PREVALENCE OF BULLYING AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN IBADAN NORTH EAST LOCAL GOVERNMENT AREA, OYO STATE, NIGERIA

BY

Rasheed SALAWU
B.Sc. HEALTH EDUCATION (UNAD)
MATRIC NO: 147621

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF HEALTH ROMOTION & EDUCATION, FACULTY OF PUBLIC HEALTH, COLLEGE OF MEDICINE, UNIVERSITY OF IBADAN, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF PUBLIC HEALTH (HEALTH PROMOTION AND EDUCATION) OF THE UNIVERSITY OF IBADAN

AUGUST, 2014

UNIVERSITY OF IBADAN LIBRARY
AFRICA DIGITAL HEALTH REPOSITORY PROJECT

DEDICATION

This work is dedicated to Almighty God, who made it possible for me to start and finish this program and to my dearest wife Late Mrs. Abosede Dorcas Abidemi SALAWU {AkA Salawu Jesu}, who through her encouragement I embarked on this course may her gentle soul rest in perfect peace

UNIVERSITY OF IBADAN
LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

ACKNOWLEDGEMENTS

Every accomplishment in life is as a result of numerous contributions of others that matter in one's life. This project is no exception.

I am greatly indebted to my supervisor, Dr. O.E. Oyewole for his numerous contributions and guidance at every stage of this project despite his tight schedule. He spent so much time in going through the entire write-up and made useful suggestions and corrections at every stage of the work. I am also grateful to Professor A. J. Ajuwon for his mentoring and advice, Dr. Fred O. Oshiname and Dr. (Mrs.) Oyedunni S. Arulogun for sacrificing their precious time to go through my work, I will not forget to mention the name of the current head of department Professor O. Oladepo for taking us through the rudiment of research and lastly Mr. M.A. Titiloye for guiding me in choosing my topic and going through my proposal. God bless you all and reward you abundantly.

I will not forget to appreciate members of my family Mrs. F.S Adebayo, my mother Mrs. F.F. Salawu, and my children for choosing to be good children despite losing their mother to an untimely death. Also, I will not forget to mention this good people of my engineer Michael Olushola Oketola, Pastor Oluwafemi Ogundairo and Mumeen Adegoke they all stood by me during my trial period and I will not forget to thank my entire course mate.

Lastly, I wish to express my appreciation to God for everything concerning this program. To Him are the glory, honor and adoration forever.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

ABSTRACT

Bullying is an anti-social behaviour in schools, which poses a serious public health concern. In spite of the physical, psychological and social consequences of the practice, little information exists relating to its prevalence, typology and associated problems in Nigerian public secondary schools. This study was designed to determine the prevalence of bullying among public secondary school students in Ibadan North East Local Government Area, Oyo State, Nigeria.

The study was a descriptive cross-sectional survey. A 5-stage random sampling procedure was used to select 400 students from five junior and five senior secondary schools. Pre-tested Focus Group Discussion (FGD) guide and questionnaire were used for data collection. The questionnaire included questions on respondents' socio-demographic characteristics, perceived types, factors influencing, experiences of, perceived consequences associated with and prevention of bullying. Quantitative data analysis was done using descriptive statistics and Chi-square test at 0.05 level of significance while qualitative data were analysed using thematic approach.

The mean age of respondents was 16.2 ± 2.0 years; 50.5% were females and 54.3% were Christians. Majority (69.0%) of the respondents were in the senior class. Bullying was described as thuggery (31.8%), oppression of weaker students (22.0%), fighting one another (12.3%), making jest (10.5%), and abuse of fellow students (6.5%). Many (67.0%) respondents affirmed that bullying took place in their schools during the six months preceding the study and 28.8% reported being bullied at least twice in a month. Types of bullying that occurred in schools included calling colleagues by derogatory names (70.0%), hitting, kicking and shoving around (56.0%), fighting (55.0%) and dislike for fellow students (52.3%), with (56.0%) prevalent rate in the senior class and 44.0% in junior class. Perceived factors facilitating bullying included alcohol consumption (44.8%) and cigarette smoking (37.8%). Items used by bullies included knives (19.3%) and charms (15.0%). *International Terrorist Union* (ITU) gang was mentioned by a quarter of the respondents as the group who bullied in their schools. It was reported by 66.5% that bullying was perpetrated mostly by senior class students. Also, 36.8% pointed out that bullying took place in the absence of teachers in class. Majority (86.3%) stated that bullying could result into poor academic performance and 75.0% of the respondents were of the opinion that it could lead to

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

depression. To prevent bullying in schools, 50.0% of the respondents mentioned that they had been advised by their teachers against bullying. Bullying of Christian students (30.2%) was not significantly different from Muslims (24.8%). More male students (31.2%) reported being bullied compared to their female counterparts (26.0%). The FGD participants identified members of "*Oluigbos People's Congress*" and ITU as the perpetrators of bullying in schools. They also mentioned that some girls had been sexually bullied.

Bullying was prevalent in schools with its attendant public health and academic consequences. School Health Education programmes should include sensitisation of students on the dangers associated with and ways of protecting them against bullying.

Keywords: Bullying, Public secondary schools, Health consequences.
Word count: 478

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

CERTIFICATION

I certify that this study was carried out by Salawu RASHEED in the Department of Health Promotion and Education, Faculty of Public Health, College of Medicine, University of Ibadan, Nigeria

---

SUPERVISOR

O. E. Oyewole
B.Sc, M.Sc, MPH, Ph.D (Ibadan)
Senior Lecturer
Department of Health Promotion and Education,
Faculty of Public Health, College of Medicine,
University of Ibadan,
Ibadan, Nigeria.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

TABLE OF CONTENTS

	Page
Title page	i
Dedication	ii
Acknowledgement	iii
Abstract	iv
Certification	vi
Table of contents	vii
List of tables	x
List of Figures	xi
List of appendices	xii
Operational Definition of Terms	xiii
CHAPTER ONE: INTRODUCTION	
1.1 Background to the study	1
1.2 Statement of the problem	3
1.3 Research question	4
1.4 Objectives of the study	5
1.5 Hypotheses	5
1.6 Justification of the study	5
1.7 Scope of the study	6
CHAPTER TWO: LITERATURE REVIEW	
2.1 Review of concepts	7
2.1.1 Understanding bullying	7
2.1.2 Prevalence of bullying among secondary school	14
2.1.3 Types of bullying existing in secondary school	19
2.1.4 Factors influencing bullying among secondary school students	23
2.1.5 Pattern of bullying among secondary school students	25
2.1.6 The perceived danger (effect) of bullying	32
2.1.7 Prevention and intervention	33
2.2 Review of empirical studies on bullying	36
2.3 Theoretical frameworks	40
2.4 Conceptual framework	43

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

2.3 Ecological model 45

CHAPTER THREE: METHODOLOGY

3.1 Study design 47
3.2. Description of study area 47
3.4. Study variables 51
3.5. Study population 51
3.6 Sample size and sampling procedure 51
3.7 Instrument for data collection 54
3.8 Validity of the instrument 54
3.9 Reliability of the instrument 55
3.10 Data collection process 55
3.11 Focus group discussion 55
3.12 Semi- structured Questionnaire 56
3.13 Data management analysis 57
3.14 Ethical consideration 58
3.15 Limitation of the study 58

CHAPTER FOUR: RESULTS

4.1 Introduction 60
4.2 Socio-demographic characteristics of respondents 66
4.3 Respondents understanding of bullying 68
4.4 Prevalence of bullying in schools 67
4.5 Types of bullying existing in public secondary schools 72
4.6 Factors influencing bullying in schools 75
4.7. Pattern of bullying among secondary schools students 78
4.8. Perceived dangers (effect) of bullying 84
4.9. Suggestion on prevention of bullying in schools 86
4.10. Test of hypothesis 88

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 94
5.2 Socio-demographic characteristics of respondents 94

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

5.3 Respondents understanding of bullying 94
5.4 Prevalence of bullying 95
5.5 Types of bullying existing in public secondary schools 97
5.6 Factors influencing bullying in schools 98
5.7 Perceived danger (effect) of bullying 99
5.8 Suggestions on prevention in schools 99
5.9 Implication of findings on health education 100
5.10 Conclusion 100
5.11 Recommendation 101
5.12 Suggestions for further studies 102

REFERENCES 103
APPENDICES 126

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

LIST OF TABLES

	Page
Table 2.1 Summaries of common forms of bullying	23
Table 2.2 The ecological model	45
Table 3.1 List of junior secondary schools in Ibadan Earth East	48
Table 3.2 List of senior secondary in Ibadan North East	50
Table 3.3: Distribution of respondents in selected secondary schools in Ibadan North East Local Government Area.	53
Table 4.1 Respondent's socio-demographic analysis distribution	62
Table 4.2 Respondents' parents occupation, educational level and living condition	63
Table 4.3 Respondents' parents lifestyle issues	64
Table 4.4 Respondents understanding of bullying	67
Table 4.5 Prevalence of bullying	69
Table 4.6 Forms of bullying existing in public secondary schools	73
Table 4.7 Factors influencing for bullying	76
Table 4.8 Pattern of bullying among senior secondary school students	79
Table 4.9 Place where bullying took place	80
Table 4.10 Most painful ways of bullying	81
Table 4.11 Perceived dangers/effects of bullying	85
Table 4.12 Suggestion on prevention of bullying	87
Table 4.13 Test for hypothesis	89
Table 4.14 Test for hypothesis	90
Table 4.15 Test for hypothesis	92
Table 4.1.6 Test of hypothesis	93
Table 4.1.7 Test of hypothesis	94

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

LIST OF FIGURES

Figure	Page
Figure 2.1: The ecological model	46
Figure 4.1 Respondents age distribution	65
Figure 4.2 Frequency of bullying in school	69
Figure 4.3 Frequency of bullying in school	71

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

APPENDICES

	Page
Appendix 1: Questionnaire	124
Appendix 2: Focus group discussion guide	136

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

DEFINITION OF TERMS

Bullying: Olweus (2001) defines bullying as when a student is repeatedly exposed to negative actions on the part of one or more other students.

