informed consent in a language that the participants could understand was attached to each questionnaire and it was explained to them. Assent was gotten for participants who were not up to 18 years and consent was obtained from each participant who were willing to take part in the study after explaining to them the purpose of the study, their rights to voluntary participate or withdraw at any time. They were also assured of the confidentiality of any given information as identifier such as names was not included in the questionnaire. The respondents were not subjected to any form of harm and their safety was reassured.

a. *Beneficence to Participants*

The study will have long term benefits on adolescents. Findings from the study will be communicated to school heads as feedback; findings will provide useful information for developing relevant intervention programmes for adolescents. Participants that had experienced bullying encouraged were to seek for help by reporting to teachers in school and their parents. None of the students reported needing help for bullying during the survey.

b. Non-maleficence (non-harmful) to Participants

The study is non-invasive and did not physically or emotionally harm the participants.

3.12 Limitation(s) of the Study

A limitation for this study is that some students may not have provided truthful statement about perpetration and experience of bullying or being a bystander to incident of bullying due to the sensitivity of the subject. Secondly, the study may not be generalized to all students in Ibadan, Oyo state or Nigeria as a whole.

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CHAPTER FOUR

RESULTS

The findings from the study were presented in this section and were organized into the following sub sections: socio-demographic characteristics, prevalence of perpetuating and experiences of bullying, help-seeking behaviour among those who experienced bullying, factors influencing help-seeking behaviour of bully victims, relationship between perpetrators and experiences of bullying and the roles of bystanders in the bullying process.

4.1 Socio-demographics Characteristics

Table 4.1 shows the socio demographic characteristics of the respondents. The respondent's age ranged from 9 - 21 years with a mean of 13.55 ± 2.4 . Respondents within the age bracket of 12-14 years had the highest percentage (39.7%) and 52.5% of the respondents were males while 47.5% were females. More than half (55.2%) of the respondents attended public schools and the other 44.8% attended private schools. Majority (56.2%) of the respondents were in junior secondary school. The result showed that 60% of the respondents were Christians and (90.1%) of the respondents were from the Yoruba ethnicity. The family type of the respondents had a result of 85.7% from monogamous homes. A large number of the respondent's parents were traders and civil servants for both fathers 30% and 35.1% and mothers 47.5% and 21.5% respectively as shown in table 4.1.1.

Table 4.1 Respondents socio-demographic characteristics

(N = 413)

Socio-demographic characteristics	Frequency	Percentage (%)
*Age category		
9 – 11 years	95	23.0
12 – 14 years	164	39.7
15 – 17 years	135	32.7
18 and above	19	4.6
Sex		
Male	217	52.5
Female	196	47.5
School type		
Public School	228	55.2
Private School	185	44.8
Class		
Junior School	232	56.2
Senior School	181	43.8
Religion		
Christian	248	60.0
Islam	163	39.5
Traditional	2	0.5
Ethnicity		
Yoruba	372	90.1
Igbo	25	6.1
Hausa	7	1.7
Egbira	2	0.5
Edo	4	1.0
Niger	1	0.2
Freetown	1	0.2
Family type		
Monogamy	354	85.7
Polygamy	58	14.0
Single parent	1	0.2

***Mean age of respondents = 13.6 ± 2.4**

Table 4.1.1 Socio demographic Characteristics - Occupation of Father and Mother

Occupation	Father (%)	Mother (%)
Civil-servant	145(35.1)	89(21.5)
Trader	124(30.0)	196(47.5)
Fashion design	13(3.1)	42(10.2)
Teacher	37(9.0)	42(10.2)
Unemployed	13(3.1)	6(1.5)
*Others	81(19.4)	38(9.1)

***Others:** Doctor, Nurse, Carpenter, Hair stylist, Clergy, Lecturer, Mechanic, Banker, Editor, Accountant, Farmer, Secretary, Proprietor, Surveyor, Journalist, Lawyer, Engineer, Driver/Motorist, Contractor, Publisher, Marketer, Artisans, Politician.

In depth interview was also conducted for 16 respondents, six males and two females who had experienced bullying as victims, three males and one female who perpetrated bullying and two males and females who had neither perpetrated nor experienced bullying. In order to get better understand the dynamics of the experiences of bullying and help-seeking behaviour. The socio demographic characteristics of the respondents who participated in the qualitative study are shown in table 4.1.2.

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Table 4.1.3: Socio-demographic characteristics of respondents in the qualitative study (N =16)

Respondent	Socio Demographic Characteristics			
	Gender	Age (Years)	Class	School Type
Bully Victims				
Respondent A	Female	10	Jss1	Public
Respondent B	Male	14	Sss1	Public
Respondent C	Male	11	Jss2	Private
Respondent D	Female	10	Jss1	Private
Respondent E	Male	19	Sss3	Public
Respondent F	Male	17	Sss2	Public
Respondent G	Male	12	Jss2	Private
Respondent H	Male	18	Sss3	Public
Perpetrators				
Respondent I	Male	11	Jss1	Private
Respondent J	Male	16	Sss3	Private
Respondent K	Male	13	Jss2	Public
Respondent L	Female	13	Jss2	Private
Bystanders				
Respondent M	Female	16	Sss1	Public
Respondent N	Male	13	Jss2	Public
Respondent O	Female	14	Sss3	Private
Respondent P	Male	11	Jss1	Private

4.2 Bullying experiences among respondents

Table 4.2 shows the number of respondents who had bullying experiences as victims, perpetrators, bully-victims and those who were bystanders in the bullying process. 47.7% of respondents had experienced one or more forms of bullying and 52.3% have never been bullied the percentages of respondent who had perpetuated bullying were 10.7%. 8.2% were bully-victims and a little less than half 49.2% of the respondents were onlookers, witnesses, and observers during the bullying process also known as bystanders.

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Table 4.2 Bullying Experiences amongst Respondents**(N = 413)**

Statements	Yes (%)	No (%)
Ever experienced bullying	197 (47.7)	216 (52.3)
Ever perpetrated bullying	44(10.7)	369(89.3)
Ever being a bully-victim	34 (8.2)	379 (91.8)
Ever being a bystander	203(49.2)	210(50.8)

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Table 4.3 shows the types of bullying and the percentage of respondents who have experienced the forms of bullying listed. Majority (70.6%) of the respondents had experienced verbal bullying; followed by physical bullying with 59.6%. More than half (57.7%) of the respondents experienced social bullying and 56.7% experienced psychological bullying. The least form of bullying experienced by respondent was cyber bullying with 37.8%.

Other respondents who reported to have been bullied in another way that was not listed on the question specified the form of bullying they experienced and their responses were included at the bottom of the table.

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Table 4.3 Forms of Bullying Experienced**(N = 197)**

Form of Bullying	Yes	Percentage (%)
Physical Bullying	112	59.6
Verbal Bullying	138	70.8
Social Bullying	110	57.3
Psychological Bullying	106	56.7
Cyber Bullying	71	37.8
A friend seduced me to the extent of sex and want to rape me in another way of my understanding	2	0.4
By cleaning the board during writing before completing the first half	1	0.2
Other students use to beat me at shop and on the road from school	3	0.6
Classmates force me out of class and prevent me from entering class and my friend's house	1	0.2
Multiple answers		

Table 4.4 shows the association between the respondents' socio demographic characteristics and their bullying experiences.

The age of the respondents were considered, if it had a relationship with bullying experience as victims, it was observed that respondents between the age range of 12 to 14 years experienced bullying more (50.6%) compared to those between 15 to 17 years (47.6%), 9 to 11 years (42.2%) and those 18 years and above (47.4%). From the chi-square test P-value is 0.782 and the χ^2 value is 1.079, this test shows there is no relationship between the respondents' age and experience of bullying.

Considering the sex of the respondents and if they have been bullied, it was observed that over 54.4% of the male respondents have been bullied while 40.3% of the female respondents have also been bullied. This is a significant result as P-value is 0.004 and the χ^2 value is 8.174 which means there is a significant relationship between sex and bullying experience. The chi-square test showed that there was a relationship between sex and bullying experience.

Also considering if the school type has a relationship with bullying experience, we observed that 56.6% of the respondents who attend public schools have been bullied and 36.7% of respondents who attend private schools had experienced bullying. This shows that there are more bullying experiences in public schools compared to private schools. This is a significant result as P-value is 0.001 and the χ^2 value is 16.086.

The classes of the respondent were considered and how it relates to bullying. Majority 56.6% of the respondents who had bullying experiences were in junior school while 38.7% of respondents in senior school had bullying experiences. This clearly shows that there is a relationship between the various classes and bullying experiences as P-value is 0.001 and the χ^2 value is 10.552.

Table 4.4 Association between respondent's socio demographics against bullying experience

Variables	Ever being bullied?		X ²	Df	P-value
	Yes (%)	No (%)			
Age					
9 – 11 years	42 (44.2)	53 (55.8)	1.079	3	0.782
12 – 14 years	83 (50.6)	81 (49.4)			
15 – 17 years	63 (47.6)	72 (53.3)			
18 and above	9 (47.4)	10 (52.6)			
Sex					
Male	118 (54.4)	99 (45.6)	8.174	1	0.004*
Female	79 (40.3)	117 (59.7)			
School type					
Public school	129 (56.6)	99 (43.4)	16.086	1	0.001*
Private school	68 (36.7)	117 (63.2)			
Class					
Junior school	127(56.6)	105 (43.4)	10.522	1	0.001*
Senior school	70 (38.7)	111 (61.3)			
Religion					
Christian	115 (46.4)	133 (53.6)	0.439	2	0.803
Islam	81 (49.7)	82 (50.3)			
Traditional	1 (50.0)	1 (50.0)			
Ethnicity					
Yoruba	177 (47.6)	195 (52.4)	6.527	6	0.367
Igbo	13 (52.0)	12 (48.0)			
Hausa	1 (14.3)	6 (85.7)			
Egbira	1 (50.0)	1 (50.0)			
Edo	3 (75.0)	1 (50.0)			
Niger	1 (100)	0			
Freetown	1 (100)	0			
Family type					
Monogamy	172 (48.6)	182 (51.4)	1.515	2	0.469
Polygamy	25 (43.1)	33 (56.9)			
Single parent	0	1 (100)			

*Significant (P<0.05)

Table 4.5 shows the frequency of respondents who had perpetrated bullying and its association with selected socio demographic characteristics

Majority (11.9%) of the perpetrators was males and females were 9.2%. From the chi-square test P-value is 0.382 and the χ^2 value is 1.924, this test shows there is no relationship between the respondents' sex and perpetration of bullying. Majority (11.6%) of the respondents who had perpetrated bullying were between the age range 12 - 14 years and 15 – 17 years (11.2%). The chi-square test conducted showed the P-value is 0.812 and the χ^2 value is 2.974, this test shows there is no relationship between the respondents' age and perpetration of bullying.

Perpetration was more (61.4%) in public schools compared to private schools (11.8%). From the chi-square test P-value is 0.376 and the χ^2 value is 1.958, this test shows there is no relationship between the school type of respondents' and perpetration of bullying. Across the classes, the bulk (12.9%) of perpetrators was from the junior secondary school and in the senior secondary school were 31.8%. The chi-square test shows P-value is 0.128 and the χ^2 value is 4.105, this test shows there is no relationship between the respondents' class and perpetration of bullying.

Table 4.5: History of perpetration of bullying and respondent's socio demographics

Variables	Ever Bullied Anyone?		X ²	Df	P-value
	Yes (%)	No (%)			
Age					
9 – 11 years	9 (9.5)	86 (90.5)	2.974	3	0.812
12 – 14 years	19 (11.6)	145 (88.4)			
15 – 17 years	15 (11.2)	119 (88.8)			
18 and above	1 (5.3)	18 (94.7)			
Sex					
Male	26(11.9)	191 (88.1)	1.924	1	0.382
Female	18(9.2)	177 (90.8)			
School type					
Public school	27(61.4)	201 (54.6)	1.958	1	0.376
Private school	17(11.8)	167 (88.2)			
Class					
Junior school	30 (12.9)	202 (87.1)	4.105	1	0.128
Senior school	14 (7.8)	166 (92.2)			

Table 4.5.1 shows the frequency of the forms of bullying perpetration among respondents who had perpetrated bullying. Out of the 10.7% of the total respondents who perpetrated bullying verbal bullying was more perpetrated and psychological least. 4% of the respondents perpetrated verbal bullying once in a while, 2.8% sometimes and 1.5% almost always. For physical bullying 3.3% perpetrated once in a while, 2.6% sometimes and 0.6% almost always. Respondents who perpetrated social bullying sometimes were 2.4% and 1.9% once in a while. Sometimes 2.2% perpetrated cyber bullying and 2.9% once in a while. For psychological bullying 2% perpetrated sometimes and 1.4% once in a while. Less than 1% of the respondents perpetrated bullying almost always.

Table 4.5.2 shows the reasons why the perpetrators choose their victims for the different forms of bullying. Some of the reasons like: bullied me first, revenge (because it was done to them before so another had to go through what they went through) 1.6% of those who perpetrated physical bullying and 3% for verbal bullying gave this as reasons, bad attitude of victims, age and size of victim and no reason in particular had a higher percentage compared to the other reasons they gave like 1.4% who engaged in cyber bullying did so because they dislike the victims, because the victim is annoying, bookworm or intellectual (less than 1% of respondents reported this) and having a physical challenge as one perpetrator (0.2%) chose to psychologically bully a dumb student.

Table 4.5.1: Frequency at which the forms of bullying was perpetuated

Frequency of Bullying Perpetration	Physical Bullying (%)	Verbal Bullying (%)	Social Bullying (%)	Psychological Bullying (%)	Cyber Bullying (%)
Once in a while	14(3.3)	17(4)	8(1.9)	6(1.4)	12(2.9)
Sometimes	11(2.6)	12(2.8)	10(2.4)	8(2)	9(2.2)
Often	2(0.5)	4(1)	3(0.6)	3(0.6)	2(0.5)
Almost always	3(0.6)	6(1.5)	2(0.4)	3(0.6)	2(0.5)
Not applicable	385(93.1)	374(90.5)	391(94.7)	395(95.6)	388(94)

Table 4.5.2: Reasons the perpetrators chose their victims

Reason For Choosing Victim	Physical Bullying (%)	Verbal Bullying (%)	Social Bullying (%)	Psychological Bullying (%)	Cyber Bullying (%)
Bullied me first	7(1.6)	13(3)	5(1.2)	4(0.9)	3(0.7)
Revenge	5(1.2)	5(1.1)	2(0.5)	3(0.6)	2(0.5)
Bad attitude	5(1)	6(1.4)	2(0.5)	1(0.2)	0(0.0)
Smaller/Younger	2(0.5)	3(0.6)	2(0.5)	2(0.5)	0(0.0)
No reason in particular	6(1.3)	4(1)	6(1.5)	4(1)	5(1.2)
Intellectual	3(0.7)	2(0.5)	0(0.0)	2(0.5)	0(0.0)
Annoying	1(0.2)	3(0.7)	3(0.7)	1(0.2)	2(0.5)
Dislike	3(0.7)	2(0.4)	2(0.5)	1(0.2)	6(1.4)
Physically challenged	0(0.0)	0(0.0)	1(0.2)	0(0.0)	0(0.0)
Not applicable	386(93.5)	375(90.8)	390(94.3)	395(95.8)	395(95.7)

Data from in-depth interview

During the in depth interview, the reasons the perpetrators gave was similar to those on the table and for some who did not have a particular reason for choosing a victim after probing revealed that maybe it was because other students picked on a similar victim who was an easy target and also just so no one will see them as weak and bully them.

“The problem is that if you are not a bully they will ride on you, the bullying ones will ride on you.”

Respondent K

“...it was because he hit me first... no, even if someone with a bigger size hits me or bullies me first I will do it back”

Respondent J

“He used to make someone angry, he have mouth too much and he provokes me by pointing at me and because of his size, he’s short, he is very short and I can overpower him.”

Respondent K

4.3 Help-seeking Behaviour for Bullying

Data from questionnaire administration

Table 4.6.1 shows the number of people that sought help for physical, verbal, social, psychological and cyber forms of bullying. 70% of respondents reported for physical bullying, 57.3% reported for verbal bullying, 51.9%, 37.1% and 29.6% reported for social, psychological and cyber bullying respectively by reporting.

The table 4.6.2 shows from whom they sought help for the different forms of bullying. For physical bullying 32.2% sought for help by reporting to their class teachers, 16.1% from friends and 17.8% from parents, siblings and family members. For verbal bullying 13.1% reported to their teachers, 30.7% reported to friends and 9.5 reported to their parents. For social bullying 13.9%, 18% and 13.9% reported to their teachers, friends and parents respectively. Few respondents sought for help for psychological and cyber forms of bullying with the highest percentage being 13.4% who reported to friends for psychological bullying and 10.8% who reported to their teachers and 1.1% who sought online help for cyber bullying.

Table 4.6.3 shows what happened after the respondents sought for help from different sources. 30.9% of the respondents who sought help for physical bullying by reporting did not receive any help, 11.9% and 19.6% of the respondents reported that the perpetrators were beaten and given some sort of punishment after they reported respectively. 4.2% respondents said the bullying stopped and the issue was resolved completely after they reported and 1% reported the bullying continued despite reporting.

For respondents who experienced verbal bullying nothing was done for 30.1%, for 10 the bullying stopped after reporting, for 1% the bullying continued, 8.5% and 8% of the respondents reported that the perpetrators were beaten and punished respectively after they reported.

For social bullying 24.6% said the persons they reported to did nothing, 9.9% of the respondents said the perpetrators were punished and 4.7% were beaten. For psychological and cyber forms of bullying 21% and 17.9% respondents respectively said nothing happened after reporting 4.8% reported the bullies were punished and 7% said the bullies were beaten after they reported.

Table 4.6: Help-seeking behaviour for bullying

Forms of Bullying	Did you Report?	
	Yes (%)	No (%)
Physical Bullying	141(70.1)	60(29.9)
Verbal Bullying	114(57.3)	85(42.7)
Social Bullying	100(51.0)	96(49.0)
Psychological Bullying	72(37.1)	122(62.9)
Cyber Bullying	58(29.6)	138(70.4)

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Table 4.6.1: Sources of Help for the victims of bullying

To Whom did you Report?	Physical Bullying Frequency (%)	Verbal Bullying Frequency (%)	Social Bullying Frequency (%)	Psychological Bullying Frequency (%)	Cyber Bullying Frequency (%)
Friend	32(16.1)	26(13.1)	27(13.9)	14(7.5)	20(10.8)
Teacher	74(37.2)	61(30.7)	35(18.0)	25(13.4)	15(8.1)
Parent	28(14.1)	19(9.5)	27(13.9)	14(7.5)	13(7.0)
Sibling	3(1.5)	4(2.0)	5(2.6)	8(4.3)	5(2.7)
Family member	5(2.5)	4(2.0)	3(1.5)	6(3.2)	3(1.6)
Religious leader	0(0.0)	2(1.0)	1(0.5)	0(0.0)	0(0.0)
Police	4(2.0)	0(0.0)	0(0.0)	3(1.6)	0(0.0)
Online help	1(0.5)	0(0.0)	1(0.5)	0(0.0)	2(1.1)
Senior	0(0.0)	0(0.0)	0(0.0)	1(0.5)	0(0.0)
Not reported	52(26.1)	83(41.7)	95(49.0)	116(62.0)	128(68.8)

Data from in-depth interview

During the in depth interview with respondents who had experienced bullying, as with the other respondents who had experienced bullying, they revealed that they do not usually seek for help or tell anyone about their bullying as it would portray them as weak or lead to more bullying.

“I do not report when he bullies me because if I report there will be a big trouble inside the class and they will still be abusing me more and more when I am going home.” Respondent G

“I did not do anything, I did not tell anybody, I think it’s because I am so small that he will be collected my money. Whenever I see him I just pass another side.” Respondent F

Some of the victims who reported said nothing happened after they reported and the bullying sometimes continued.

“I reported to my teacher, my teacher always tell me sorry, and she does not do anything and I reported to my mother, my mother always tell me that I should not talk, and anything they treat me bad, give to me, anything that they do to me I should leave them for God.” Respondent C

“I don’t ask somebody to help me but I report the boy to the master and the master did not do anything and I feel weak and every time he is on the field he will not allow me to play” Respondent B

Some other respondents said they reported and the perpetrators were cautioned, punished or beaten after they reported.

“I told my mum, my mum said that she will come the next day, the next day she reported to the principal and they now beat them in front of everybody. it stopped completely; they stopped calling me that name after I reported them to my mum and my mum reported them to my teachers.” Respondent D

“I try to retaliate and fight back but the bullying stopped because I threatened them that I would report to the head teacher and they left me and that was the end.” Respondent H

Table 4.6.2 Actions taken after respondents reported bullying

What happened after you reported?	Physical Bullying Frequency (%)	Verbal Bullying Frequency (%)	Social Bullying Frequency (%)	Psychological Bullying Frequency (%)	Cyber Bullying Frequency (%)
Warned	3(1.5)	5(2.5)	3(1.6)	3(1.6)	2(1.1)
Punished	38(19.6)	16(8.0)	19(9.9)	9(4.8)	7(3.8)
Bullying continued	2(1.0)	2(1.0)	1(0.5)	0(0.0)	2(1.1)
Bullying stopped	4(2.1)	3(1.5)	2(1.0)	2(1.1)	0(0.0)
Beaten	23(11.9)	17(8.5)	9(4.7)	13(7.0)	6(3.3)
Resolved	4(2.1)	6(3.0)	6(3.1)	2(1.1)	4(2.2)
Advised to avoid bullies	5(2.6)	4(2.0)	3(1.6)	0(0.0)	2(1.1)
Bully was suspended	1(0.5)	1(0.5)	0(0.0)	1(0.5)	0(0.0)
End relationship	3(1.5)	1(0.5)	3(1.6)	0(0.0)	2(1.1)
Adults talked to them about it	1(0.5)	1(0.5)	3(1.6)	0(0.0)	0(0.0)
They apologized	1(0.5)	0(0.0)	0(0.0)	1(0.5)	1(0.5)
Not reported	49(25.3)	83(41.7)	95(49.7)	116(62.4)	125(67.9)
Did not receive help	60(30.9)	60(30.2)	47(24.6)	39(21.0)	33(17.9)

4.3.1: Test for Association between Forms of Bullying and Help-seeking Behaviour for Bullying

Table 4.7 shows the relationship between the types of bullying and the help-seeking behaviour of respondents.

Over 80% of the respondent who were bullied physically reported their bullying experience while 17.3% of the respondents who were bullied physically did not report. The chi-square test showed that there is a relationship between physical bullying and reporting bullying experience and P-value = <0.001 .

Also, Almost 70% of the respondents who were bullied verbally reported their experience while 32.3% of respondents who were also bullied verbally did not report. The chi-square test results showed that there is a relationship between verbal bullying and bullying report as the P-value = <0.001 .

There is also a significant relationship between social bullying and bullying report as over 60% of respondents who were bullied socially reported their experience while 38.5% of respondents who experienced social bullying did not report. The chi-square test showed P-value = <0.001 , which is significant.

Furthermore, psychological bullying is also related to reporting bullying experience as over half of the respondents who were bullied psychologically reported their experience while 47.6% of the respondents did not report. The chi-square test showed that there is a significant relationship between psychological bullying and bullying report as P-value = <0.001 .

Considering cyber bullying, the chi-square test showed a p-value of less than 0.05 as equal number of respondents reported bullying experience and also did not report. The P-value = <0.001 showed that there is a relationship between cyber bullying and help-seeking behaviour.

Table 4.7: Forms of bullying experienced by respondents against help-seeking behaviour

Type of Bullying	Bullying Report		X^2	P-Value
	Yes (%)	No (%)		
Physical Bullying				
Yes	62(82.7)	13(17.3)	110.747	<0.001*
Verbal Bullying				
Yes	63(67.7)	30(32.3)	136.599	<0.001*
Social Bullying				
Yes	40(61.5)	25(38.5)	92.096	<0.001*
Psychological Bullying				
Yes	33(52.4)	30(47.6)	99.726	<0.001*
Cyber Bullying				
Yes	35(50.0)	35(50.0)	134.178	<0.001*

*Significant (P<0.05)

Table 4.8 shows the bivariate analysis of Socio demographics against Help-seeking Behaviour for Physical Bullying in the bid to test for association and also shows the association for hypothesis 3.

Considering Help-seeking behaviour for Physical bullying as it relates to Sex, we realized that 65.3% of the males have sought help after being bullied physically 77.1% of the females have also sought help for physical bullying. This shows that there is a significant relationship between gender and the help-seeking behaviour for physical bullying as P-value is 0.010 and the X^2 value is 9.146. Therefore we reject the null hypothesis.

Also considering type of School and how it relates to help-seeking behaviour for Physical bullying, it was observed that 67.6% of the respondents who attend public Schools sought help for physical bullying while 65.2% of respondents who attend private Schools also sought help for physical bullying. This is a significant result as P-value is <0.001 and the X^2 value is 18.457 and this shows that there is a relationship between help-seeking behaviour for physical bullying and type of school. Therefore we reject the null hypothesis.

Help-seeking behaviour for Physical bullying was also crossed with the Classes of the respondent. It was observed that 72.7% of the respondents in junior secondary classes sought help for physical bullying while 65.8% of respondents in senior secondary classes reported when they experienced physical bullying. This shows that there is a relationship between help-seeking behaviour for physical bullying and Classes. This is a significant result as P-value is 0.007 and the X^2 value is 9.958. Therefore we reject the null hypothesis.

Table 4.8: Association between Socio demographics and Help-seeking Behaviour for Physical Bullying

Variables	Help-seeking Behaviour for Physical Bullying		X ² Value	Df	P-Value
	Yes (%)	No (%)			
Sex					
Male	77(65.3)	41(34.7)	9.146	1	0.010*
Female	64(77.1)	19(22.9)			
School type					
Public School	96(67.6)	36(32.4)	18.457	1	<0.001*
Private School	45(65.2)	24(34.8)			
Class					
Junior class	93(72.7)	35(27.3)	9.958	1	0.007*
Senior class	48(65.8)	25(34.2)			

***Significant (P<0.05)**

Table 4.8.1 shows some selected socio-demographic: Sex, School type, Classes and whom the respondent report to when they were bullied physically.

Considering gender, 31.9% of the males reported to their teachers while 44.6% of the females reported to their teachers. Reporting to parents was low as 12.1% of the males reported to their parents and 16.9% of the females also reported to their parents, which clearly shows that the females reported to their parents more than males. Over 30% of male respondents and 44.6% of female respondent reported to their friends, however, about 31% of the male respondents and 20.5% of the female respondents did not report their bullying experience.