Physical bullying: Physical bullying is any unwanted physical contact between the bully and the victim (Baldry & Farrington, 1999).

Bullies: A bully is someone who directs physical, verbal or psychological aggression or harassment towards others, with the goal of gaining power over and or dominating another individual. (Olweus 2001).

Victims: A victim is someone who is exposed to aggression from peers in the form of physical attacks, verbal assaults, or psychological abuse. (Olweus 2001

Bullying: The use of force or coercion to abuse or intimidate others, the behaviour can be habitual and involved an imbalance of social or physical power; it can include verbal harassment or treat.

Health: Is a state of complete physical**,** mental and social wellbeing not merely absence of disease and infirmity

Health consequence: The perceived effects of bullying on the health of the studentss

Public secondary schools: These are state or government own schools either secondary or primary school

Bullied: These are the pupils that are victims of the act of bullying

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

CHAPTER ONE

INTRODUCTION

1.1: Background to the Study

Bullying is a serious problem in Nigerian schools, (Alude, 2006), one that places many students in physical and emotional danger and negatively impacts students' perceptions of school and their day-to-day experiences there (Popoola, 2005). Bullying, in terms of both the actions of perpetrators and the consequences for victims, has received increased attention in the past decade (Garringer, 2008). Bullying, which is commonly defined in research as "a subtype of aggression" (Olweus, 1993) takes many forms, both physical and verbal. In addition to common forms such as name calling or hitting, bullying can also come in the form of relational aggression (purposefully damaging peer relationships) and cyber-bullying (where the bullying behaviour takes place in "virtual" settings, such as social networking web sites and e-mails).

Bullies acquire power over their victims in many ways such as using physical size and strength, taking advantage of status within the peer group, exploiting the victim's weaknesses and recruiting support from other children etc. Among middle and high school students, bullying behaviour often involves teasing and social exclusion, but may also include physical violence, threats, thefts, sexual and racial harassment, public humiliation and the destruction of the targeted student's property (Olweus, 1993).

School bullying has become a spreading and explicit problem in schools and is an issue of growing concern for parents, teachers, and educators (Wong, 2004; Lam and Liu, 2007). Following the definition of Olweus, 1993, bullying refers to intentional, oppressive behaviour against another person that causes physical and/or psychological harm. It is an abusive behaviour which is typically repeated over time; that is, such behaviour is not a one-time occurrence. Bullying behaviours are usually classified into one of four categories: physical bullying refers to overt physical aggression such as hitting, pushing, kicking,

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

spitting, and punching; (Wong, 2004); verbal bullying refers to overt verbal aggression such as name-calling, teasing, insulting and threatening speech (Lam and Liu, 2007); social exclusion behaviours aim to hurt the victims by damaging their peer relationships or social standing (Olweus, 1993). Such behaviours include ignoring the presence of the victims, spreading hurtful rumours, excluding the victims from a friendship group, or threatening others not to play with the victims; extortion includes asking for money or others' property (Wong, Lok, Wing Lo and Ma, 2008; Egan and Todorov, 2009). And most recent one, cyber bullying which include the use of social network and instant messaging (Olweus, 1993). Often, a real or perceived imbalance of power persists between the bullies and the victims (Olweus, 1993; Rigby, 2007). For example, the child bullies who are older have greater physical strength and are more socially or verbally adept than the victims. Also, bullies are more psychologically manipulative or have a higher social standing than the targeted victims (Egan and Todorov, 2009; Bauman and Hurley, 2005).

Studies have shown that school bullying has detrimental effects on victims and the bullies themselves as well as the bystanders. It affects their academic, social, emotional, mental, and psychological functioning as well as physical health. Problems arising from bullying may persist into adulthood (Rigby, 2003; Rigby, 2007; Cheng, Newman and Qu, 2010).

Ways in which schools respond to school bullying is pertinent to the prevention and control of bullying in schools. In school guidance, there have been three major approaches to dealing with student problems, including school bullying. The approaches are remedial, preventive, and developmental guidance (Hui, 2010). Remedial guidance focuses on offering interventions and therapies to students experiencing emotional, psychological, or behavioural difficulties. In the case of school bullying, a remedial guidance approach focuses on the individual student level, victims as well as bullies. Such an approach is both responsive and curative. Preventive guidance is a proactive approach, which stresses anticipation of problems like bullying, enhancing students' awareness of bullying and victimization, and skills and strategies to handle bullying. Developmental guidance approach, on the other hand, is a positive approach to facilitate students' whole person development, including their personal, social, and moral self-formation. Developmental guidance addresses issues such as

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

self-knowledge, self-responsibility, interpersonal relationships, and bonding. These are delivered through a guidance curriculum at classroom level and through school-wide programmes. Through education on the need for respect for self and for others, tolerance of individual differences, self-determination and responsible decision making, students will attain positive self- and interpersonal development. Among these three approaches, developmental guidance contributes the most to the holistic development of students and is considered as one of the most effective measures in promoting students' healthy development and in preventing juvenile delinquency. Developmental guidance has been the guidance approach and focus of schools in Hong Kong and elsewhere (Hui, 2000).

School social environment is a major factor related to school bullying. Students are at a greater risk of engaging in bullying acts if in their school there are often conflicts or low morale among students and teachers. On the contrary, schools with a positive climate have less bullying-related problems, and students are more likely to engage in altruistic behaviour (Lee, 2011; James, Lawlor, Courtney, Flynn, Henry and Murphy, 2008).

1.2: Statement of the Problem

Bullying is a widespread problem in schools with long lasting consequences (Fajoju, 2009). Studies have shown that school bullying has detrimental effects on victims and the bullies themselves as well as on bystanders. It affects their academic, social, emotional, mental, and psychological functioning as well as physical health (Olweus1993a). Problems arising from bullying may persist into adulthood (Rigby, 2003; Rigby, 2007; Cheng, Newman and Qu, 2010). Students lack skills and strategies to deal with incidents of bullying. Victims of bullying often develop intense anger and anxiety. In Nigeria bullying in school requires more attention from researchers and it has to be seen as a serious social or educational problem and health issues. By and large, there is the tendency to regard bullying as a normal part of childhood development (experience) which Nigeria children must learn to tolerate as part of the process of growing up (Obidi, 1990). In the light of this, the study has sought to find the root causes of bullying in our schools, age and gender differences that are associated with it as well as the prevalence of bullying among secondary school students in Ibadan North-East Local Government Area of Oyo State.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

The problems arising from bullying may persist into adulthood. Hence, the way in which schools and policy makers respond to school bullying is pertinent. Popoola (2005) points out that the high prevalence of bullying among secondary school students in South-Western Nigeria is under-reported, in view of the negative consequence of this social phenomenon on not only its victims but also the entire society. Evidence-based data are therefore needed to determine the prevalence of bullying in our schools which will help in the development of an appropriate and elaborate school-based approach on intervention and prevention. Bullying is no longer limited to the schoolyard. Communication Technologies such as the Internet, e-mail, and instant and text messaging, provide new arenas for bullying to occur. In 2007, about four percent of 12 to 18 year-olds reported being cyber bullied during the school year.

A study (Due, Holstein and Soc, 2008) conducted on bullying in schools in 66 countries revealed that 32.1% of students were bullied at least once in two months prior to the study. One of the few studies conducted on prevalence of bullying in schools in Nigeria by Egbochuku (2007) revealed that almost four in every five students had being bullied in Benin City, Nigeria. Bullying is more severe during the middle school years and exists among both boys and girls but usually more common among boys than girls (Olweus, 1993a; Nansel, Overpeck, Pilla, Ruan, Simons-Morton and Scheidt, 2001). A little is known of the factors influencing incidence of bullying and the prevention strategies for campaign against bullying in Nigerian secondary schools. The WHO strives to encourage researchers, prevention specialists and health educators to implements and evaluates research works and preventions strategies on bullying in schools. This study was designed to investigate the prevalence of bullying among public secondary school students in Ibadan North-East Local Government Area of Oyo State.

1.3: Research Questions

What is the prevalence of bullying in secondary schools and What types of bullying exist in schools?

1. What factors influence bullying among secondary school students?
2. What difference exists between bullying in junior and senior secondary school students?

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

3. What are the perceived dangers/effects of bullying among secondary school students?
4. What are the perceived danger/effects of bullying among secondary students?

1.4: Objectives of the study

The broad objective of this study is to investigate the prevalence of bullying among public secondary school students in Ibadan North-East Local Government Area of Oyo State.

The specific objectives of the study are to

1. describe the prevalence of bullying among secondary school students and explain types of bullying that exist in secondary school;;
2. identify factors that influence bullying among secondary school students;
3. highlight the differences between bullying in junior and secondary school;
4. examine the perceived danger/effects of bullying among secondary school students

1.5 Hypotheses

H_0 1 There is no significant relationship between sex of the respondent and bullying behaviour.

H_0 2 There is no significant relationship between age of the respondents and bullying behaviour.