The type of school attended also has a relationship with who the bullied report to. Almost 40% of the respondents who attend private schools told their teachers while 38.2% of respondents who attend public school also reported to their teachers. The table also shows that more children in public school report to their parents as 19.5% of the respondent who attend public school report bullying to parent as against 5.8% of respondents who attend private schools. Over 20% of the respondents who attend Public school and 31.9% of respondent who attend private school did not report bullying experience.

Considering the classes of the respondents, 23.3% of respondents in junior classes and 11% of respondents in senior classes reported to their teachers while 7.8% in junior class and 7.7% in senior class reported to friends. Reporting to parents is also low in this category as 7.8% of respondents reported to their parents are in junior class (7.8%), however, over 43.8% of respondents in junior class and 38.5% of respondents in senior class did not report bullying.

Table 4.8.2 shows the frequency of what happened after reporting the physical bullying experience and selected socio demographic variables.

We realized that over 30% of the male respondents said nothing happened despite reporting and 28.4% of the female respondents also said nothing happened. Almost 25% of females said that the bullies were punished and 21% said bullies were beaten while 16.8% of males said the bullies were punished. In public schools, over 30% of the respondents said nothing happened, 21.4% said bullies were punished and 11.1% said bullies were beaten while in the private schools, over 25% said nothing happened, 16.2% said bullies were punished and 13.2% said the bullies were beaten.

For respondents in junior class, 15.9% reported that nothing was done after they reported bullying, 9.9% said bullies were punished, 10.4% reported the perpetrators were beaten and only 0.4% reported the bullying stopped after reporting. For respondents in senior secondary classes 8.3% reported perpetrators were beating after they sought for help, 1.7% respectively reported that the bullies were beaten, resolved and stopped.

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Table 4.8.1 Selected socio demographics of respondents who experienced physical bullying and from whom they sought help

To Whom did you Report?	Sex (%)		School Type (%)		Classes (%)	
	Male	Female	Public	Private	Junior class	Senior class
Friend	20(17.2)	12(14.5)	20(16.3)	12(17.4)	18(7.8)	14 (7.7)
Teacher	37(31.9)	37(44.6)	47(38.2)	27(39.1)	54(23.3)	20(11.0)
Parent	14(12.1)	14(16.9)	24(19.5)	4(5.8)	18(7.8)	10 (5.5)
Sibling	2(1.7)	1(1.2)	1(0.8)	2(2.9)	2 (0.9)	1(0.6)
Family member	3(2.6)	2(2.4)	0(0.0)	0(0.0)	2 (0.9)	3 (1.7)
Police	4(3.4)	0(0.0)	1(0.8)	1(1.4)	2 (0.9)	1 (1.1)
Not reported	35(30.2)	17(20.5)	30(24.4)	22(31.9)	32 (13.8)	52 (22.4)
Online help	1(0.9)	0(0.0)	0(0.0)	1(1.4)	0(0.0)	1 (0.6)

Table 4.8.2: Selected socio demographics of respondents who experienced physical bullying and what happened after respondent reported.

What happened after reporting?	Sex		School Type		Class	
	Male	Female	Public	Private	Junior	Senior
Nothing	37(32.7)	23(28.4)	42(33.3)	18(26.5)	37 (15.9)	23 (12.7)
Warned	2(1.8)	1(1.2)	2(1.6)	1(1.5)	2 (0.9)	1 (0.6)
Punished	19(16.8)	19(23.5)	27(21.4)	11(16.2)	23 (9.9)	15 (8.3)
Bullying continued	1(0.9)	1(1.2)	2(1.6)	0(0.0)	2 (0.9)	0 (0.0)
Bullying stopped	3(2.7)	1(1.2)	3(2.4)	1(1.5)	1 (0.4)	3 (1.7)
Beaten	6(5.3)	17(21.0)	14(11.1)	9(13.2)	27 (9.0)	3 (1.7)
Not reported	34(30.1)	15(18.5)	27(21.4)	22(32.4)	20 (7.0)	20 (11.0)
Resolved	3(2.7)	1(1.2)	3(2.4)	1(1.5)	1 (0.4)	3 (1.7)
Advised to avoid bullies	3(2.7)	2(2.5)	4(3.2)	1(1.5)	4 (1.7)	1 (0.6)
Bully was suspended	1(0.9)	0(0.0)	1(0.8)	0(0.0)	1 (0.4)	0 (0.0)
End relationship	3(2.7)	0(0.0)	0(0.0)	3(4.4)	4 (1.7)	0 (0.0)
Adults talked to them about it	0(0.0)	1(1.2)	1(0.8)	0(0.0)	0 (0.0)	1 (0.6)
They apologized	1(0.9)	0(0.0)	0(0.0)	1(1.5)	1 (0.4)	0 (0.0)

The table 4.9 shows the bivariate analysis of Socio demographics against Help-seeking Behaviour for Verbal Bullying in the bid to test for association and also shows the association for hypothesis 3.

Considering Help-seeking behaviour for Verbal bullying as it relates to Gender, we realized that 48.7% of the males have sought help after being bullied verbally while almost 69.5% of the females have also sought help for verbal bullying. The chi-square test showed that there is a significant relationship between gender and the help-seeking behaviour for verbal bullying as P-value is 0.001 and the X^2 value is 14.297. Therefore we reject the null hypothesis.

Also considering type of School and how it relates to help-seeking behaviour for verbal bullying, it was observed that 59.8% of the respondents who attend public Schools sought help for verbal bullying while 52.2% of respondents who attend private Schools also sought help for verbal bullying. This is a significant result as P-value is 0.001 and the X^2 value is 20.174 and this shows that there is a relationship between help-seeking behaviour for verbal bullying and type of school. Therefore we reject the null hypothesis.

Help-seeking behaviour for Verbal bullying was also crossed with the Classes of the respondent. It was observed that 58.7% of respondents in junior class sought help for verbal bullying experience, 54.8% of the respondents in senior class also sought help for verbal bullying by reporting. This shows that there is a relationship between help-seeking behaviour for Verbal bullying and Classes. This is a significant result as P-value is 0.016 and the X^2 value is 8.234. Therefore we reject the null hypothesis.

Table 4.9: Association between Socio demographics and Help-seeking Behaviour for Verbal Bullying

Variables	Help-seeking Behaviour for Verbal Bullying		X^2	DF	P-value
	Yes (%)	No (%)			
Sex					
Male	57(48.7)	60(51.3)	14.297	1	0.001*
Female	57(69.5)	25(30.4)			
School type					
Public School	79(59.8)	53(40.2)	20.174	1	0.001*
Private School	35(52.2)	32(47.8)			
Class					
Junior class	74(58.7)	52(41.2)	8.234	1	0.016*
Senior class	40(54.8)	33(45.2)			

***Significant (P<0.05)**

Table 4.9.1 shows the relationship between Gender, School type, Classes and whom the respondent report to when they were bullied physically. More females (37.8%) reported verbal bullying to their teachers compared to males 25.6%, also more females (17.1%) compared to males (4.3%) reported verbal bullying to their parents. 13.7% of male respondents sought help from friends and 12.2% of the females sought for help from friends for verbal bullying. More 50.4% of male respondents do not seek help for verbal bullying compared to 29.3% of the female respondents.

The type of school attended also has a relationship with who the bullied report to for verbal bullying. 33.3% of the respondents who attend public schools told their teachers while 25.4% of respondents who attend private school also reported to their teachers. The table also shows that more children in private school report to their parents as 10.4% of the respondent who attend private school reported bullying to parent as against 9.1% of respondents who attend public schools. 38.6% of the respondents who attend Public school and 47.8% of respondent who attend private school did not report bullying experience. Considering the classes of the respondents, 16.9% of respondents in junior class and 11.6% of respondents in senior class reported to their teachers, 5.6% in junior class reported to parents as well as 3.3% of respondents in senior class. 6.9% in junior class and 5.5% in senior class reported to friends and 22.4% of respondents in junior school and 17.1% in senior classes did not report verbal bullying.

We realized from table 4.9.2 that over 28.2% of the male respondents said nothing happened despite reporting and 33.3% of the female respondents also said nothing happened. Almost 13% of females said that the bullies were punished and 8.6% said bullies were beaten while 5.1% of males said the bullies were punished. In public schools, over 22.4% of the respondents said nothing happened, 6% said bullies were punished and 7.5% said bullies were beaten while in the private schools, over 34.4% said nothing happened, 9.2% said bullies were punished and 9.2% said the bullies were beaten. For respondents in junior class, 15.5% reported that nothing was done after they reported bullying, 4.7% reported that bullies were punished, 5.2% reported the perpetrators were beaten, 1.3% reported adults spoke to them after they were bullied and 0.9% reported the bullying stopped after reporting. For respondents in senior secondary classes 1.1% reported perpetrators were beating after they sought for help, 2.8% reported that the bullies were punished, 13.3% reported nothing was done after they sought for help.

Table 4.9.1: Selected socio demographics of respondents who experienced verbal bullying and from whom they sought help

To Whom did you Report?	Sex		School Type		Class	
	Male	Female	Public	Private	Junior class	Senior class
Friend	16(13.7)	10(12.2)	18(13.6)	8(11.9)	16 (6.9)	10 (5.5)
Teacher	30(25.6)	31(37.8)	44(33.3)	17(25.4)	34 (16.9)	21 (11.6)
Parent	5(4.3)	14(17.1)	12(9.1)	7(10.4)	13 (5.6)	6 (3.3)
Sibling	2(1.7)	2(2.4)	3(2.3)	1(1.5)	1 (0.4)	3 (1.7)
Family member	3(2.6)	1(1.2)	3(2.3)	1(1.5)	3 (1.3)	1 (0.6)
Religious leader	2(1.7)	0(0.0)	1(0.8)	1(1.5)	2 (0.9)	0 (0.0)
Not reported	59(50.4)	24(29.3)	51(38.6)	32(47.8)	52 (22.4)	31 (17.1)

Table 4.9.2 Selected socio demographics of respondents who experienced verbal bullying and what happened after respondent reported

What happened after reporting	Gender		School Type		Class	
	Male	Female	Public	Private	Junior	Senior
Nothing	33(28.2)	27(33.3)	15(22.4)	45(34.4)	36 (15.5)	24 (13.3)
Warned	1(0.9)	4(4.9)	3(4.5)	2(1.5)	4 (1.7)	1 (0.6)
Punished	6(5.1)	10(12.3)	4(6.0)	12(9.2)	11 (4.7)	5 (2.8)
Bullying continued	0(0.0)	2(2.5)	0(0.0)	2(1.5)	2 (0.9)	0 (0.0)
Bullying stopped	1(0.9)	2(2.5)	0(0.0)	3(2.3)	1 (0.4)	2 (1.1)
Beaten	10(8.5)	7(8.6)	5(7.5)	12(9.2)	12 (5.2)	5 (2.8)
Not reported	59(50.4)	24(29.6)	32(47.8)	51(38.9)	52 (22.4)	37 (17.1)
Resolved	4(3.4)	2(2.5)	5(7.5)	1(0.8)	4 (1.7)	2 (1.1)
Advised to avoid bullies	2(1.7)	2(2.5)	3(4.5)	1(0.8)	3(1.3)	1 (0.6)
End relationship	1(0.9)	0(0.0)	0(0.0)	1(0.8)	1 (0.4)	0 (0.0)
Adults talked to them about it	0(0.0)	1(1.2)	0(0.0)	1(0.8)	0 (0.0)	1 (0.6)

Table 4.10 shows the relationship of Socio demographics against Help-seeking Behaviour for Social Bullying in the bid to test for association and also shows the association for hypothesis 3.

Considering Help-seeking behaviour for social bullying as it relates to Gender, the table showed that 50.0% of male respondents and 50.0% of the female respondents sought help for social bullying. This shows that there is a significant result as P-value is 0.046 and the X^2 value is 6.137. Therefore we reject the null hypothesis.

Furthermore, type of School also relates with Help-seeking behaviour for social bullying. About 52.7% of the respondents who attend public Schools sought help for social bullying while 47.0% of respondents who attend private Schools also sought help for social bullying. This is a significant result as P-value is <0.001 and the X^2 value is 19.935 and this shows that there is a relationship between type of school and help-seeking behaviour for social bullying. Therefore we reject the null hypothesis.

Help-seeking behaviour for social bullying was also crossed with the Classes of the respondent. It was observed that 51.2% of respondents in junior class and 50.0% in senior class sought help for social bullying experience. This is a significant result as P-value is 0.017 and the X^2 value is 8.128 this shows that there is a relationship between Classes help-seeking behaviour for social bullying. Therefore we reject the null hypothesis.

Table 4.10: Association between Socio demographics and Help-seeking Behaviour for Social Bullying

Variables	Help-seeking Behaviour for Social Bullying		X^2	Df	P-Value
	Yes (%)	No (%)			
Sex					
Male	58(50.0)	58(50.0)	6.137	1	0.046*
Female	42(51.9)	39(48.1)			
School type					
Public School	69(52.7)	62(47.3)	19.935	1	<0.001*
Private School	31(47.0)	35(53.0)			
Class					
Junior class	64(51.2)	61(48.8)	8.128	1	0.017*
Senior class	36(50.0)	36(50.0)			

***Significant (P<0.05)**

Table 4.10.1 shows the relationship between Gender, School type, Classes and whom the respondent report to when they were bullied physically. More females (15.8%) reported verbal bullying to their friends compared to males 11.3%, and fewer 8.8% of the female respondents compared to the male respondents 21.3% who reported social bullying to their parents. 18.4% of male respondents sought help from their teachers and 17.5% of the females sought for help from teachers for social bullying. 50% of male respondents and 47.5% of the female respondents did not seek help for social bullying.