H_0 3 There is no significant relationship between the class of respondents and bullying behaviour

1.6: Justification of the Study

Adolescence and youth violence is a significant problem. Reports of school shootings, violence related to substance abuse/drugs and gangs, and students' increasing use of violence to resolve conflicts have raised the alarm. Understanding the typology and prevalence of bullying particularly among adolescents who are at risk for violence is essential. At-risk youth are characterised by poor school performance, limited family support, delinquent behaviour, and influential relationships with anti-social peers (Dryfoos, 1993).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

The results from this study will provide evidence-based recommendations to facilitate policy-makers and practitioners in devising and developing further anti-bullying approaches so that bullies and victims are not excluded from normative educational and developmental experiences. Bullying in schools has received much recent publicity and it has become a key issue for schools and public policy over recent decades in terms of concerns from educational providers, parents and, not least, from pupils themselves (DfES, 2000). Awareness of issues around bullying will also contribute significantly to schools effectively discharging their responsibilities.

1.7 Scope of the Study

The study focused on the prevalence of bullying among the secondary school students in Ibadan North-East Local Government Area of Oyo State. The Local Government Area is made up of 12 wards, three of which are in transitory area while the remaining nine are in indigenous/inner core area. Two wards were selected randomly from the transitory wards while four were selected from the indigenous/inner core wards. The scope also include the type, prevalence, knowledge and attitude of the public secondary school students on bullying.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

CHAPTER TWO

LITERATURE REVIEW

The literature review is organized under the following sub-headings or sections:

i. The understanding of school bullying
ii. The prevalence of bullying among secondary school students
iii. Types of bullying that exist in secondary school
iv. Factors that may influence bullying
v. Patterns of bullying among secondary school students
vi. The perceived danger/effects of bullying
vii. Prevention and Intervention
viii. Conceptual framework

2.2: Understanding School Bullying

Bullying is an old, widespread, and worldwide problem. Most adults can remember incidents of bullying in which they were bullied. In fact, until recently, the common perception had been that bullying was a relatively harmless experience that many children experienced during their school years. However, over the past two decades, an extensive body of research has documented that bullying is one of the most serious forms of violence among school children. Bullying has been shown to have negative lifelong consequences both for students who bully and for their victims. It also has negative consequences for schools, teachers, and the rights of students to learn in a safe environment without fear. So while bullying is not a new phenomenon, what is new is the growing awareness that bullying has serious damaging effects for bullies, victims, schools and communities (Hamilton Community Foundation, 2002).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

A typical example of bullying is an excerpt from many cries for help posted daily by a student on the www.bullying.org website titled “Why Do It To Me?” by Garry in Quebec, Canada:

> *“At school, I get beat up, threatened, mocked, and other things that are very painful for me to talk about. I've talked to the "mockers" and "bullies" but that did not work. I cry coming home at night. I am 13 years old (7th grade) and this has been going on since the 3rd grade. I'm very sick of it. My parents don't know what to do. The teachers, principal, and school board don't either. I've called phone help-lines, but they gave me suggestions that I've already tried. My grades are going down more and more, I am getting depressed, and I've even tried suicide. Please help”.*

This is just one of the many cries for help posted daily by students on the www.bullying.org website, an award-winning international forum created two years ago by a British Columbia educator. The stories, poems, plays, and songs submitted by children and teenagers from around the world, speak to their pain and frustration, as well as their sense that adults in their lives are unwilling or unable to help (Hamilton Community Foundation, 2002).

Concerns of parents, policymakers, educators and the public have escalated in countries around the world with the rise in the reported incidence of violence in schools and the links that have been established between violence and bullying. In Canada for instance, in the last five years, the issue of bullying has become a peculiar focus for attention. New policies and programmes have been introduced by governments at all levels, research activity has accelerated, public campaigns have been launched, a great number of new web sites and special resources have been created and promoted, and media coverage has been continuous and extensive (Tobin and Irvin, 1996).

Defining bullying has been a very difficult task, as no single definition can cover all aspects of bullying. Notwithstanding, bullying is a form of aggression, a particular kind of violence to which students are exposed. It is a form of social interaction in which a more dominant

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

individual (the bully) exhibits aggressive behaviour intended to cause distress to the less dominant individual (the victim). In some studies, bullying has been conceptualized as acting in any way that threatens or hurts someone less (Olweus, 1994).

Olweus definition is the broad one and he did most of the ground breaking work in the field of bullying. He opined that bullying is when a student is repeatedly exposed to a negative action on the part of one or more other students (Olweus, 1993). This physical action can take the forms of, but not limited to, physical contact, verbal abuse or making faces and role gestures, spreading rumours and excluding the victims from a group. These negative actions are not necessarily provoked by the victim. For such actions to be regarded as bullying, an imbalance in real or perceived power must exist between the victims and the persons who victimize him or her (Coloroso, 2002). According to Schoster (1996), this power imbalance and the fact that bullying behaviours are repeated over time are what differentiate bullying from other forms of aggressive behaviour. Pepler and Graig (2002) observe that bullying is the most common form of violence. It is what drives the culture of violence prompting the more powerful to dominate the less powerful. These researchers were also of the opinion that bullying starts out very young and small, a push during kindergarten recess or some mere callings. Olweus (2003) identified bullying as a problem when three victims of bullying committed suicide in Norway in 1992. Over time there have been many definitions of bullying and victimisation. Heinemann, a Norwegian, first used the term “mobbing” in 1973 (Smith et al, 2002). This referred to group of violence against individual. Olweus initially used this term but changed the definition to include learner on learner’s attacks of one child against another (Smith et al, 2002). The factor considered in earlier work was on physical or direct bullying and; only later was indirect bullying such as gossiping and spreading of rumours included in the definition (Beatu and Alexyen, 2008).

Olweus’ definition was the first to include both the physical and mental mechanism of bullying (McLaughlin, Laux and Pescaran Kouach, 2006). Olweus’ definition of bullying includes physical, verbal and indirect or relational bullying (Smith et al, 2002; Solberg and Olweus, 2003). According to Solberg and Olweus (2003), bullying is characterised by three criteria which are behaviour or the intention to harm the victims; the repetitive nature of

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

"bullying" which is carried out over time and lastly; an interpersonal relationship characterized by an imbalance of power between the victims and the perpetrator.

Bullying is defined as a repeated aggressive behaviour, either physical or psychological, that intentionally causes hurt to the recipient by an individual or a group that is unprovoked by the victim (Woodhead, Faulkner, and Littleton, 1999). Olweus (1993) opines that bullying is a repeated negative action to which a person is exposed by one or more students. A negative action occurs when a person intentionally inflicts injury or discomfort upon another person through means of physical contact or words.

Bullying (violence) as defined by the World Health Organisation, WHO, (2002), and cited in the Federal Ministry of Education (2007), is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group of community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation. In this definition, there is a very strong correlation between intentionality and committing of an act itself, irrespective of the outcome it produces.

Actions are not considered bullying if students of equal strength fight or disagree because bullying involves a power imbalance. Thus, bullying is a repeated aggressive behaviour intentionally causing hurt or discomfort towards another by means of physical or verbal contact that is characterized by a power imbalance such that it is difficult for the victim to make the bully stop. Nansel et al. (2001) measured the prevalence of bullying behaviours among 15,686 sixth through tenth grade students in public and private schools throughout the United States. It was reported that 29.9% were involved in moderate to frequent bullying. The prevalence of bullying has been found to be highest among middle schools populations (Nansel et al., 2001; Eliot and Cornell, 2009). These statistics indicate that bullying is a huge problem in the United States and that special attention should be paid to middle school age students.

Bullying behaviours are often classified into two sub types: overt (e.g., physical, verbal) and covert (e.g., relational aggression) (Crick and Grotpeter, 1995; Crick, 1996; Crick and

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Bigbee, 1998). Overt bullying includes behaviours that go directly from the bully to the victim and traditionally do not involve other people. The most common forms of overt bullying include physical aggression such as hitting, kicking, and biting; and verbal aggression such as teasing, taunting and name calling (Crick and Grotpeter, 1995; Crick and Bigbee, 1998). Covert aggression, on the other hand, includes the use of indirect means to harass another. Crick and colleagues have dubbed the main form of covert bullying as "relational aggression" (Crick and Grotpeter, 1995; Crick, 1996; Crick and Bigbee, 1998). Relational aggression involves harming others through hurtful manipulation of peer relationships or friendships (Crick and Bigbee, 1998). This type of aggression includes malicious gossip, social exclusion, rumour spreading, and manipulation (Crick, 1996).

Gender differences have been found between covert and overt bullying. Although both genders do engage in both types, boys are more likely to use primarily overt bullying while girls are more likely to engage in covert bullying (Olweus, 1993; Crick and Grotpeter, 1995; Espelage and Swearer, 2003). Research indicates that girls use more covert bullying because relational aggression is more effective for girls' tight-knit peer groups than males' less intimate peer groups (Crick and Grotpeter, 1995; Crick, 1996; Simmons, 2002). Girls also place more importance on popularity and social comparison than males during adolescent years. Therefore, the threat of or actual loss of connection to peer group or popularity that characterizes relational aggression can be more devastating to girls. Simmons (2002) concludes from her research with adolescent girls that peer groups can turn on a member without warning and resulting exclusion can negatively affect them (Simmons, 2003).