The type of school attended also has a relationship with who the bullied report to for social bullying. About 18% of the respondents who attend public and private schools told their teachers. The table also shows that 14.8% in private school report to their friends as well as 12.2% in public schools. 46.9% of the respondents who attend Public school and 48.9% of respondent who attend private school did not report bullying experience.

Considering the classes of the respondents, It was observed that 9.9% of respondents in junior class and 6.6% in senior class sought help for social bullying experience, by reporting to teachers, 8.2% in junior classes and 4.4% in senior classes reported to parents, 5.0% of respondents in senior class and 7.8% in junior class sought for help from friends, 23.6% of respondents from junior class and 18.8% from senior class did not seek for help or report social bullying

Table 4.10.2 shows that 28.8% of the male respondents said nothing happened despite reporting and 18.8% of the female respondents also said nothing happened. 13.8% of females said that the bullies were punished and 6.3% said bullies were beaten while 7.2% of males said the bullies were punished.

In public schools, 26.4% of the respondents said nothing happened, 9.6% said bullies were punished and 6.4% said bullies were beaten while in the private schools, 21.2% said nothing happened, 10.6% said bullies were punished and 1.5% said the bullying continued after reporting.

5.2% of respondent in junior secondary class said bullies were punished while 12.9% said nothing happened after reporting the bullying experience. 9.4% of respondents in senior classes said nothing happened despite their reporting and 3.3% said bullies were punished.

Table 4.10.1: Selected socio demographics of respondents who experienced social bullying and from whom the respondents sought help

To Whom did you Report?	Sex		School Type		Class	
	Male	Female	Public	Private	Junior	Senior
Friend	18(15.8)	9(11.3)	19(14.8)	8(12.1)	18 (7.5)	9 (5.0)
Teacher	21(18.4)	14(17.5)	23(18.0)	12(18.2)	23 (9.9)	12(6.6)
Parent	10(8.8)	17(21.3)	17(13.3)	10(15.2)	19 (8.2)	8 (4.4)
Sibling	4(3.5)	1(1.3)	5(3.9)	0(0.0)	3 (1.3)	2 (1.1)
Family member	2(1.8)	1(1.3)	2(1.6)	1(1.5)	1 (0.4)	2 (1.1)
Religious leader	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1 (0.5)
Not reported	57(50.0)	38(47.5)	60(46.9)	35(53.0)	61 (23.6)	34 (18.8)
Online help	1(0.9)	0(0.0)	1(0.8)	0(0.0)	0 (0.0)	1 (0.6)

Table 4.10.2 Selected socio demographics of respondents who experienced social bullying and what happened after the respondent reported

What happened after reporting	Gender		School Type		Class	
	Male	Female	Public	Private	Junior class	Senior class
Nothing	32(28.8)	15(18.8)	33(26.4)	14(21.2)	30 (12.9)	17 (9.4)
Warned	3(2.7)	0(0.0)	3(2.4)	0(0.0)	2 (0.9)	1 (0.6)
Punished	8(7.2)	11(13.8)	12(9.6)	7(10.6)	13 (5.2)	6 (3.3)
Bullying continued	1(0.9)	0(0.0)	0(0.0)	1(1.5)	1 (0.4)	0(0.0)
Bullying stopped	1(0.9)	1(1.3)	1(0.8)	1(1.5)	1(0.4)	1(0.6)
Beaten	4(3.6)	5(6.3)	8(6.4)	1(1.5)	9 (3.9)	0(0.0)
Not reported	57(51.4)	38(47.5)	60(48.0)	35(53.0)	61 (26.3)	34 (18.6)
Resolved	1(0.9)	5(6.3)	4(3.2)	2(3.0)	3 (1.3)	3 (1.7)
Advised to avoid bullies	2(1.8)	1(1.3)	2(1.6)	1(1.5)	1 (0.4)	2 (1.1)
End relationship	2(1.8)	1(1.3)	1(0.8)	2(3.0)	1 (0.4)	2 (1.1)
Adults talked to them about it	0(0.0)	3(3.8)	1(0.8)	2(3.0)	2 (0.9)	1 (0.6)

Table 4.11 shows the bivariate analysis of Socio demographics against Help-seeking Behaviour for Psychological Bullying in the bid to test for association and also shows the association for hypothesis 3.

There is a significant relationship between gender and the help-seeking behaviour for psychological bullying as P-value is 0.014 and the X^2 value was 8.485 as help-seeking behaviour for Psychological bullying relates to Gender. We understood that 39.7% of the males and 33.4% of the females sought help after being bullied psychologically.

Considering type of School and how it relates to help-seeking behaviour for psychological bullying, it was observed that 43.1% of the respondents who attend public Schools sought help for psychological bullying while 25.0% of respondents who attend private Schools also sought help for physical bullying. This is a significant result as P-value is <0.001 and the X^2 value is 25.983 and this shows that there is a relationship between help-seeking behaviour for psychological bullying and type of school.

Help-seeking behaviour for psychological bullying was also crisscrossed with the Classes of the respondent. It was detected that almost 41.0% of the respondents in junior school, sought help for psychological bullying, 29.4% of respondents in senior class also sought help for psychological bullying. The chi-square test is a significant result as P-value is 0.013 and the X^2 value is 8.695 showing that there is a relationship between help-seeking behaviour for psychological bullying and Classes.

Table 4.11: Association between Socio demographics and Help-seeking Behaviour for Psychological Bullying

Variables	Help-seeking Behaviour for Psychological Bullying		X^2	Df	P-Value
	Yes (%)	No (%)			
Sex					
Male	46(39.7)	70(60.3)	8.485	1	0.014*
Female	26(33.4)	52(66.6)			
School type					
Public School	56(43.1)	74(56.9)	25.983	1	<0.001*
Private School	16(25.0)	48(75.0)			
Class					
Junior school	50(41.0)	72(59.0)	8.695	1	0.013*
Senior school	22(29.4)	50(70.6)			

*Significant (P<0.05)

Table 4.11.1 shows the socio-demographic characteristics of the respondents and who they reported to for psychological bullying.

More males (10.8%) compared to females (2.6%) told their friends about their bullying experiences. 14.4% of males and 11.8% of females reported to teachers while 59.5% of males and 56% of females did not report psychological bullying.

For the type of school More (18.4%) of respondents in public schools reported to teachers than 3.2% in private schools who reported. Majority (74.2%) of respondents in private schools did not report bullying while 56% in public schools did not report.

6% of the respondents in junior secondary class reported psychological bullying to their teachers, 3.9% to their friends, 3.4% sought help from parents and 34.9% did not report psychological bullying experience. 6% of respondents in senior school sought help from friends, 2.7% from parents and 26% did not report bullying.

Table 4.11.2 represents what happened after respondents reported. 25.2% of male respondents said nothing happened after they reported and 14.7% of females also said nothing happened, 66.7% of females and 59.5% of male respondents did not report.

73.8% of respondents in private schools and 56.8% in public schools did not report bullying also for private school 14.8% said nothing happened after they reported, 4.9% said bullies were beaten and 1.6% said the bullying stopped after reporting. For respondents in public schools 24% said nothing happened 8% said the bullies were beaten and 7.2% were punished.

For respondents in junior class, 11.2% reported that nothing was done after they reported bullying, 2.9% said bullies were punished, 4.7% reported the perpetrators were beaten and only 0.4% reported the bullying stopped after reporting. For respondents in senior secondary classes 1.1% reported perpetrators were beating after they sought for help, 1.7% respectively reported that the bullies were punished and 7.2% reported that nothing was done after they reported bullying.

Table 4.11.1: Selected socio demographics of respondents who experienced psychological bullying and to whom the respondents reported

To Whom did you Report?	Sex		School Type		Class	
	Male	Female	Public	Private	Junior	Senior
Friend	12(10.8)	2(2.6)	12(9.6)	2(3.2)	9 (3.9)	14 (6.0)
Teacher	16(14.4)	9(11.8)	23(18.4)	2(3.2)	14 (6.0)	1 (0.6)
Parent	5(4.5)	9(11.8)	9(7.2)	5(8.1)	8 (3.4)	5 (2.8)
Sibling	7(6.3)	1(1.3)	5(4.0)	3(4.8)	4 (1.7)	1 (0.8)
Family member	4(3.6)	2(2.6)	4(3.2)	2(3.2)	0(0.0)	0(0.0)
Police	0(0.0)	3(3.9)	1(0.8)	2(3.2)	0(0.0)	0(0.0)
Not reported	66(59.5)	50(65.8)	70(56.0)	46(74.2)	81 (34.9)	47 (26.0)
Senior	1(0.9)	0(0.0)	1(0.8)	0(0.0)	0 (0.0)	2 (1.1)

Table 4.11.2 Selected socio demographics of respondents who experienced psychological bullying and what happened after the respondents reported

What happened after reporting	Sex		School Type		Class	
	Male	Female	Public	Private	Junior class	Senior class
Nothing	28(25.2)	11(14.7)	30(24.0)	9(14.8)	26 (11.2)	13 (7.2)
Warned	1(0.9)	2(2.7)	2(1.6)	1(1.6)	2 (0.9)	1 (0.6)
Punished	5(4.5)	4(5.3)	9(7.2)	0(0.0)	6 (2.6)	3 (1.7)
Bullying stopped	1(0.9)	1(1.3)	1(0.8)	1(1.6)	1 (0.4)	1 (0.6)
Beaten	7(6.3)	6(8.0)	10(8.0)	3(4.9)	11(4.7)	2 (1.1)
Not reported	66(59.5)	50(66.7)	71(56.8)	45(73.8)	71 (30.6)	45 (24.9)
Resolved	1(0.9)	1(1.3)	1(0.8)	1(1.6)	2 (0.9)	1 (0.6)
Bully was suspended	1(0.9)	0(0.0)	1(0.8)	0(0.0)	1 (0.4)	0(0.0)
They apologized	1(0.9)	0(0.0)	0(0.0)	1(1.6)	1 (0.4)	0(0.0)

Table 4.12 shows the bivariate analysis of Socio demographics against Help-seeking Behaviour for Cyber Bullying so as to test for association in hypothesis 3.

Considering Help-seeking behaviour for Cyber bullying as it relates to Gender, we realized that 31.9% of the males have sought help after being bullied while 24.4% of the females have also sought help for Cyber bullying. Therefore, it is safe to say that there is a significant relationship between gender and the help-seeking behaviour for Cyber bullying as P-value is 0.011 and the X^2 value is 8.959. Therefore we reject the null hypothesis.

Type of School and relationship with Help-seeking behaviour for Cyber bullying, it was perceived that 33.4% of the respondents who attend public Schools sought help for Cyber bullying while 20.0% of respondents who attend private Schools also sought help for Cyber bullying. This result is significant as P-value is 0.001 and the X^2 value is 22.226 which in turn shows that there is a relationship between help-seeking behaviour for Cyber bullying and type of school. Therefore we reject the null hypothesis.

Furthermore, Help-seeking behaviour for Cyber bullying was also crossed with the Classes of the respondent. 30.4% of respondents in junior secondary classes sought help for Cyber bullying, while about 28.2% of respondents in senior secondary classes sought help for Cyber bullying. The chi-square test showed that there is a relationship between help-seeking behaviour for Cyber bullying and Classes with a significant result as P-value is 0.020 and the X^2 value is 7.788.

Table 4.12: Association between Socio demographics and Help-seeking Behaviour for Cyber Bullying

Variables	Help-seeking Behaviour for Cyber Bullying		X^2	Df	P-Value
	Yes (%)	No (%)			
Sex					
Male	37(31.9)	79(68.1)	8.959	1	0.011*
Female	19(24.4)	59(75.6)			
School type					
Public School	43(33.4)	86(66.6)	22.226	1	0.001*
Private School	13(20.0)	52(80.0)			
Class					
Junior class	38(30.4)	87(69.6)	7.788	1	0.020*
Senior class	20(28.2)	51(71.8)			

***Significant (P<0.05)**

Table 4.12.1 shows respondents help-seeking behaviour for cyber bullying. 70.7% of female respondents and 67.6% of respondents did not report bullying. A male and a female sought online help for bullying. 12.6% of male and 8% of the female respondents sought help from friends, (6% male and 6.7% female respondents reported to teachers).

More respondents in public school sought for help compared to those in private schools, in public schools 13.7% told their friends, 11.3% reported to their teachers, and 64.5% did not report. For private schools, 4.8% told their friends, 1.6% reported to the teacher and about 77.4% did not do anything about it.

Very few respondents reported cyber bullying. 8.6% of respondents in junior class reported to a teacher, 3.9% to parents, 3% siblings and 3.4% to friends in the senior class 2.8% respectively reported to teachers and parent, 3.3% sought help from friends and 1.3% sought help online. Majority 25.4% in senior school and 13.6% in junior school did not report cyber bullying

Table 4.12.2 shows that 18.3% of males and 17.6% of the female respondents said nothing happened despite reporting. About 2% of male respondents ended their relationship with the bullies by blocking them online, 2.7% of females were advised to avoid the bullies and about 1% of both male and female respondents said the bullying continued despite reporting. About 4.1% of females said bullies were beaten while 2.8% of males said the bullies were punished.

In public schools, 20.3% of the respondents said nothing happened, 5.7% said bullies were punished and 4.9% said bullies were beaten while in the private schools, over 13.3% said nothing happened, and only 3.3% said bullies were punished while 64.2% of respondents in public school and 76.7% of respondents in private schools did not report their bullying experiences.

Amongst the respondents who sought for help for cyber bullying, 9.5% in junior class reported nothing was done to the bullies after they reported, 1.7% reported bullies were punished, 2.2% bullies were beaten and 1.3% reported that the bullying problem was resolved. For respondents in senior class 1.7% reported bully was punished after reporting and 6.1% reported nothing was done after they reported.

Table 4.12.1: Selected socio demographics of respondents who experienced cyber bullying and to whom the respondents reported

To Whom did you Report?	Sex		School Type		Class	
	Male	Female	Public	Private	Junior	Senior
Friend	14(12.6)	6(8.0)	17(13.7)	3(4.8)	8 (3.6)	6 (3.3)
Teacher	10(9.0)	5(6.7)	14(11.3)	1(1.6)	20 (8.6)	5 (2.8)
Parent	9(8.1)	4(5.3)	7(5.6)	6(9.7)	9 (3.9)	5 (2.8)
Sibling	1(0.9)	4(5.3)	3(2.4)	2(3.2)	7 (3.0)	3 (1.7)
Family member	1(0.9)	2(2.7)	1(0.8)	2(3.2)	3 (1.7)	3 (1.7)
Not reported	75(67.6)	53(70.7)	80(64.5)	48(77.4)	30 (12.3)	46 (25.4)
Online help	1(0.9)	1(1.3)	2(1.6)	0(0.0)	0(0.0)	3 (1.3)

Table 4.12.2 Selected socio demographics of respondents who experienced cyber bullying and what happened after the respondents reported

What happened after reporting	Sex		School Type		Class	
	Male	Female	Public	Private	Junior class	Senior class
Nothing	20(18.3)	13(17.6)	25(20.3)	8(13.3)	22 (9.5)	11 (6.1)
Warned	2(1.8)	0(0.0)	0(0.0)	2(3.3)	2 (0.9)	0(0.0)
Punished	5(4.6)	2(2.7)	7(5.7)	0(0.0)	4 (1.7)	3 (1.7)
Bullying continued	1(0.9)	1(1.4)	2(1.6)	0(0.0)	1 (0.4)	1 (0.4)
Beaten	3(2.8)	3(4.1)	6(4.9)	0(0.0)	5 (2.2)	1 (0.4)
Not reported	73(67.0)	52(70.3)	79(64.2)	46(76.7)	79 (34.1)	46 (25.4)
Resolved	3(2.8)	1(1.4)	2(1.6)	2(3.3)	1 (0.4)	1 (0.6)
Advised to avoid bullies	0(0.0)	2(2.7)	1(0.8)	1(1.7)	3 (1.3)	1 (0.6)
End relationship	2(1.8)	0(0.0)	1(0.8)	1(1.7)	1 (0.4)	1 (0.6)

4.3.2 Actions taken to cope with bullying

Table 4.13 shows the actions the respondents who had experienced bullying took to cope with bullying. 23.9% did not take any action to cope with bullying. Less than half (24.4%) told their friends about it, 42.8% reported to a staff in school, 19.4% told their family members. Only a percent of the respondents took alcohol or smoked tobacco to cope with bullying 99% of the respondents did not take alcohol or smoked tobacco to cope with bullying. 4.5% make friends with the bullies. The result also shows that none (0.0%) of the respondents joined a secrete cult of skipped school to cope with bullying. The table also includes other actions that were taken by respondents to cope with that were not listed.

Table 4.13.1 shows the frequency at which adults or teachers as well as students in school take action to stop or try to stop bullying. 33.8% of the respondents agreed that teachers in their school almost always take an action to stop bullying, 23.4% of the respondents said the teachers in school sometimes take actions to stop bullying, 15.4% reported that teachers and other adults almost never take any action to stop bullying. When asked how often other students try to stop bullying 18.4% of respondents said students almost never do anything about it, 42.8% said students sometimes try to put a stop to bullying and 17.9% said almost always.

Table 4.13: Actions taken to cope with bullying (N = 201)

Statement	Yes (%)	No (%)
I have not done anything about it	48(23.9)	153(76.1)
Tell a friend	49(24.4)	152(75.6)
Report to a staff of school	86(42.8)	115(57.2)
Tell a family member	39(19.4)	162(80.6)
Join a secret society	0(0.0)	201(100.0)
Taken alcohol or smoked tobacco	2(1.0)	199(99.0)
Make friends with bully	9(4.5)	192(95.5)
Become a bully	2(1.0)	199(99.0)
Skip school	0(0.0)	201(100.0)
Fighting back	1(0.2)	
I punished the person after school hours	1(0.2)	

*Multiple answers

Table 4.13.1: Frequency at which teachers and students try to stop bullying

Statements	Almost Never (%)	Once in a While (%)	Sometimes (%)	Often (%)	Almost Always (%)
How often do school teachers or adults try to stop bullying?	31(15.4)	22(10.9)	47(23.4)	33(16.4)	68(33.8)
How often do other students try to stop bullying?	37(18.4)	27(13.4)	86(42.8)	15(7.5)	36(17.9)

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4.4 Factors Influencing Help-seeking Behaviour

Table 4.14 shows some of the factors that influenced the respondents help-seeking behaviour for bullying, more than half (53.2%) of the respondent said they would feel inferior seeking for help, less than half (42.3%) of the respondents are not aware that they can seek for help for bullying and 40.3% are of the opinion that they would be bothering other people if they seek for help. 59.7% of the respondents do not trust others to help, 46% feel embarrassed seeking for help for bullying, few respondents (36.3%) think no one can help when it comes to bullying and 42.3% of the respondent think they would be seen as powerless and weak if they seek help. Majority of respondents (67.2%) see bullying as a serious problem while (32.8%) do not see bullying as a serious problem. 49.3% of the respondents said they would not be taken seriously if they seek for help for bullying. More than half (64%) of the respondents say seeking for help can solve the problem of bullying.

Table 4.14: Factors influencing help-seeking behaviour

Statements	Yes (%)	No (%)
It would make me inferior to ask for help	107(53.2)	94(46.8)
I would be bothering other people if I ask for help	81(40.3)	120(59.7)
I am not aware that I can seek for help for bullying	85(42.3)	116(57.7)
I do not trust other people to help me	106(52.7)	95(47.3)
I am interested in telling people about my problem	120(59.7)	81(40.3)
I feel embarrassed to talk about my problems	92(46.0)	108(54.0)
No one can help	73(36.3)	128(63.7)
Bullying is not a serious problem	66(32.8)	135(67.2)
Nobody will take me seriously if I report bullying	99(49.3)	102(50.7)
The situation would be made worse if I report	76(38.0)	124(62.0)
I would be seen as weak and powerless if I seek help	85(42.3)	116(57.7)
Seeking for help cannot solve the problem of bullying	72(36.0)	128(64.0)

During the in depth interview, the victims said the source of help was a major influence in their seeking for help, the ability of the source of help to solve the problem and laid down rules of the school against bullying. Those who did not seek for help claimed the bully was a senior and so he could not do anything about it and the situation could be made worse by reporting.

“:... I think reporting can solve the problem of bullying but it can depend on the person you report to, like if you report, the person you report to might do something or may just say sorry. “

Respondent F

“I would like to say that people who are bullied should always seek for help; maybe at least it would also help them if they are able to talk to someone who understands and is willing to help them.”

Respondent A

“In this school we don't really do such like that, they don't allow bullying here...”

Respondent D

4.5 Relationship between Perpetrators and Victims

Table 4.14.1 shows the victims relationship with the perpetrators. 41.6% of respondents who experienced cyber bullying were perpetrated by their friends, 32.9% of friends perpetrated physical bullying, 39.5% psychological/emotional bullying and 24% verbal bullying. Classmates accounted for 47.5% of physical bullying, 28.5% of verbal bullying, 49.2% of social bullying, 47.6% for psychological bullying and 43.6% of cyber bullying. Bullying was also perpetrated by senior students, family members and other school mates.

Table 4.14.2 shows the perpetrators relationship with the victims. Perpetrators of physical bullying choose victims who were friends (2.3%), school mates (0.9%), classmates (2.4%) and family members (0.6%). Verbal bully chose victims, who were friends (4.3%), classmates (3.2), and enemy (0.5%). For perpetrators of cyber bullying the victim they choose were classmates and friends (1.9% each) and schoolmates (0.5%). They bullied 3% of friends and 2.1% classmates for social bullying and for psychological bullying 1.7% friends and 1.8% classmates.

Table 4.14.1: Victims Relationship with Perpetrator and types of bullying experience

Relationship between victim and Perpetrator	Physical Bullying (%)	Verbal Bullying (%)	Social Bullying (%)	Psychological Bullying (%)	Cyber bullying (%)
Friend	53(32.9)	30(24.0)	32(25.6)	37(35.9)	42(41.6)
Class-mate	77(47.5)	72(58.5)	61(49.2)	49(47.6)	44(43.6)
Senior Student	10(5.9)	8(6.5)	9(7.3)	4(3.4)	3(3.0)
Teacher	3(1.9)	1(0.8)	2(1.2)	2(1.5)	1(1.0)
Neighbor	3(1.6)	1(0.8)	3(2.0)	2(1.9)	0(0.0)
Family Member	10(6.2)	7(5.3)	13(10.2)	6(5.8)	6(5.9)
Seat-mate	3(1.9)	1(0.8)	1(0.8)	0(0.0)	0(0.0)
Security personnel	2(1.2)	2(1.6)	2(1.2)	1(1.0)	1(1.0)
Other school-mate	1(0.6)	2(1.2)	3(2.4)	3(2.9)	4(4.0)

Table 4.14.2: Perpetrators Relationship with Victim and types of bullying experience

Relationship between Perpetrators and Victim	Physical Bullying (%)	Verbal Bullying (%)	Social Bullying (%)	Psychological Bullying (%)	Cyber Bullying (%)
Friend	10(2.3)	18(4.3)	13(3)	7(1.7)	8(1.9)
School mate	4(0.9)	2(0.5)	0(0.0)	3(0.7)	2(0.5)
Classmate	10(2.4)	13(3.2)	10(2.1)	8(1.8)	8(1.9)
Family members	3(0.6)	4(0.9)	1(0.2)	2(0.5)	0(0.0)
Junior	2(0.5)	1(0.2)	1(0.2)	1(0.2)	0(0.0)
Teacher	0(0.0)	1(0.2)	0(0.0)	0(0.0)	0(0.0)
Enemy	0(0.0)	2(0.5)	0(0.0)	0(0.0)	0(0.0)
Neighbor	1(0.2)	0(0.0)	1(0.2)	0(0.0)	0(0.0)
Not applicable	385(93.2)	375(90.8)	389(94.2)	396(95.7)	395(94.2)

4.6 Roles of Bystanders in the Bullying Process

Table 4.15 shows the roles respondents who have neither perpetrated nor experienced bullying play in the bullying process. 44.8% of respondents are never afraid of being bullied and 26.6% are sometimes afraid, with 6.4% being very often afraid of been bullied by other students in school. 38.9% of the respondents were certain that they would definitely not join in bullying others they may not like and 35% also said no when the question was asked. 60.1% of the respondents usually feel sorry for and want to help when they see students being bullied by other students. 22.2% of the respondents had never seen when another students their age was bullied, 4.9% take part in the bullying another 22.2% of the respondents do not think they ought to help the students who are being bullied and 35% try to help out one way or another.

Table 4.15.1 shows the roles bystanders play in the process of bullying shows that 51.7% of respondents sometimes watch and do nothing when others are bullied, while 12.6% always watch and do nothing, 37.4% always comfort or defend the victims, majority (71.4%) of the respondents do not laugh, cheer or make comments that could further stimulate the bullying. 83.7% would never join in the bullying process once it starts. Among the respondents, 34% always and 39.9% sometimes report bullying to teachers or other adults in school. 41.4% of respondents try to make the bullies stop while 17.7% do not try to make the bullies stop. Less than half (42.9%) of the respondents would sometimes rally support from peers to stand up against bullying, 30% of the respondents always stand up against bullying.

Table 4.15: Bystanders in the process of bullying (N = 203)

Variable	Frequency	Percentage (%)
How often are you afraid of being bullied by other students in school		
Never	91	44.8
Seldom	19	9.4
Sometimes	54	26.6
Often	19	9.4
Fairly often	7	3.4
Very often	13	6.4
Do you think you could join in bullying other students you didn't like		
Yes	4	2.0
Yes, maybe	6	3.0
I don't know	14	6.9
No, I don't think so	29	14.3
No	71	35.0
Definitely no	79	38.9
How often do other students try to put a stop to bullying in school		
Almost never	20	9.9
Once in a while	38	18.7
Sometimes	75	36.9
Often	26	12.8
Almost always	44	21.7
When you see other students being bullied what do you think or feel		
That's probably what he/she deserves	4	2.0
I don't feel much	18	8.9
I feel a bit sorry for him or her	59	29.1
I feel sorry and want to help him or her	122	60.1
How do you usually react if you see or understand a student your age is being bullied by other student		
I have never noticed that students my age are bullied	45	22.2
I take part in the bullying	10	4.9
I don't do anything, but I think the bullying is okay	9	4.4
I just watch what goes on	23	11.3
I don't do anything but I think I ought to help the bullied student	45	22.2
I try to help the bullied student one way or another	71	35.0

Table 4.15.1 Role of bystanders in the bullying process (N = 203)

Statements	Always (%)	Sometimes (%)	Never (%)
When others are bullied do you watch and do nothing	25(12.3)	105(51.7)	73(36.0)
Do you comfort or defend the victim	76(37.4)	70(34.5)	57(28.1)
Do you laugh, cheer or make comments that further stimulate the bullying	17(8.4)	41(20.2)	145(71.4)
Do you report the bullies to teacher or other adults at school	69(34.0)	81(39.9)	53(26.1)
Would you join the bullying once it starts	9(4.4)	24(11.8)	170(83.7)
In the bullying process do you try to make the bullies stop	84(41.4)	83(40.9)	36(17.7)
When others are bullied, do you rally support from peers to stand up against bullying	61(30.0)	87(42.9)	55(27.1)

There was mixed reaction from the bystanders during the in depth interview on their roles in the bullying process. They sometimes feel endangered; feel bad for the victims, think they victims deserve what they get or do nothing. This influences the roles they played by reporting, doing nothing or encouraging victims and cautioning the perpetrator.