In Tsang, Hui and Law (2011), school bullying is identified as one of the top three misbehaviours in students, with frequency and severity increasing (Wong, 2004; Lam and Liu, 2007; Ng and Tsang, 2008). In a study conducted by Wong (2004) in Hong Kong on secondary school teachers and students' perceptions of bullying, it was found that more than 50% of the respondents had been involved in bullying, as bullies, victims, or bystanders. In another study in 2008, 87% of respondents reported witnessing verbal bullying in the past 6 months, with 30% of them having seen it more than 10 times. Also, 68% of the respondents had experienced physical bullying in the past half year, with 14% experiencing it more than

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

10 times (Wong, Lok, Wing Lo and Ma, 2008). This worrying trend demands immediate work on effective strategies for the amelioration and prevention of school bullying.

Magklara, et al (2012) in their study observed that bullying is quite prevalent in the school setting and has important adverse effects on many areas of the adolescents' lives. It is a specific type of aggression in which an intension to harm or disturb can be identified, occurs repeatedly over time and there is an imbalance of power, with a more powerful person or group attacking a less powerful one (Boulton and Underwood, 1992). According to a widely used research definition of bullying (Olweus, 1993) a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. Negative actions are further defined as when someone (the "perpetrator") intentionally inflicts, or attempts to inflict injury or discomfort upon another (the "victim").

Negative actions can be verbal, including threatening, taunting, teasing, or name-calling; or physical, such as hitting, kicking, pushing, shoving or pinching. Being a victim of bullying has been associated with lower self-esteem (Delfabbro et al., 2006), depressive symptomatology (Bond et al., 2001; Glew, Fan, Katon, Rivara and Kernic, 2005; Abada Feng and Bali, 2008; Perren, Dooley, Shaw and Cross, 2010), anxiety (Delfabbro et al., 2006), physical and psychosomatic symptoms (Williams, Champers, Logan and Robinson, 1996; Wolke and Karstadt, 2000; Lien, Green, Welander-Vath and Bjertness, 2009), suicidal ideation (Herba et al., 2008; Skapinakis et al., 2011) and suicide (Klomek, et al., 2009). On the other hand, being a perpetrator has been associated with aggression (Kim et al., 2006), antisocial personality, criminality and substance abuse (Sourander et al., 2007). As regards the direction of causality, studies have shown that bullying appears to be a potential risk factor for mental health problems, since it usually precedes the onset of emotional difficulties (Bond et al., 2001).

School violence wears many faces. It includes gang activity, locker theft, bullying and intimidation, gun use, assault and just about anything that produces a victim. Specifically, students these days physically, mentally or verbally abuse one another. Thus, the use of guns,

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

knives and other dangerous weapons and other abuses – physical or psychological is now more common than ever in Nigerian school system (Aluede, 2006; Federal Ministry of Education, 2007; Fajoju, 2009).

Researchers such as Aluede (2006); Beran (2009) and Thornberg (2010) have described association between bullying by peers and a number of different dimensions of internal distress and social problems, especially as a single student who bullies can have very far reaching effects on the school thus creating a climate of fear and intimidation not only in his/her victims, but also on bystanders. Therefore, students affected by bullying will be at higher risk of developing depression, anxiety, loneliness, mistrust of others, low self-esteem, poor social adjustment, poor academic achievement and poor health as compared to others (Thornberg, 2010).

Bystanders Witnessing Bullying

Researcher ssuch as Olweus (1993a), Craig and Pepler (1997) have noted that most bullying incidents do not merely involve a single bully and his or her target. For example, a study by Craig and Pepler (1997) conducted on an elementary school playground revealed that other children were involved in 85% of bullying incidents. Their involvement ranged from joining in the bullying, to observing passively, to actively intervening to stop the bullying.

A study by Melton and colleagues (1998) found that 38% of fourth through sixth graders reported that they "did nothing" when they observed bullying because they felt it was none of their business. An additional 35% reported that they tried to help, and 27% admitted that they were conflicted about intervening - they did not help but felt that they should. Likely reasons for children's inaction include fears of reprisal from bullies. "If I tell an adult or try to help out, maybe I'll be targeted next time" is a typical response and; uncertainty about how best to intervene without making the situation worse for the bullied child is another challenge.

Adults as Witnesses to Bullying

Adults play critical roles in bullying prevention and intervention, particularly in light of the reluctance of many children to intervene when they witness bullying. Unfortunately, adults within the school environment dramatically overestimate their effectiveness in identifying

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

and intervening in bullying situations. Seventy percent of teachers in one study (Charach et al., 1995) believed that teachers intervened "almost always" in bullying situations, while only 25% of the students agreed with their assessment.

These findings suggest that teachers are not always aware of the bullying that occurs around them. This might not be unconnected with the fact that because much of the bullying is difficult to detect and also because children frequently are reluctant to report bullying to adults. Observational studies reveal that teachers miss much of the bullying that occurs not only on the playground but also in their own classrooms. For example, Atlas and Pepler (1998) observe that teachers intervened in only 18% of the bullying incidents that took place in their elementary and middle school classes.

Many children also question the commitment of teachers and administrators to stopping bullying. For example, in a recent study of 136 ninth grade students (Harris et al., 2002), only 35% believed that their teachers were interested in trying to stop bullying. Forty-four percent reported that they did not know if their teachers were interested in stopping bullying, and 21% felt that their teachers were not interested. Fewer students still (25%) believed that administrators at their school were interested in stopping bullying.

2.3: Prevalence of Bullying among Secondary School Students

The most comprehensive study of bullying was conducted by Olweus (1993a) in Norway and Sweden, with 150,000 students in grades one through nine. In this sample, 15% of students reported being involved in bully/victim problems "several times" or more often within a three-to-five month period. Approximately 9% reported that they had been bullied by peers "several times or more", and 7% reported that they had bullied others. About 2% of all students reported both bullying and being bullied by their peers.

A large number of studies conducted in different countries indicate that bullying at school occurs all over the world and is not confined to any geographical region, socioeconomic or cultural group. However, the prevalence of bullying varies considerably between countries. Studies show prevalence rates of the overall phenomenon between 8% in Germany (Wolke, Woods, Stanford and Schulz, 2001) and 29.9% in the United States (Nansel et al., 2001),

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

30% in Italy (Baldry and Farrington, 1999) and 40% in Korea (Kim, Koh and Leventhal, 2004). Prevalence rates of perpetrators vary between 4% and 50% (Dake, Price and Telljohann, 2003), while rates of victims of bullying vary between 4.1% for girls in Sweden and 36.3% for boys in Lithuania (Due et al., 2005). A recent international study which investigated the prevalence of bullying victimization in 66 countries and territories reports that on average, 32.1% of the children were bullied at school at least once within the previous 2 months, while 37.4% of children were bullied at least one day within the previous 30 days (Due and Holstein, 2008). Boys are more often perpetrators than girls (Craig et al., 2009), while rates of victimization may not differ between the two genders (Whitney and Smith, 1993; Kaltiala-Heino et al., 1999; Nansel et al., 2001). Both behaviours appear to be more common in younger ages (Glew, Rivara and Feudtner, 2000; Nansel et al., 2001; Analitis et al., 2009).

According to Craig et al. (2009), the prevalence of bullying combined, that is, bullying others, being bullied and being both a bully and a victim, in Greece was 41.3% and; Greece occupied the third place among 40 countries in the number of adolescent students involved in bullying-related behaviours (Craig et al., 2009). Possible explanation of this relative high prevalence is the lack of national policies against bullying in Greece, as well as a number of cultural variations, for example the way bullying is conceptualized and understood (Smith et al., 2002).

The cross-national variations in the prevalence of bullying may reflect the different distribution of culture-specific risk factors among countries and the different methods used in research. Regarding socioeconomic status, lower parental education (Analitis et al., 2009) and poorer academic achievement of the students in school have been associated with bullying (Nansel et al., 2001). Recently, an international study showed that being a victim was more common among adolescents from families of lower socioeconomic position and this association appeared to be relatively strong across several countries (Due et al., 2009).

Another study, which investigated socioeconomic associations of bullying using a sample of preschool children, has also shown that children from families with lower educational level

UNIVERSITY OF IBADAN LIBRARY

present an increased risk of victimization (Perren, Stadelmann and von Klitzing, 2009). A study conducted in Germany and England has also reported associations between social class and both victims and perpetrators (Wolke, Woods, Stanford and Schulz, 2001). Moreover, not only the presence but also the persistence of bullying over time has been associated with lower socioeconomic status of the family (Kumpulainen, Räsänen and Henttonen, 1999). A recent review suggests that bullying is not only a socially patterned life experience, but it also tracks over time and there are indications of a socially differential vulnerability to its effects. Exposure to bullying may be an element of a pathway through which socioeconomic position in adolescence contributes to adult health inequalities (Due et al., 2011). At the school level, Whitney and Smith (1993) reported that junior and middle schools with higher proportions of families from lower social classes had a higher prevalence of bullying (Whitney and Smith, 1993). Finally, at the country level, countries with higher income inequality had a higher prevalence of bullying among preadolescents than countries with lower income inequality (Elgar et al., 2009).

Studies elsewhere in Europe and in the United States revealed high rate of bullying among children and youths. For example, in a study of 6,500, 4th to 6th graders in rural South Carolina, 23% reported being bullied "several times" in the previous three months preceding the study and 9% reported being the victim of very frequent bullying - once a week or more often. One in five reported bullying other students "several times" or more during that same period (Melton et al., 1998). Similar rates of bullying were found by Nansel et al. (2001), in their nationally-representative study of 15,600 6th to10th graders. Seventeen percent of their sample reported having been bullied "sometimes" or more frequently during the school term and 19% reported bullying others "sometimes" or more often. Six percent of the full sample reported both bullying and having been bullied.