“I just saw them ... they were beating somebody I felt that if the person did something wrong the person deserve it.”

Respondent P

“Ahhh! No it is never done, when I saw they ganged up against another guy I tried to resolve it when they didn't answer I went to call a teacher and she took them to the staff room. But sometimes I can be at risk, so i just watch the place I would stay when they are bullying themselves. For example, just because of their stature and the other persons own, it can be a though case to the extent of breaking bottles if it's a though case and they just broke a bottle and the bottle just flied on your body then you are at risk.”

Respondent N

“Like I used to see some guys harassing girls maybe on a dating issue and things like that. And I feel angry because, I feel angry sometimes, but I don't do anything about it because I'm not used to the guys. If I know the guys harassing I would go there and tell them that what they are doing is not good, but I don't go and report because it would lead to more issues that I don't understand.”

Respondent M

“Like ah, they started to abuse him and insult him very well so I now follow them and abuse him, though I feel like it's good, it's good for him but after when I was not angry I told him sorry.”

Respondent O

4.7 Test of Hypotheses

HO 1: There is no significant difference between age, sex, school type of respondents and experience of bullying among secondary school students in Ibadan North local government area of Oyo state.

Table 4.16 shows the association between respondents' age, sex, school type and their bullying experiences. From the chi-square test P-value is 0.782 and the χ^2 value is 1.079, this test shows there is no relationship between the respondents' age and experience of bullying. From the result P-value is 0.782 which is greater than 0.05. Therefore, we fail to reject the null hypothesis. Considering the sex of the respondents, the result showed that there was a relationship between sex and bullying experience. From the result the P-value is 0.004 which is less than 0.05. Therefore we reject the null hypothesis. The result showed that school type had a relationship with bullying experience as a victim; from the result the P-value was 0.001 which is less than 0.05. Therefore we reject the null hypothesis. Table 4.5 shows the respondents who had perpetrated bullying and its association with selected socio demographic characteristics. There was no significant result across the age, school type, sex and its association with perpetrators of bullying. From the results the P-values were greater than 0.05. Therefore, we fail to reject the null hypothesis.

HO 2: There is no association between sex, school type of respondents and prevalence of bystanders among secondary school students in Ibadan North local government area of Oyo state.

Table 4.17 shows the association between respondent's sex, school type and prevalence of bystanders. From the chi-square test of the association of sex and prevalence of bystander P-value is 0.007 and the χ^2 value is 7.251, this test shows there is a significant relationship between the respondents' sex and bystander prevalence, for the school type the P-value is <0.001 and the χ^2 value is 20.847, these P-values are less than 0.005 therefore we reject the null hypothesis

HO 3: There is no significant difference between age, sex, school type and help-seeking behaviour among secondary school students in Ibadan North local government area of Oyo state. The test as shown in table 4.8-4.12 shows an association with help-seeking behaviour therefore we reject the null hypothesis.

Table 4.16: Association between respondent's socio demographics against bullying experience as victims

Variables	Ever being bullied?		X ²	Df	P-value
	Yes (%)	No (%)			
Age					
9 – 11 years	42 (44.2)	53 (55.8)	1.079	3	0.782
12 – 14 years	83 (50.6)	81 (49.4)			
15 – 17 years	63 (47.6)	72 (53.3)			
18 and above	9 (47.4)	10 (52.6)			
Sex					
Male	118 (54.4)	99 (45.6)	8.174	1	0.004*
Female	79 (40.3)	117 (59.7)			
School type					
Public school	129 (56.6)	99 (43.4)	16.086	1	0.001*
Private school	68 (36.7)	117 (63.2)			

Table 4.16.1: History of perpetration of bullying and respondent's socio demographics

Variables	Ever Bullied Anyone?		X ²	Df	P-value
	Yes (%)	No (%)			
Age					
9 – 11 years	9 (9.5)	86 (90.5)	2.974	3	0.812
12 – 14 years	19 (11.6)	145 (88.4)			
15 – 17 years	15 (11.2)	119 (88.8)			
18 and above	1 (5.3)	18 (94.7)			
Sex					
Male	26(11.9)	191 (88.1)	1.924	1	0.382
Female	18(9.2)	177 (90.8)			
School type					
Public school	27(61.4)	201 (54.6)	1.958	1	0.376
Private school	17(11.8)	167 (88.2)			
Class					
Junior school	30 (12.9)	202 (87.1)	4.105	1	0.128
Senior school	14 (7.8)	166 (92.2)			

4.16.2: Association between respondent's sex and school type against bullying prevalence of bystanders

Variables	Bystanders (Neither experienced nor perpetrated bullying?)		X ²	Df	P-value
	Yes (%)	No (%)			
Sex					
Male	93 (43.4)	124 (56.6)	7.251	1	0.007*
Female	110 (56.1)	86 (43.9)			
School type					
Public school	114 (61.6)	71 (38.4)	20.847	1	<0.001*
Private school	89 (39.0)	139 (61.0)			

4.8 Logistic regression for Significant Associations

Table 4.16 Shows the logistic regression analysis which establish that there was a significant association between sex, school category, and class and ever been victims of bullying. From this analysis, males were 2 times more likely to be victims of bullying compared to females (OR=1.770; 95%CI: 1.169-2.680). The result showed that school type had a significant relationship with ever being bullied. There was a 24% probability that students in private secondary school are less likely to be victims of bullying compared to students in public secondary school (OR=3.571; 95%CI:2.180-5.849). It also shows that students in junior classes were over 3 times more likely to be bullied compared to senior secondary school students.

Table 4.17 shows that there is a 45.8% probability that male respondent are less likely to seek for help for verbal bullying (OR=0.458; 95%CI:0.149-0.843) and also more likely to report social bullying (OR=1.770; 95%CI:.169-2.680) compared to females. The result showed that students in junior class were over 2 times more likely o report psychological bullying compared to those in senior classes (OR=2.223; 95%CI:1.127-4.386). There was about 34% chance that students in private secondary school are less likely to seek help for psychological bullying compared to respondents in public secondary school (OR=0.337; 95%CI:0.183-0.898). Considering cyber bullying, respondents in private school were 45% less likely to seek for help for cyber bullying compared to public secondary school students (OR=0.450; 95%CI:0.209-0.967).

Table 4.18 shows that respondents who were males were almost 2 times more likely to be observers, witnesses, onlookers (bystanders) during a bullying process compared to females (OR=1.712; 95%CI: 1.129-2.595). Respondents in junior class also were about 4 times more likely to be bystanders compared to senior class students (OR=3.634; 95%CI: 2.199-6.008). There was a 21% probability that respondents in private school would more likely be bystanders compared to those in public schools (OR=0.211; 95%CI: 0.128-0.349).

4.17: Logistic Regression of Respondent's Socio-Demographics and Ever Experienced Bullying

Variable	B	S.E	Df	Sig	Exp(B)	95% CI for Exp (B)	
						Lower	Upper
Sex							
Male	0.571	0.212	1	0.007*	1.770	1.169	2.680
Female**							
School Type							
Private school	-1.422	0.252	1	0.001*	0.241	0.147	0.395
Public school**							
Class							
Junior class							
Senior class	1.273	0.252	1	0.001*	3.571	2.180	5.849

** Reference category

*Significant (P<0.05)

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4.18: Logistic Regression Analysis between Respondents Socio-Demographic Characteristic and Help-seeking Behaviour for the Different Forms of Bullying

Variable	B	S.E	Df	Sig	Exp(B)	95% CI for Exp (B)	
						Lower	Upper
Physical bullying							
Sex							
Male	-0.583	0.328	1	0.076	0.558	0.293	1.063
Female**							
School Type							
Private school	-0.538	0.354	1	0.128	0.584	0.292	1.168
Public school**							
Class							
Junior class							
Senior class	0.546	0.351	1	0.120	1.727	0.867	3.437
verbal bullying							
Sex							
Male	-0.781	0.311	1	0.012	0.458	0.149	0.843
Female**							
School Type							
Private school	-0.370	0.342	1	0.280	0.691	0.354	1.350
Public school**							
Class							
Junior class							
Senior class	0.411	0.332	1	0.216	1.508	0.787	2.980
Social Bullying							
Sex							
Male	-0.571	0.212	1	0.007*	1.770	1.169	2.680
Female**							
School Type							
Private school	-0.325	0.332	1	0.328	0.723	0.377	1.386
Public school**							
Class							
Junior class							
Senior class	0.138	0.321	1	0.668	1.147	0.612	2.151

** Reference category

*Significant (P<0.05)

4.18: Logistic Regression Analysis between Respondents Socio-Demographic Characteristic and Help-seeking Behaviour for the Different Forms of Bullying (contd)

Variable	B	S.E	Df	Sig	Exp(B)	95% CI for Exp (B)	
						Lower	Upper
Psychological Bullying							
Sex							
Male	0.341	0.320	1	0.286	1.408	0.751	2.822
Female**							
School Type							
Private school	1.087	0.372	1	0.003*	00337	0.183	0.898
Public school**							
Class							
Junior class							
Senior class	0.799	0.347	1	0.021*	2.223	1.127	4.386
Cyber bullying							
Sex							
Male	0.446	0.337	1	0.168	1.562	0.806	3.025
Female**							
School Type							
Private school	-	0.390	1	0.041*	0.450	0.209	0.967
Public school**	0.799						
Class							
Junior class							
Senior class	0.348	0.356	1	0.328	1.416	0.705	2.845

** Reference category

*Significant (P<0.05)

4.19: Logistic Regression Analysis between Respondents Socio-Demographic Characteristic and Ever Been A Bystander

Variable	B	S.E	Df	Sig	Exp(B)	95% CI for Exp (B)	
						Lower	Upper
Sex							
Male	0.538	0.212	1	0.011*	1.712	1.129	2.595
Female**							
School Type							
Private school	-1.555	0.257	1	0.001*	0.211	0.128	0.349
Public school**							
Class							
Junior class							
Senior class**	1.290	0.258	1	0.001*	3.634	2.199	6.008

** Reference category

*Significant (P<0.05)

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion

5.1.1 Socio-demographic Characteristics of Respondents

The age of respondents ranged from 9 to 21 years, having 9 years old secondary school students in the study could be explained by early introduction and commencement of education by the parents of the children so they can work to make ends meet or the student's intelligence and getting double promotion in primary school. Majority of the respondents were within the age range of 12-14 years, with a mean age of approximately 13.6 ± 2.4 , which is less than the mean age 15.68 ± 0.72 years reported by a study (Tuckmen, 2013) conducted on the prevalence of bullying in high schools in Bursa Turkey and another study conducted on the prevalence and correlates of bullying in secondary schools in Oyo state had a mean of 14.2 ± 2.2 years (Olumide *et al.*, 2016). This could be as a result of the difference in age range and population sizes used for the studies. Majority of the respondents (55.2%) attended public schools and also were in Junior secondary classes (56.2%) this could be because at the time of the study many secondary schools were yet to admit new students and also yet to write Junior West Africa Examination Council exam. Slightly above half (52.5%) of the respondents were males, DHS (NPC and ICF Macro, 2014) also records the proportion of females who attend secondary school to be smaller than that of males. With respect to ethnicity 90.1% were Yoruba; this could be due to the fact that the study was carried out in the south western part of Nigeria which is Yoruba dominated. Most of the respondents were Christians (60%). A bulk of the respondents were from monogamous families (85.7%) this could be related to the fact that majority of respondents were Christians, implying that their parents religion may have influenced this result as Christianity frowns at polygamy.

5.1.2 Prevalence of Perpetuating and Experiences of Bullying among Respondents

This study showed that 47.7% of the respondents had experienced a form of bullying in the last six months this result was similar to a study by Owoaje and Ndubisi, (2010). Verbal bullying was the highest form of bullying experienced at 70.6% which is contrary to the claims of physical

bullying being the form of bullying experienced most by a similar study conducted by Egbochukwu, (2007) and Federal Ministry of Health, (2007) also accounting physical and psychological bullying as the bulk of bullying experienced among secondary school students this could have been as a result of methodological differences like the definition of bullying or development of social skills, which provides opportunity for positive social interactions and social deception. The least form of bullying experienced was cyber bullying 37.8% which might have resulted as a result of respondents' in-access to mobile phones or internet. The bulk of respondents who experienced bullying fell within the range of 12-14 years (39.7%).

Hymel and Swearer, (2015) reported that bullying to be at its peak within the age range of 12–15 years. This age range should be put into consideration when designing intervention programmes or adopting anti-bullying strategies for intervention programme aimed at reducing bullying in school environments. Majority of respondents who significantly experienced bullying were male (59.9%) compared to females (40.1%), this finding was similar to several other findings that bullying was more prevalent amongst males than females (Omoteso, 2010; Cook *et al.*, 2010) males were also almost two times more likely to be victims of bullying (OR=1.770:95%CI=1.169-2.680).