Bullying Problem in Nigeria

In Nigeria, even though cases of bullying have been reported in many schools, this deviant act is not always given any desirable attention. Furthermore, there are limited available statistical facts to show the actual number of students that are bullied or victims in Nigerian schools. This inadequacies of statistical facts and absence of well documented evidence have

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

made it difficult for us to appreciate the prevalence of bullying behaviour in Nigeria (Aluede and Fajoju, in press; Umoh, 2000).

Bullying behaviour among secondary school students was reported in some studies conducted in Nigeria also. Asamu (2006) found that 22.5% of the students who were below 15 years of age exhibited bullying behaviour and this was peculiar to junior secondary school student (22.5%) and 21% of male students had bullied other students. In another related study by Egbochuku's (2007) conducted among some Nigerian students in Benin City revealed that almost four in every five participants (78%) reported being bullied and 85% of the children admitted to bullying others at least once. Egbochuku's (2007) further classified bullying as moderate bullying and severe bullying. With respect to moderate bullying, he observed that more than half of the students (62%) were bullied and 30% bullied others. For severe bullying, 5% and 3% of the students were bullied or bullied other.

In a somewhat first-ever nation-wide situational analysis survey of school violence in Nigeria conducted by the Federal Ministry of Education (2007), it was revealed that physical violence and psychological violence accounted for 85% and 50% respectively of the bulk of violence against children in schools. Across school location, physical violence was more prevalent in the rural (90%) than in the urban areas (80%). Across region, physical violence in schools was higher in the southern Nigeria (90%) than in the Northern region (79%) so was the case of psychological violence, which was 61% in Southern Nigeria and only 38.7% in Northern Nigeria. Furthermore, across gender, physical and psychological violence were almost evenly distributed among males and females in Nigerian schools.

Researchers' observation of children on playground and in classroom confirmed that bullying occurs frequently; once every seven minutes on the playground and once every 25 minutes in the class (Craig and Pelpler, 1997). Despite these numbers, bullying behaviour is rarely detected by teachers (Omotosho, 2007). The number of students who participated the study carried out by Omotosho (2007) was 750, out of which 504 (67.2%) had been involved in bullying behaviour. He also stated that 48.8% of those who involved in bullying were male while 51.2% were female students. The prevalence of bullying (57.1%) was among female

UNIVERSITY OF IBADAN LIBRARY

students. The prevalence of bullying was 57.1% among the students aged 10-15 years; 42.5%, among 16-20 years of age and 4%, among the students who were above 20 years of age. The J.S.S. students who were involved in bullying were 48.8%. Slightly more than eighty-eight percent (88.1%) of the students had been bullied by other students while 11.9% had not. Also, 33.2% had taken part in bullying other students while 66.9% had not (Omotosho, 2007).

Age Trends

Most studies have found that rates of victimization decrease fairly steadily through elementary grades (Melton et al., 1998; Olweus, 1991, 1993a), middle school (Nansel et al., 2001; Olweus, 1993) and into high school (Nansel et al, 2001). For example, in a recent study of over 10,000 Norwegian schoolchildren, Olweus (personal communication, February 23, 2002) found that rates of victimization were twice as high in 4th grade compared with 8th grade, and lower still in 10th grade. Similarly, Nansel et al. (2001) in the United States found that although about one-quarter of 6th graders reported being bullied during the current school term, less than one-tenth of the 10th graders reported similar experiences during the same period of time. Although, self-reported victimization decreases with age, the picture is not as clear for age trends in self reported bullying. In the study of 6th to 10th graders in the United States, Nansel et al. (2001) found that older students were less likely to bully their peers than were younger students. However, other studies (e.g., Melton et al., 1998; Olweus, 1993a) have found no marked age differences, suggesting that older children who bully tends to find younger children to target (Olweus, 1993a).

Gender Differences

There are some interesting (and perhaps predictable) gender differences in bullying experiences. By self-report, boys are more likely than girls to bully other students (Olweus, 1993a; Melton et al., 1998; Duncan, 1999; Nansel et al., 2001). The picture is less clear with regard to gender differences in victimization experiences. Some studies (Rigby and Slee, 1991; Boulton and Underwood, 1992; Olweus, 1993a; Whitney and Smith, 1993; Nansel et al., 2001) have found that boys report higher victimization than girls. Other studies, however, have found either no gender difference or marginal differences (Hoover, Oliver, and Hazler,

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

1992; Boulton and Underwood, 1992; Chrach, Pepler, and Ziegler, 1995; Melton et al., 1998; Duncan, 1999). What is clear is that girls report being bullied by both boys and girls, whereas boys typically are bullied only by other boys (Olweus, 1993a; Melton et al., 1998).

There are some marked differences in the kinds of bullying that boys and girls experience. Boys are more likely than girls to report being physically bullied by their peers (Nansel et al., 2001; Harris, Petrie, and Willoughby, 2002). Girls, on the other hand, are more likely than boys to report being the targets of rumour-spreading and sexual comments (Nansel et al., 2001). Recognizing that girls are bullied by both girls and boys, Olweus (2002) studied the nature of same-gender bullying (the bullying of girls by girls) and found that girls were more likely than boys to bully each other through social exclusion.

Bullying in Urban, Sub-urban and Rural Communities

Bullying is often viewed as a problem of urban schools. In fact, recent findings from a nationally-representative study of 6th to10th graders found that youths from urban, sub-urban, town, and rural areas in the United States were bullied with the same frequency (Nansel et al., 2001). Very small differences were found in students' reports of bullying others. Youths in rural areas were 3% to 5% more likely than youths in towns, suburban areas, or urban areas to admit bullying their peers.

2.4: Types of Bullying Existing in Secondary Schools

There are different types of bullying and bullying behaviour. However, most common definitions of bullying show three things in common: repetition of action over a prolonged period of time; imbalance of power; and unprovoked verbal, psychological, and/or physical negative actions. Manifestations include threatening to injure another person for no apparent reason, requesting tasks to be performed that are undesirable to the other individual, and threatening negative consequences to individuals, if their requests are not met by the victims. Additionally, the bully may intimidate the victim by initiating acts such as name-calling, teasing, pushing or shoving and using physical dominance for intimidation (Aluede and Fajoju, in press; Fajoju, 2009).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

School Bullying

School bullying is a type of bullying that occurs in connection with education, either inside or outside of school In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, although it occurs more often during physical exercise, recess, in hallways, bathrooms, on school buses and while waiting for buses. It occurs in classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their targets before physically bullying them. Targets of bullying in schools are often pupils who are considered strange or different by their peers to begin with, making the situation harder for them to deal with (Olweus, 2002).

One student or a group can bully another student or a group of students. Bystanders may participate or watch, sometimes out of fear of becoming the next victim. However, there is some research suggesting that a significant proportion of "normal" school children may not evaluate school-based violence (student-on-student victimization) as negative or as being unacceptable as much as adults generally do, and may even derive enjoyment from it, and they may thus not see a reason to prevent it if it brings them joy on some level.

Bullying can also be perpetrated by teachers and the school system itself. There is an inherent power differential in the system that can easily predispose to subtle or covert abuse (relational aggression or passive aggression), humiliation, or exclusion — even while maintaining overt commitments to anti-bullying policies.

Bullying Teachers

Bullying often brings to mind school bullying among children, but bullying can involve adults, even bullying teachers. Teachers can sometimes be the bully, or be the victims of teacher-bullying students. Bullying is the act of one person using strength or status to infringe on another person, whether with insults, threats, physical harm, ostracism, or infringing on their boundaries in any way that is not sexually charged. Although much bullying is peer-to-peer, bullying can be inflicted by an older person on a younger person or vice versa. Although school bullying is commonly taken to refer to students bullying each other, teachers can also be party to school bullying (Olweus, 1993a; Melton et al., 1998).

UNIVERSITY OF IBADAN LIBRARY

Teachers can be involved in bullying in three ways: as observers, as perpetrators, and as victims. Teachers can help prevent or stop bullying or perpetuate it. Apart from teachers, non-teaching staff members can bully students. These non-teaching staff members include, but not limited to, coaches, custodians, security personnel, and the front office staff, even the principal (Olweus, 1993a).

Teacher bullying may go unreported for several reasons. The victim may not trust the system to support or believe him or her, especially if there are any instances in which the victim had infringed on school rules/regulations. The victim may also fear retribution by the teacher in the form of a lowered grade or more teachers bullying behaviour. The victim may also fear retribution by students who are in good standing with the teacher. When teachers bully an entire class, the feeling may be that they have the support of the school and that everyone must know and accept this behaviour. Teachers may also bully other teachers and school staff (Olweus, 1993a).

Teachers may be the victims of bullying in a variety of ways. Disruptive classroom behaviour is one way in which students seize power in class and use it to distress a teacher. Vandalism, such as keying cars and causing flat tires and theft of teachers' property, as well as verbal abuse are other ways in which students abuse teachers. Also reported are physical bullying or attacks. While teacher bullying of students may pass for school discipline, student bullying of teachers may pass for free speech. Web postings in which teachers are rated (in which anyone can say anything, whether true or not) and sharing of video surreptitiously filmed during class are two ways in which, fairly or not, students can make their feelings about teachers known. Another form of bullying is false reports about teachers given by the students to the school or the school board. Teachers may also be the victims of bullying by other teachers, by the school administration, and by the school board (Olweus, 1993a).