Bullying was more in public schools compared to private schools, Chikaodi *et al.*, (2017) also reported similar result in a study conducted in Northern Nigeria, this may be as a result of a better structured administration, set rules on conducts or discipline and teacher supervision of students in private schools, there was a 24% probability that students in private school were less likely to be victims of bullying (OR=0.241:95%CI=0.147-0.395). Across the classes bullying was reported more in the in the junior secondary class compared to the senior secondary class, especially among JSS1 and JSS2 students but perpetrated most by SSS3 students. This could be because students in junior secondary classes bullied themselves rather than the students in senior students, it was also reported by Asamu (2006), who found that older students bullied the younger ones, and younger students bullied students in the same class Egbochukwu, (2007).

This study found prevalence of perpetrators to be 10.7% which was in line with other studies showing the prevalence of perpetrators or aggressors was less than those who had experienced

bullying, (Hymel *et al.*, (2005) sample adolescents in Canada who were victimized by peers to be 8% to 11%. The bullies were mostly from junior secondary classes (68.2%) followed by those in senior secondary classes (31.4%). More males (59.1%) were perpetrators, although several study show that boys account majorly for physical bullying and girls, verbal and emotional bullying (Egbochukwu, 2007). This result suggests that a good number of boys take part in verbal bullying which was the highest form of bullying experienced in this study. The perpetrators relationship with victim showed that bullies majorly picked their classmates and friends confirming the reason for the result above, this study also showed that a small percentage (0.6 and 0.9) of bullies also picked on their family members physically and verbally. This may be as a result of peer influence of siblings and self interpretation of the concept of bullying by the victims (Hunter, *et al.*, 2010; Hellstrom, 2015). A bulk of the respondent who had perpetrated bullying reported the reason they choose a particular victim was because it had been done to them first and also for revenge as it was done to them when they were in a lower class or by the victims elder sibling as reported during the in depth interview.

5.1.3 Help-seeking Behaviour

Help-seeking behaviour was assessed for the different forms of bullying. Majority of the respondents sought for help for physical, verbal, cyber and social forms of bullying compared to psychological or emotional forms where 62.9% they did not seek for help. A study conducted by Glew *et al.*, (2008) found that 27% of victims and 30% of bully-victims had never reported their victimization to anyone, the reason may be to avoid stigmatization and the embarrassment of been labeled a victim, or the fear of been seen as weak, powerless or differently (Hopkins *et al.*, 2013; Stockdale *et al.*, 2002). More females sought for help for Physical verbal and social forms of bullying whereas more males sought for help for psychological and cyber bullying. Most of the respondents utilized informal sources of help, from teachers, friends, parent and other family member, majority of respondents who experienced cyber bullying sought for help from friends. For all the forms of bullying slightly more respondents in public schools reported than those in private schools. Students in junior class were over 2 times more likely to report psychological bullying compared to those in senior classes (OR=2.223;95%CI:1.127-4.368). This may be because public schools had more reports of bullying compared to private schools and also result

from the effect or action taken by the sources of help they met affecting their decisions to seek for further help or not. An important point made by one of the victims was that the source of help sought was based on the sources' perceived ability to help, though majority of respondents claimed that nothing happened after they reported. The nature of interaction and approachability of teachers and other adults in school may account for this. This study confirms that of Egbochukwu, (2007), claiming until students have confidence in a successful intervention scheme bullying will continue to go undetected. This is also evident in this study that although, perpetrators were punished, beaten or warned, bullying stopped for 2.1% respondents who experienced physical bully, and about 1% for other forms of bullying. This study also reveals the needs for parent to be more involved intervention plans to curb bullying, this was also supported a study on the perception of parents and children on school bullying by Dolan, (2014), only a respondent reported the parent told the school administrative about it and was able to solve the problem, another respondent reported that his mother told him to leave the bully to God, thereby underestimating the effects of bullying and not helping to stop the problem, this could be because many parents and general public may have come to see bullying as a norm amongst students or as a game played amongst children. Friends were another major source of help for the respondents after teachers for the different forms of bullying, since friends also perpetrated bulk of the bullying, it may be the choice of help might have resulted from their relationship with the bullies (Dolan, 2014), another reason may be because as reported by a respondent, reporting to a teacher or adult might result in increase in bullying even outside school Card and Hodges, (2008) or the belief that their friends may be able to help them or comfort them when they are bullied. When asked about other actions were taken to cope with bullying, 1% reported taking alcohol/smoking, becoming a bully, during the in depth interview, a respondent threw some light to this, reporting that "if you are not a bully they will ride on you, the bullying ones will ride on you" suggesting that one reason for becoming a bully was to avoid been bullied. Owoaje and Ndubisi (2010) also reported an association between bullying and alcohol intake 4.5% reported making friends with bully. None of the respondents skipped school nor join a secret cult in order to cope with bullying.

All the respondents who had experienced bullying were asked how often teachers and students try to stop bullying in school. The majority of respondents reported that teachers almost always or sometimes try to stop bullying and 15.4% reported almost never. This was also the case in

Egbochuku's (2007) study. Majority of respondents also reported that friends sometimes try to stop bullying, this could be through reporting to a teacher, discouraging the bully as was reported during the in depth interviews.

5.1.4 Factors influencing Help-seeking Behaviour

This study focused on attitude towards specific behaviour towards help-seeking, unlike some studies that focused on either accessing attitude and beliefs on help-seeking or specific behaviour towards help-seeking, (Yen, Hawley and Christopher, 2014). Seeking for help and utilization of support systems have been said to have buffering effects resulting in improved adjustment, reduced emotional and behavioural problems, though several factors have been identified that acts as barriers or facilitators to help-seeking behaviour. This study showed that 42.3% of the respondents who experienced bullying were not aware they could seek for help for bullying, 36% also reported that seeking for help cannot solve the problem of bullying. This could account for the good number of respondents who did not seek for help, and also shows a gap in knowledge of the importance of help-seeking. About 52.7 % of respondents did not trust other people to help, and 49.3% reported that they would not be taken seriously if they report bullying, these shows the respondents perception of the source of help was a barrier to seeking for help. Another barrier to seeking for help was lack of willingness to seek for help as 59.7% reported they were not interested in telling their bullying problems to anyone. 38% reported that the situation would be worse if they report; Card and Hodges (2008) also found that victims may believe that the bullying will increase if they report it. It is possible that how the respondents perceived bullying influenced their help-seeking behaviour, 67.2% saw bullying as a serious problem. It is likely that their perception of themselves or how their peers see them, feeling of inferiority and embarrassment were some of the barriers to help-seeking. Seeking for help meant the victim was taking a step in solving the problem of bullying and therefore perception of been differently might be a barrier to help-seeking. Goodman *et al.* (2010) suggested that children are not likely to report victimization if they feel unsupported and lack coping resources.

5.1.5 Relationship between perpetration and Bullying

The bulk of bullying was perpetrated by classmates and friends and about 6% by senior students a similar result was also found in the report of the perpetrators. When asked the reason for

choosing their victims, respondents who perpetrated bullying gave their reasons to be dislike for the person, an attitude they found annoying, and because they had been bullied before. A student reported to have chosen a victim that was physically challenged (dumb). Although it was just 0.2% the implication of this is suggestive of a need for increases enlightenment and education on reducing bullying amongst the physically challenged and at risk population. This study also recorded that family members of the victims were perpetrators, a study conducted by Dantchev, Zammit, and Wolke, (2018) reported that children most at risk are victims of sibling bullying, and those who both become victims and bully their siblings. The more frequently children are involved in sibling bullying the more likely they are to develop a psychotic disorder.

5.1.6 Roles of Bystanders in the Bullying Process

This study assessed the bystanders' attitude towards bullying and the roles they played in the bullying process. Majority (49.2%) of the entire respondents who took part in this study were bystanders, other studies report bystanders are the largest group in school bullying (Stueve, 2006).

When asked how often they were afraid of been bullied in school majority reported that they are never afraid of been bullied, about 26% reported sometimes afraid and 6.4% reported they were very often afraid of been bullied. A study on bystanders position taking in school bullying (Tsang, Hui and Law 2011) reported similar findings and also reported that students who are often afraid of being bullied may also feel insecure at school, these effects were also reported to lead to inability to solve problems assertively, desensitization towards antisocial acts, distorted views on responsibilities, etc which continue into adulthood (Kohut 2007). About 80% of bystanders reported that they would not join in bullying other students and 60% reported they felt sorry for the victims and want to help him/her, studies have shown that students who witness or observe bullying often feel uneasy, distressed and harbor guilt for not helping the victims, and usually feel anger towards themselves or the bully and sometimes are afraid of becoming targets or victims (Kohut, 2007; Whitted and Dupper, 2005), this is a pointer for the need for intervention programmes aimed at empowering bystanders which are the bulk of the students with skills on what to do and what roles to play in the bullying process.

This study recorded 22.2% of bystanders who have never noticed any student been bullied, and about 37% who did not actively do anything or just watch what goes on in the bullying process, this could be as a result of the environment created in the school, environments where speaking up against injustice is clearly accepted and valued, the risk of social rejection for active bystanders is reduced (Davis and Davis, 2007). In some incidence (4.9%) bystanders took part in the bullying, study reported that students are more likely to join in bullying if their circle of friends does the same thing (Tsang *et al.*, 2011).

5.1.7 Implication for Health Promotion and Education

Health education is any planned combination of learning experiences designed to predispose, enable and reinforce voluntary actions, conducive to health in individuals, groups or communities (Green and Kreuter, 1991). It is a part of health concerned with promoting healthy behaviour, therefore any planned combination of learning experiences designed to predispose, enable, reinforce voluntary behaviours conducive to health and conditions of living of individuals, groups or communities. According to the Ottawa Charter of 1986, health promotion action includes building healthy policy, creating supportive environments, strengthening community action, developing personal skills, and reorienting health services.

The concept of health promotion and education for preventing and tackling bullying would ensure that students, family members and teachers as well as other stakeholder would have an enhanced capability to effectively deal with bullying in schools, and also to quickly recognize a situation that might require a more professional help. The implication of the results of this study suggests the need for multiple interventions directed at combating bullying.

The capacity development will relate to knowledge and skills acquisition relating to recognizing bullying, preventing or stopping it. Possible health promotion strategies that can be used include counseling, training, public enlightenment, and peer education.

Training is an education strategy which facilitates the acquisition of knowledge and skills. Studies have shown that improved knowledge of bullying and its consequences increased the likely hood of reducing its prevalence and also training teachers on the roles they need to play in prompt identification and management of bullying in the classroom by teaching and being a good role model and available source of help tin order to curb bullying in schools, increasing

supervision of students is usually associated with low levels of bullying (Peppler *et al.*, 1997). Parents should also be enlightened on how their conducts at home can affect bullying (Olweus, 1993) and trained on how to identify it, studies have found that parents who are aware of and understand bullying will have their children come to them when they need help and affects their child's coping strategy (Sawyer *et al.*, 2011; Kochenderfer-Ladd, 2004).

Counseling is an important strategy in combating bullying; this study therefore reveals the need for school counselors who will assist with the psychosocial aspect of bullying (Van der Wal, 2008). Counselors are expected to provide assertive trainings for students and assist them in managing emotions, such as anger, depression and impulsivity, in more constructive ways may assist them in abandoning their role as bullies (Omoniyi, 2013).

As many schools in developed countries, health school policies on bullying which ensures the school remains a safer place for children. Nigeria has a school health policy; schools in schools in the study area should adopt and enforce this guide. Having laid down guidelines on acceptable conducts and severe punishment to defaulters will assist in guiding the conducts of students in school and prevent bullying and facilitate help-seeking.

Peer education is currently one of the widely adopted health promotion strategies used by young people and most universally accepted as effective. With good outcomes of success this strategy should be employed in helping peers improve knowledge, attitude, perception and skills needed to curb and prevent bullying.

5.2 Conclusion

The study provides information on understanding the roles of bystanders in bullying and the help-seeking behaviour of secondary school students. The findings reveal the need for intervention programmes that would aid in preventing bullying in schools, and overall help-seeking behaviour of respondents was poor in comparison with the effects of bullying. Some of the factors which could be responsible for this include lack of authentic and availability of a profession or reliable source of help in the schools for example a counselor, lack of enforcement of the health promoting school framework. Therefore there is need for adequate health education on bullying to enable creation of effective and sustainable sources of help.

5.3 Recommendations

The following recommendations were made based on the findings of this study.

1. Awareness creation: Adequate and periodic awareness should be raised on the consequences of bullying. Bully-victims, bystanders and perpetrators should be encouraged to seek for help, by creating structures in school such as support groups and counseling units.
2. Orientation for teachers: Teachers should be assisted to learn effective ways of addressing bullying incidents in school premises.
3. Increased parental participation: Parents should take bullying more seriously and look out for signs and acts of bullying. Parents should also be encouraged to report when their child is being bullied.
4. Intervention programme focusing on curbing bullying: Schools need to adopt a holistic approach to bullying prevention. All stakeholders including school staff, pupils and parents, as well as organizations connected to the school community need to be involved in cooperative efforts to prevent and/or reduce bullying behaviour in schools.
5. Further studies are needed to probe into the determinants and adverse effects of bullying in secondary schools in the study area.