Verbal Bullying

When most people think of bullying, they think of physical bullying. However, bullying goes beyond the physical and can encompass the verbal. It may seem strange, but verbal bullying can be just as harmful - in different ways - as physical bullying. With verbal bullying, the

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

goal is still to degrade and demean the victim, while making the aggressor look dominant and powerful. All bullying focuses on creating a situation in which the victim is dominated by the aggressor. And this can happen verbally as well as physically. In many cases, verbal bullying is the province of girls. Girls are more subtle (and can be more devastating), in general, than boys. Girls use verbal bullying, as well as social exclusion techniques, to dominate others and show their superiority and power. However, there are also many boys with subtlety enough to use verbal techniques for domination, and who are practised in using words when they want to avoid the trouble that can come with physically bullying someone else (Olweus, 1993a).

Cyber Bullying

Cyber-bullying is any bullying done through the use of technology. This form of bullying can easily go undetected because of lack of parental/authoritative supervision. Because bullies can pose as someone else, it is the most anonymous form of bullying. Cyber bullying includes, but is not limited to, abuse using e-mail, instant messaging, text messaging, websites, social networking sites, etc (Olweus, 1993a).

Bullying of the Physically Challenged

It has been noted that disabled people are disproportionately affected by bullying and that this can be seen as a hate crime issue. The bullying is not limited to those who are visibly disabled such as wheelchair-users or physically deformed such as those with a cleft lip but also those with learning disabilities such as autism and dyspraxia. The bullying is not limited to schools. If the disabled person is in some form of institution, it is not uncommon for staff to abuse the people in it such as was revealed in a BBC Panorama programme on a Castle Beck Care Home (Winterbourne View) near Bristol which led to its closure and the suspension and sacking of some of the staff members. There is an additional problem that those with learning disabilities face. For instance, they are often not as able to explain things and are more likely to be disbelieved or ignored if they do complain (Olweus, 1993a).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 2.1 Summary of Common Forms of Bullying

Type of Bullying	Direct bullying	Indirect bullying
Verbal bullying	Taunting, teasing, name-calling	Spreading rumours
Physical bullying	Hitting, kicking, shoving, destruction or theft of property	Enlisting a friend to assault someone for you
Non-verbal/Non-physical bullying	Threatening, obscene gestures	Excluding others from a group, manipulation of friendships, threatening e-mail

Source: Adapted from Rigby (1996) and Olweus (1993)

2.5: Factors Influencing Bullying among Secondary School Students

Causes of Bullying

There are several common assumptions about the causes of bullying (Olewus 1993). One of such assumptions is the claim that bullying is a consequence of large class or school sizes or, competition for grades through surface bullies. These views are no more accurate than the stereotypes that students who are fat, red haired and wear glasses are particularly likely to become victims of bullying. Invariably, other factors which are more personality characteristics and typical reaction pattern, combined with the level of physical strength or weakness in the case of boys, can help to explain the development of bullying problems in individual students (Smith et al., 1991). At the same time, environmental influences such as teachers' attitude behaviour and supervisory routines play a crucial role in determining the extent to which these problems will manifest themselves in a classroom or a school. Also, 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. Therefore, lack of attention and warmth towards the child, modelling of aggressive behaviour at home and poor supervision of the child are associated with bullying behaviour (Olweus, 1999).

The parent-child relationship has also been shown to be important. Children with positive relationship with their parent are less likely to participate in bullying (Rigby and Slee, 1994). In other words, children who are insecurely attached to their parents are more likely to bully

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

their peers in the same vein. It has also been shown that children, who perceive their families to be less cohesive, who perceive their families to be less cohesive and less caring for each other, are also more likely to participate in school bullying (Bowers, Smith and Binney; 1994). Generally speaking the family background of children who bully others is characterized by neglect, dominance, hostility and harsh punishment (Olweus, 1993; Rigby and Slee, 1994).

Lack of appropriate resources within schools is also associated with higher levels of school bullying. Bullying often occurs when there is little or no supervision such as on-school play ground. Bullying is also more likely to occur during more competitive or aggressive activities (Olweus, 1993).

Conditions Surrounding Bullying

Recent research has focused on better understanding the conditions surrounding bullying incidents. Such conditions are the number of perpetrators and the location of the bullying.

Number of Perpetrators

Children who are bullied most commonly report that they have been bullied by one other child or by a very small group of peers. It is much less common for children to be bullied by large groups (Melton et al., 1998; Unnever, 2001).

Location of Bullying

Although the locations where children are bullied vary somewhat from survey to survey, several general trends are consistently noted. Bullying is much more common at school than on the way to and from school, such as on the bus, at the bus stop, or elsewhere in the community (Olweus, 1993a; Whitney and Smith, 1993; Rivers and Smith, 1994; Melton et al., 1998; Nansel et al., 2001; Unnever, 2001; Harris et al., 2002;). Common locations for bullying at school include the playground (for elementary school children), the classroom (both with and without the teacher present), the lunchroom, and the hallways.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

2.6: Patterns of Bullying among Secondary School Students

Bullying Children

What is known about children who regularly bully their peers? A significant body of research on antisocial behaviour among children indicates that such behaviour is the result of an interaction between the individual child and his or her family, peer group, school, and community (Olweus, Limber, and Mihalic; 1999). Similarly, research specifically focused on bullying behaviour suggests that there typically is no single cause of bullying. Rather, individual, familial, peer, school, and community factors may place a child or youth at risk for bullying his or her peers.

Common Characteristics of Bullying Children

Researchers have identified several general characteristics of children who bully their peers regularly, that is, children that admit to bullying peers more than occasionally. Although research has identified these as common traits of children who bully, it should be emphasized that individual children may not exhibit any or all of these characteristics. These children tend to have impulsive, hot-headed, dominant personalities; they are easily frustrated; they have difficulty conforming to rules; and they view violence in a positive light (Olweus, 1993a; Olweus, Limber, and Mihalic, 1999). Boys who bully tend to be physically stronger than their peers (Olweus, 1993a).

Risk Factors for Bullying

Research has also identified a number of risk factors within the family environment that are common to children who bully (Olweus, 1980; Loeber and Stouthammer-Loeber, 1986; Olweus, 1993a; Olweus, Limber, and Mihalic, 1999; Espelage, Bosworth, and Simon, 2000). These include a lack of warmth and involvement on the part of parents; overly permissive parenting (with a lack of clear limits for the child's behaviour); a lack of parental supervision; and harsh, corporal discipline. Recent studies also point to links between the experience of child maltreatment (physical and sexual abuse) and bullying behaviour (Shields, and Cicchetti, 2001).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Peer and School Risk Factors for Bullying

In addition to individual risk factors for bullying, the research literature has identified significant risk factors for bullying within the peer group and the school environment. Children who bully their peers are more likely than children who do not bully to have friends who have positive attitudes toward violence and who also tend to bully other children. Finally, there are school-related risk factors for bullying, as some schools have significantly higher rates of bullying than others. Bullying tends to thrive in schools in which there is a lack of adequate adult supervision (particularly during breaks) and where teachers, other staff, and students have indifferent or accepting attitudes towards bullying (Olweus, Limber, and Mihalic; 1999).

Common Myths about Bullying Children

Despite the significant increase in our understanding of bullying in recent years, several "myths" about bullies are common among educators, practitioners, and the general public. Correction of these myths may be important in the development of appropriate bullying interventions. The myths are highlighted below:

1. **Children who bully are loners.** In fact, research indicates that children who bully are not socially isolated (Olweus, 1978; Olweus, 1993a; Cairnes, Neckerman, Gest, and Gariepy, 1998; Nansel et al., 2001). Nansel et al. found that in their sample, 6th to 10th graders who bullied their peers reported having an easier time making friends than their peers. Olweus (1978, Olweus, 1993a) have found that bullies are average or somewhat below average in popularity among their peers, but they have at least a small group of friends (popularly referred to as "henchmen") who support their bullying behaviour. These findings suggest that effective interventions must focus not only on bullies but also on bystanders who support the bullying actively or passively.
2. **Children who bully have low self-esteem.** Contrary to the assumption of many that bullies usually have low self-esteem, most research findings indicate that children who bully have average or above average self-esteem (Rigby and Slee, 1991; Olweus, 1993a; Slee and Rigby, 1993; Duncan, 1999; O'Moore and Kirkham, 2001). Children who bully also are no more likely than their peers to be characterized as anxious or uncertain (Olweus, 1984, Olweus, 1993a). These findings have implications for

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

bullying interventions and confirm the experience of many that efforts that focus solely on improving the self-esteem of children who bully may help create more confident bullies but may have no effect on their bullying behaviour.

Bullying and Its Relation to Other Antisocial Behaviours

Frequent or persistent bullying behaviour is commonly considered part of a conduct-disordered behaviour pattern (Olweus, 1993a; Salmon, James, Cassidy, and Javoloyes, 2000). Researchers have found bullying behaviour to be related to other antisocial behaviours (Melton et al., 1998) such as vandalism, fighting, theft (Olweus, 1993b), drinking alcohol (Olweus, 1993b; Nansel et al., 2001;), smoking (Nansel et al., 2001), truancy (Byrne, 1994; Olweus, 1993b), and school drop-out (Byrne, 1994). In addition, a recent study of 5th through 7th grade students in rural South Carolina found that students' reasons for gun ownership were linked with rates of bullying (Cunningham et al., 2000). High-risk gun owners, that is, those who owned guns to gain respect or frighten others reported higher rates of bullying than did low-risk gun owners, those who owned guns to feel safe or to use in hunting or target-shooting or those who did not own guns.