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APPENDIX I
INFORMED CONSENT FORM

I am a student of the Department of Health Promotion and Education, College of Medicine, University of Ibadan, Oyo State, Nigeria. The purpose of this study is to investigate the bullying experiences and help-seeking behaviour of high school students in Ibadan North Local Government Area. I would be collecting information from you with the use of questionnaires and interview. The research does not require collection of invasive material so there will be no physical risks involved in participating in this study. Your honest answers will help to provide a better understanding of the experiences of bullying and help-seeking behaviour among secondary school students.

Confidentiality: All information collected in this study will be given coded numbers and be kept very confidential. Your names will not be written on the questions and will not be used in any publication or report emanating from this study.

Cost of participating in the research: Participation will cost you nothing. It will however take a little of your time.

Benefit: Although there is no direct or immediate benefit, the findings will be disseminated to relevant stakeholders to aid in development of strategies and interventions that would find a solution to the problems associated with bullying.

Voluntariness: Your participation in this research is entirely voluntary.

Right of Decline/Withdrawal from study: You are free to refuse to take part in the study and can choose to withdraw from the research at any time without any penalty.

Statement of Person accenting to Informed Consent

Now that the study has been well explained to me and I fully understand the content of the study process, I will be willing to participate in the study.

Interview Date _____ **Signature of Participant** _____

APPENDIX 11

QUESTIONNAIRE

Experience of Bullying and Help-seeking Behaviour among High School Students in Ibadan North Local Government Area

Dear Respondent,

My name is Grace Anikan, a Master student of Health Promotion and Education, Faculty of Public Health, University of Ibadan, Oyo State. The purpose of this study is to investigate the Bullying Experiences and Help-seeking Behaviour of High School Students in Ibadan North Local Government Area, Oyo State. Your participation in this study is **voluntary**. It is desired that honest and sincere answers should be given as there is no right or wrong answer. The findings from this study will help in the design of programmes and policies aimed at controlling bullying. All information gathered during the course of this study will be treated with high level of confidentiality and you do not have to write your name on this questionnaire. Your willingness to answer these questions implies you have consented to participate in this study.

Thanks for your cooperation.

Kindly indicate willingness to participate by ticking in the BOX

Instruction: please read the questions below carefully and give honest answers.

SECTION A: DEMOGRAPHIC DATA

Please tick (✓) in the boxes corresponding to the responses that apply to you among the options provided or complete the blank spaces provided as in some cases.

1. Age as at last birthday: _____ years
2. Gender: 1) Female 2) Male
3. School Type: 1) Private 2) Public
4. Class: _____
6. Religion: 1) Christianity 2) Islam 3) Tradition 4) others specify _____
7. Ethnicity: 1) Yorub 2) Igt 3) Hau 4) others specify _____
8. Type of Family: 1) Monogam 2) Polygyny
9. Position in Family: _____
10. Occupation of Mother/Guardian: 1) Civil-Serva 2) Trading 3) Fashion Designing
4) Teaching 5) Unemployed 6) Others specify _____
11. Occupation of Father/ Guardian: 1) Civil-Servan 2) Trading 3) Fashion Designing
4) Teaching 5) Unemployed 6) others specify _____

First, we are going to explain what the word bullying means. We say a student is being bullied when another student, or several other students:

- Say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names
- Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose
- Hurt, kick, push, or shove around

- Tell lies or spread false rumors about him or her, or send mean notes and try to make other students dislike him or her
- And other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself.

However, we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue and fight.

Now, let's go to our next questions.

SECTION B: Perpetration and Experience of Bullying Among High School Students

Instruction: Kindly consider the statements in this section carefully and answer by ticking (√) under the appropriate column to indicate how you feel about each statement below and in the table.

12). Have you ever been bullied? A) Yes B) No

If yes, please go to the next question. If No, kindly skip to question 35. If you have neither experienced nor perpetrated bullying kindly skip to question 39.

S/N	Statement	Occurred in the past 6 months		How many times did it occur	How many persons were involved		What is your relationship with perpetrators?
		(1) YES	(2) NO		(1) One	(2) More than one	
13.1	I was made fun of or teased in a hurtful way.			a) once <input type="checkbox"/> b) twice or more <input type="checkbox"/>			
13.2	I have being hit, kicked, pushed, or shoved around.			a) once <input type="checkbox"/> b) twice or more <input type="checkbox"/>			
13.3	Other students told lies or spread false rumors about me and tried to make others dislike me.			a) once <input type="checkbox"/> b) twice or more <input type="checkbox"/>			
13.4	I had money or other things forcefully taken away from me or damaged			a) once <input type="checkbox"/> b) twice or more <input type="checkbox"/>			
13.5	I have been threatened or forced to do things I didn't want to do.			a) once <input type="checkbox"/> b) twice or more <input type="checkbox"/>			
13.6	I was called names I did not			a) once <input type="checkbox"/>			

	like about to my body size and parts			b) twice or more <input type="checkbox"/>			
13.7	I have been provoked with names, comments, or gestures with a sexual meaning			a) once <input type="checkbox"/> b) twice or more <input type="checkbox"/>			
13.8	Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.			a) once <input type="checkbox"/> b) twice or more <input type="checkbox"/>			
13.9	I was harassed with the use of a phone or internet via text messages or social media.			a) once <input type="checkbox"/> b) twice or more <input type="checkbox"/>			

14). If you have been bullied in another way that was not listed above please specify

SECTION C: Help-seeking Behaviour among bully victims

Instruction: Tick the appropriate option to indicate if you have ever reported or not reported bullying and fill the appropriate spaces with correct answers.

s/n	Forms of Bullying	Reported	If Reported, to whom did you report?	What happened after you reported?
15	Physical Bullying (hitting, kicking, pinching, pushing, shoving or tripping)	(1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/>	<input type="checkbox"/> Friend <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> sibling <input type="checkbox"/> family member <input type="checkbox"/> Religious Leader <input type="checkbox"/> Police Others.....	
16	Verbal Bullying (name calling, insults, teasing, making sexual comments, harsh teasing, taunting, or verbal threats, intimidation)	(1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/>	<input type="checkbox"/> Friend <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> sibling <input type="checkbox"/> family member <input type="checkbox"/> Religious Leader <input type="checkbox"/> Police Others.....	

17	Social Bullying (lying and spreading rumor, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, and encouraging others to socially exclude someone)	<p>(1) Yes <input type="checkbox"/></p> <p>(2) No <input type="checkbox"/></p>	<input type="checkbox"/> Friend <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> sibling <input type="checkbox"/> family member <input type="checkbox"/> Religious Leader <input type="checkbox"/> Police Others.....	
18	Psychological/Emotional Bullying (intimidation, manipulation and stalking)	<p>(1) Yes <input type="checkbox"/></p> <p>(2) No <input type="checkbox"/></p>	<input type="checkbox"/> Friend <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> sibling <input type="checkbox"/> family member <input type="checkbox"/> Religious Leader <input type="checkbox"/> Police Others.....	
19	Cyber Bullying(Deliberately excluding others online, spreading nasty gossip or rumors with what's app or text messages, imitating others online or using their log-in and passwords)	<p>(1) Yes <input type="checkbox"/></p> <p>(2) No <input type="checkbox"/></p>	<input type="checkbox"/> Friend <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> sibling <input type="checkbox"/> family member <input type="checkbox"/> Religious Leader <input type="checkbox"/> Police Others.....	

20. What actions have you taken in order to cope with bullying? (Multiple answers allowed)

- a) I have not done anything about it
- b) Tell a friend,
- c) Reported to a staff of the school
- c) Tell a family member
- d) Join a Secret Society
- e) Taken alcohol or Smoked Tobacco
- f) Keep to myself
- g) Make friends with bully
- h) Become a bully
- i) Stop going to school
- j) Others specify

21. How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?

- a) Almost never
- b) Once in a while
- c) Sometimes
- d) Often

e) Almost always

22. How often do other students try to put a stop to it when a student is being bullied at school?

- a) Almost never
- b) Once in a while
- c) Sometimes
- d) Often
- e) Almost always

SECTION D: Factors Influencing Help-seeking Behaviour for Bullying

Instruction: Kindly consider the statements in this section carefully and answer Yes or No in the appropriate box to indicate how you feel about each statement below.

S/N	Statement	Yes	No
23	It would make me inferior to ask for help		
24	I will be bothering other people if I ask for help		
25	I am not aware that I can seek for help for bullying		
26	I do not trust other people to help me		
27	I am interested in telling someone about my problem		
28	I feel embarrassed to talk about my problems		
29	No one can help		
30	Bullying is not a serious problem		
31	Nobody will take me seriously if I report bullying		
32	The situation would be made worse if I report		
33	I would be seen as weak and powerless if I seek help		
34	Seeking for help cannot solve the problem of bullying		

SESSION E: Perpetration of Bullying

Instruction: Consider the following statements and tick ✓ in the appropriate boxes

35. Have you ever bullied anyone? A) Yes No

If No kindly skip to question 39

S/N	Statement	How frequent did you bully others	Relationship with victim	Reason for choosing victim
36.1	I have made fun of, or teased someone in a hurtful way.	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		

36.2	I have hit, kicked, pushed, or shoved someone around.	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		
36.3	I have told lies or spread false rumors about others and tried to make others dislike them.	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		
36.4	I have forcefully taken money or things from other students and damaged their things	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		
36.5	I threatened or forced others to do things they didn't want to do.	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		
36.6	I made comments and called others mean names about their body size and parts	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		
36.7	I have harassed someone with names, comments, or gestures that have sexual meaning	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		
36.8	I have excluded others from a group of friends, or completely ignored them on purpose	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		
36.9	I have harassed someone with the use of a phone or internet via text messages and social media	a) once in a while <input type="checkbox"/> b) sometimes <input type="checkbox"/> c) often <input type="checkbox"/> d) almost always <input type="checkbox"/>		

37. If you have bullied in another way that was not listed above please specify:

38. Has any adult in your school talked with you about your bullying other students at school in the past couple of months?

- a) No, they haven't talked with me about it
- b) Yes, they have talked with me about it once
- c) Yes, they have talked with me about it several times

SESSION F: Never Perpetrated or Experienced Bullying

Instruction: read through the following questions and circle the option that best answers what you would do.

39. How often are you afraid of being bullied by other students in your school?
 a) Never b) Seldom c) Sometimes d) Often e) Fairly often f) Very often
40. Do you think you could join in bullying a student whom you didn't like?
 a) Yes b) Yes, maybe c) I don't know d) No, I don't think so e) No f) Definitely no
41. How often do other students try to put a stop to it when a student is being bullied at school?
 a) Almost never b) Once in a while c) Sometimes d) Often e) Almost always
42. When you see a student your age being bullied at school, what do you feel or think?
 a) That is probably what he or she deserves
 b) I don't feel much
 c) I feel a bit sorry for him or her
 d) I feel sorry for him or her and want to help him or her
43. How do you usually react if you see or understand that a student your age is being bullied by other students?
 a) I have never noticed that students my age have been bullied
 b) I take part in the bullying
 c) I don't do anything, but I think the bullying is OK
 d) I just watch what goes on
 e) I don't do anything, but I think I ought to help the bullied student
 f) I try to help the bullied student in one way or another

Role of by standers in bullying

Instruction: kindly consider the statement in the table below and answer by ticking \surd for your appropriate option.

S/N	Statement	Always	Sometimes	Never
44	When others are bullied do you watch and do nothing?			
45	Do you comfort or defend the victim?			
46	Do you laugh, cheer, or make comments that could further stimulate the bully?			
47	Do you report the bullies to teachers or other adults in school?			
48	Would you join in the bullying once it starts?			
49	In the bullying process do you try to make bullies stop?			
50	When others are bullied do you rally support from peers to stand up against bullying?			

Thank you for taking the time to answer these questions.

APPENDIX III

IN-DEPTH INTERVIEW GUIDE

Experience and Help-seeking Behaviour of Bullying among Secondary School Students in Ibadan North Local Government Area

1. School Type _____
2. Date _____
3. Class _____
4. Age at last birthday _____
5. Sex: a. Male [] b. Female []

The questions I am about to ask you are about your life in and out of school in the past 6 months till now. So when you answer, you should think of how it has been during the past three months and not only how it is now.

Now let's get started.

6. Have you been bullied in the past 6 months?

By who? How did it happen? Where did the harassment happen?

In which class was/is the student or students who bully you? (**Probe** what is your relationship with the person) Why did this happen? (**Probe** for reasons for the harassment)

Please describe what happened

Can you please share with me example of what was said/sent/done to you? (**Probe:** ask interviewee to say exactly what was said or done to him/her) How did you feel after it happened?

What actions did you take after the bullying? **Probe:** who did you tell? What did you do?

Why did you take that course of action? What happened after?

7. Have you bullied anybody in the past 6 months?

Who? How many times has this happened? Through what means? Where did it happen? Why did this happen? (**probe** for reasons for the harassment) Please describe what happened? Can you please share with me example of what you did/said? (**Probe:** ask interviewee to say or write exactly what he/she did or said) How did you feel after it happened? What were the actions taken

after the bullying took place? (**Probe:** By victim? By perpetrator?) What were the reasons for the actions taken or inaction after bullying?

8. Have you heard of anyone or seen anyone who has experienced bullying or has any of your close friends experienced bullying in the past 6 months?

Who did it happen to? Where did it happen? Why did it happen? Can you please describe what happened? How did you feel? In what ways did it affect you? What actions were taken? Have you tried to do anything about it? (**Probe:** the reason for answer) What did you do about it? In what way have you tried to stop bullying?

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APPENDIX IV

Letter of Ethical Approval