Finally, bullying behaviour may also be an indicator that boys are at risk for engaging in later criminal behaviours (Loeber and Dishion, 1983; Olweus, 1993a). For example, in a longitudinal study in Norway, 60% of boys who were identified as bullies in middle school had at least one conviction by the age of 24, and 35-40% had three or more convictions. Thus, bullies were three to four times more prone to multiple convictions than their non-bullying peers by their early 20s. Similar patterns may also hold true for girls, but as of now, the longitudinal studies have examined only boys (Olweus, 1993a).

Children Who Are Victims of Bullying

Children who are bullied by their peers tend to be characterized in the literature either as "passive victims" or as "bully-victims" (also referred to as "provocative victims") (Olweus, 1993a). Although estimates vary somewhat, bully-victims comprise a smaller subset of victims than do passive victims. For example in their nationally-representative sample of 6th to10th graders, Nansel et al. (2001) found that 6% of the sample were bully-victims,

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

compared to 11% of the sample who were passive victims. What characterize these two groups of victimized children?

Common Characteristics of "Passive Victims"

Passive victims tend to be cautious, sensitive and insecure children who have difficulty asserting themselves among their peers (Olweus, 1993a). They are frequently very socially isolated (Olweus, 1993a; Nansel et al., 2001) and report feeling lonely (Nansel et al., 2001). This social isolation places children at particular risk of being bullied because the presence of friends helps to buffer children from bullies. Boys who are bullied frequently are physically weaker than their peers (Olweus, 1993a). Finally, children who have been victims of child maltreatment (neglect, physical,or sexual abuse) are more likely to be victimized by their peers (Shields and Cicchetti, 2001).

It is important to note that some characteristics of passive victims may be seen as contributing factors as well as consequences of victimization (Olweus, 2001). For example, if a child feels insecure, his or her behaviour may signal to others that he or she is an "easy target" for bullying. Here, the child's insecurity may be viewed as contributing to the abuse. However, a child who is bullied regularly also is likely to have his or her confidence further shaken by the bullying experience. So, in this sense, insecurity may also be a consequence of bullying.

A common misperception is that children are victimized because of external characteristics that make them stand out among their peers (e.g. thick glasses, freckles, red hair). Such characteristics typically are not as significant as those noted above (e.g. insecurity) in eliciting bullying. However, emerging research on children with disabilities does suggest that children who have particular disabilities such as stammering (Hugh-Jones and Smith, 1999), cerebral palsy, muscular dystrophy, or hemiplegia (Dawkins, 1996; Yude, Goodman, and McConachie, 1998) may be more likely targets of bullying. Educators, parents, practitioners and other adults must be particularly vigilant to possible bullying of children with disabilities.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Common Characteristics of "Bully-Victims"

Bully-victims display many of the characteristics of passive victims, but they also tend to be hyperactive (Kumpulainen and Räsänen, 2000; Kumpulainen, Räsänen, and Puura, 2000) and have difficulty concentrating (Olweus, 1993a). These children (often referred to as provocative victims) tend to be quick-tempered and try to fight back if they feel insulted or attacked. When these children are bullied, many students (and sometimes the whole class) may be involved in the abuse. Although provocative victims are frequent targets of bullying, they also may tend to bully younger or weaker children (Olweus, 1993a). Recent research suggests that there is particular reason to be concerned about bully-victims (Smith and Myron- Wilson, 1998; Kumpulainen and Räsänen, 2000; Anderson et al., 2001; Haynie et al., 2001; Nansel et al., 2001), as they frequently display not only the social-emotional problems of victimized children but also the behavioural problems of bullies. For example, in their study of middle and high school youths, Nansel et al. (2001) found that bully-victims reported not only more loneliness and problems with classmates, but also poorer academic achievement and more frequent alcohol use and smoking than their peers. In their study of school-associated violent deaths in the United States, Anderson et al. (2001:2702) speculated that the violent youths in their study who had been bullied by their peers "may represent the 'provocative' or 'aggressive' victims described in recent studies on bullying behaviour, who often retaliate in an aggressive manner in response to being bullied". Clearly, particular attention needs to be paid to this high risk group of children by researchers and those designing prevention and intervention strategies.

Warning Signs of Victimization

What behaviours or other signs may signal that a child is being bullied by peers? Possible warning signs of bully victimization include those below:

- Returning from school with torn, damaged, or missing articles of clothing, books or belongings;
- Having unexplained cuts, bruises, and/or scratches;
- Having few, if any, friends;
- Appearing afraid of going to school;
- Having lost interest in school work;

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

- Complains of headaches, stomach aches;
- Having trouble sleeping and/or frequent nightmares;
- Appearing sad, depressed, or moody;
- Appearing anxious and/or has poor self-esteem and;
- Being quiet, sensitive, and passive.

If a child exhibits any of the characteristics above, follow-up investigation is warranted with the child and his or her parents to discern whether the child is bullied by peers and to help address whatever problems the child may be experiencing (whether ultimately related to bullying or not).

Coping with Bullying

How do victimized children cope with the bullying that they experience? Some recent studies have focused on the various ways in which children react to the bullying that they experience.

Reporting Bullying Experiences

Despite the high prevalence of bullying and the harm that it may cause, substantial numbers of children indicate that they report their victimization neither to adults at school nor to their parents. For example, studies of children in England revealed that less than one quarter of those who had been bullied with some frequency had subsequently reported the incidents to teachers or other school staff (Boulton and Underwood, 1992; Whitney and Smith, 1993). Somewhat higher reporting was found in a study of fourth to sixth graders in the United States (Melton et al., 1998), in which approximately half indicated that they had told a teacher or another adult at school about their experience. Not surprisingly, reporting of bullying varies by age and gender. Older children and boys are particularly unlikely to report their victimization (Whitney and Smith, 1993; Rivers and Smith, 1994; Melton et al., 1998).

Children are somewhat more likely to inform family members about their bullying experiences.

UNIVERSITY OF IBADAN LIBRARY

For example, in a British study (Boulton and Underwood, 1992), 42% had reported their bullying to a parent. Olweus (1993a) found that 55% of bullied children in primary grades reported that "somebody at home" had talked with them about their bullying experiences. In secondary (junior high grades), this percentage had decreased to 35%. Studies suggest that a relatively small yet worrisome percentage of children (14 to17%) do not discuss their experiences with anyone (Naylor, Cowie, and delRey, 2001; Harris et al., 2002).

For many children, their reluctance to report bullying experiences to school staff likely reflects their lack of confidence in their teachers' (and other school authorities') handling of incidents and reports. For example, in a survey of high school students in the United States, 66% of those who had been bullied believed that school personnel responded poorly to bullying incidents at school, and only 6% felt that school staff handled these problems very well (Hoover et al., 1992).

In another study (Harris et al., 2002), ninth grade students were asked what happened after they did tell someone about their experiences. Only one quarter felt that things got better as a result.

Other Coping Strategies

Reporting bullying is perhaps the most common strategy that children use to cope with bullying, but it is not their only strategy. In a study of 11 to 14-year-olds, Naylor et al. (2001) found that other strategies included ignoring or simply enduring the bullying (27%), physically retaliating against the bully or bullies (7%), trying to manipulate the social context by seeking out protection from other peers without telling them about the bullying, avoiding bullies at school (5%), and planning revenge (2%). Nine percent of the children reported that they simply were not coping with the bullying.

2.7: The Perceived Danger (Effects) of Bullying

Bullying may seriously affect the psychosocial functioning, academic work, and the physical health of children who are targeted. Bully victimization has been found to be related to lower self-esteem (Olweus, 1978; Rigby and Slee, 1993; Hodges and Perry, 1996;), higher rates of depression (Olweus, 1978; Rigby and Slee, 1993; Slee, 1995; Hodges and Perry, 1996; Craig,

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

1998; Salmon et al., 2000), loneliness (Kochenderfer and Ladd, 1996; Nansel et al., 2001), and anxiety (Olweus, 1978; Rigby and Slee, 1993; ; Hodges and Perry, 1996; Craig, 1998). Victims are more likely to report wanting to avoid attending school (Kochenderfer and Ladd, 1996) and have higher school absenteeism rates (Rigby, 1996). Although more research is needed to assess health-related outcomes of bullying, researchers have identified that victims of bullying are more likely to report experiencing poorer general health (Rigby, 1996), have more migraine headaches (Metsähonkala, Silanpaa, and Tuomien, 1998), and report more suicidal ideation (Rigby, 1996) than their non-bullied peers. For example, in a study of Australian school children, those who reported being bullied at least once a week were twice as likely as their peers to "wish they were dead" or admit to having a recurring idea of taking their own life (Rigby, 1996).

Bullying is pervasive and terribly harmful for bullies, victims, schools and communities. The consequences of bullying are far reaching ranging from low attendance and students achievement to increased violence and juvenile crime, and not only does it harm victims and perpetrators, but it also affects the climate of schools, morale of teachers and indirectly, the ability of all students to learn to the best of their abilities.

Research indicates that all forms of bullying can produce social and emotional problems in children (Crick, 1996; Crick, Casas and Mosher, 1997; Crick and Bigbee, 1998; Bond et al., 2001; Werner and Nixon, 2005; Crick, Ostrov, and Werner, 2006). Cumulative evidence has shown that bullying has acute consequences ranging from suicide, murder, absenteeism at school, and medical conditions such as faints, vomiting, paralysis, hyperventilation, limb pains, headaches, visual symptoms, stomach aches, fugue states, to long-term psychological disturbances such as anxiety, depression, loneliness, and hysteria (Olweus, 1993; Espelage and Swearer, 2003; Bond et al., 2008).

Gender differences have been found in the types of effects reported by victims. Boys who are victims are at a greater risk of acting out and delinquency as young adults while girls who are victims have a greater risk of experiencing poor mental health such as peer rejection, anxiety, depression, and isolation (Crick and Grotpeter, 1995; Crick, 1996; Bond et al., 2008).

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Therefore, bullying is a serious concern and without intervention the effects are likely to worsen over time (Olweus, 1993; Crick, 1996; Espelage and Swearer, 2003).

Types of bullying can also make a difference in effects. Crick (1996) conducted a study on 245 children in 3rd through 6th grade from two elementary schools. At these two schools, she assessed aggression, pro-social behaviour, and social adjustment three times during the academic year using a peer-nomination measure. Results indicate that students who experienced relational aggression were most at risk for future adjustment problems (Crick and Grotpeter, 1995; Crick, 1996). Physical bullying is most strongly associated with physical injuries and anxiety, while verbal bullying is associated most with reductions in self esteem and increased depressive symptoms (Bond et al., 2001; Seals and Young, 2003).

Some consequences of bullying may persist into early adult years. In a longitudinal study of males in their early 20s, Olweus (1993a) found that those who had been bullied in school (during grades six to nine) were more depressed and had lower self-esteem than their non-bullied peers. These results were observed even though as young adults they were no longer victims of bullying and no longer exhibited other signs of victimization.

2.8: Prevention and Intervention

Despite the pessimism of students, today, increasing numbers of educators, practitioners, parents, and other adults who interact with children understand the seriousness of bullying among children and youths and the importance of bullying prevention and intervention. The old refrains of "Kids will be kids!" or, "Kids have to figure out how to deal with bullying on their own–it builds character" are less common, as we come to better understand the toll that bullying can exact on victims, bystanders, and bullies themselves. Perhaps not surprisingly, schools have taken the lead in the implementation of bullying prevention and intervention strategies. The most effective strategies are very comprehensive in nature, involving the entire school as a community to change the climate of the school and the norms for behaviour (Olweus, 1993a; Olweus, Limber, and Mihalic, 1999). The Olweus' Bullying Prevention Programme, which is being implemented in several hundred schools world-wide, is the best researched of the comprehensive programmes, and has been identified as one of the national model or "Blueprint" programmes for Violence Prevention by the Centre for the Study and Prevention of Violence at the University of Colorado, and as an exemplary programme by

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

the Centre for Substance Abuse Prevention (Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services).

Unfortunately, a number of more questionable intervention and prevention strategies also have been developed in recent years. These are:

Zero Tolerance or Three Strikes Policies

A number of schools and school districts have adopted "zero tolerance" or "three strikes and you're out" policies towards bullying, in which children who bully their peers are suspended or even expelled from school. Such policies raise a number of concerns. First, they may cast a very large net (recall that approximately 20% of elementary school children admit to bullying their peers with some frequency). Even if the policies are limited to forms of physical bullying, the numbers of affected children is not insignificant. Second, such severe punishments also may tend to have a chilling effect on the willingness of students and school staff to report bullying (Mulvey and Cauffman, 2001). Finally, children who bully are in great need of pro social role models, including classmates and adults at their school. Although suspension and expulsion may be necessary in a small minority of cases in order to maintain public safety, zero tolerance policies cannot be considered an effective bullying prevention or intervention strategy.

Group Treatment for Bullies

Other interventions for children who bully involve group therapeutic treatment, which may focus on anger management, skill building, empathy-building, or the enhancement of bullies' self-esteem. Experience and research confirm that these groups are often ineffective at best even with skilled and committed adult facilitators. In the worst cases, students' behaviour may further deteriorate, because group members may serve as role models and reinforcers for each other's bullying and antisocial behaviour. Moreover, therapeutic efforts that are designed solely to boost the self-esteem of bullies (whether done in group or individual settings) likely will not be effective in reducing children's bullying behaviour. Such efforts are premised on the assumption that low self-esteem is at the root of bullying behaviour among children. As noted above, most evidence suggests that children who bully do not particularly lack self-esteem (Olweus, 1993a). Thus, such interventions may help to create more confident bullies but may have no effect on bullying.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Mediation for Bullies and Victims

Other intervention should be focused on reducing conflict among children who bully and their victims. A common strategy is the use of peer mediation programmes to deal with bullying problems. Although peer mediation maybe appropriate in cases of conflict between students of relatively equal power, it is not recommended in bullying situations (Cohen, 2002). First, bullying is a form of victimization; it should be considered no more a "conflict" than child abuse or domestic violence. As a result, the messages that mediation likely sends to both parties are inappropriate ("You're both partly right and partly wrong. We need to work out the conflict between you.").The appropriate message to the child who bullies should be, "Your behaviour is inappropriate and won't be tolerated." The message to children who are victimized should be, "No one deserves to be bullied and we're going to do everything we can to stop it." Not only may mediation send inappropriate messages, but it also may further victimize a child who has been bullied. Because of the imbalance of power that exists between bullies and their victims, facing one's tormenter in an attempt at mediation may be extremely distressing.

Simple, Short-Term Solutions to Bullying

As educators and members of the public are increasingly recognizing the need to focus on bullying prevention, many are (quite understandably) searching for simple, short-term solutions. However, as Bob Chase, President of the National Education Association, recently noted, "a single school assembly won't solve the problem" (2001); nor will a curriculum that is taught for six weeks by the health teacher. What is required to reduce the prevalence of bullying in our schools is nothing less than a change in the school climate and in the norms for behaviour (Mulvey and Cauffman, 2001). To do so requires a comprehensive, school-wide effort that involves the entire school community.

Review of Empirical studies on Bullying

Bullying is a serious problem in homes, schools and communities. Often dismissed as an adolescent "rite of passage," research clearly indicates bullying is learned behaviour and detrimental to the academic, physical, social and emotional development of all involved – bullies, targets and the bystanders who witness it. Bullying is not only a problem of youth but

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

is one that spans all ages (DuPage County Regional Office of Education and State Attorney's Office, 2011; Merrell, Gueldner, Ross and Isava, 2008). Despite volumes of research, countless "anti-bullying" programs and increased scrutiny by the media, bullying continues to pervade our culture and our schools. It is a complex social issue requiring determination, leadership and courage to address. Although it is a difficult challenge, it cannot be ignored. A wave of recent bullying incidents with tragic outcomes has shed a renewed light on this issue. The advent of technology allowing for impulsive, anonymous and rapid communication has expanded the opportunities for bullying to a degree that necessitates more innovative and immediate responses than ever before.

As a subset of the larger construct of antisocial-aggressive behaviour, bullying behaviour represents a unique and distinctly defined phenomenon. Bullying is usually defined as repeated acts of aggression, intimidation, or coercion against a victim who is weaker than the perpetrator in terms of physical size, psychological/social power, or other factors that result in a notable power differential (Merrell, Gueldner, Ross and Isava, 2008; Carney and Merrell, 2001; Smith and Ananiadou, 2003). The key features of bullying include the intent to harm, the repeated aspect of the harmful acts, and the power imbalance between bully and victims. Bullying behaviour may be manifest in a variety of ways. In addition to acts of physical aggression, bullying may also be exhibited through acts of relational aggression (i.e., social exclusion or injuring the reputation of another person), as well as verbal harassment or intimidation (e.g., threats, psychological intimidation).

Merrell, Gueldner, Ross and Isava (2008) reported that a growing body of research evidence have demonstrated convincingly that bullying is associated with negative outcomes and troubling trajectories for both bullies and their victims. Among many examples in the literature, a range of reviews related to characteristics of bullies and victims can be found in articles by Carney (2000); Kumpulainen, Raesaenen, and Henttonen (1999); Pelligrini (2001), and Rodkin and Hodges (2003); Swearer and Espalage (2004); Juvonen and Graham (2001), and Sharp and Smith (1994).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Merrell, Gueldner, Ross and Isava (2008) also noted that although the research outcomes in this area are complex, some of the more frequently stated descriptive findings are worth considering. Bullies tend to have poorer academic skills and grades than the majority of their classmates, often are lacking in the characteristic of empathy, and may have cognitive distortions and social perception biases related to perceived threats in their environment and with respect to how aggression is viewed as an effective way to solve problems. Bullies also tend to be at heightened risk for substance use and later criminal behaviours, are likely to become increasingly unpopular with peers as they get older, and tend to come from homes where there is poor parental role modelling in the form of coercive and aggressive means of problem solving and a lack of consistent and effective discipline. Some studies have shown that bullies are often physically larger than their peers, especially in the early grades. Although these characteristics border on creating a caricature of the schoolyard bully that is deeply embedded in the American culture and media (e.g., the "Nelson Muntz" character from the popular TV program. The Simpsons, an archetypical bully, budding sociopath, and misunderstood soul), they have also held up relatively well in descriptive studies.

Likewise, there has been consistency in the findings of descriptive research on victims of bullying, who tend to be physically smaller or weaker in some other way than the perpetrators, and are often anxious, fearful, insecure, depressed, and have poor self-esteem. A high percentage of victims tend to engage in school avoidance behaviours, and many repeated victims of bullying at school end up dropping out of the school system. Victims are also more likely than perpetrators to bring weapons to school, for the purpose of revenge. A disturbing element of some of the high profile school shootings in the United States during the past few years has been that some of these youthful shooters were repeat victims of bullying and peer harassment, were unpopular, and they ultimately went on a shooting spree as a way of exacting revenge (Merrell, Gueldner, Ross and Isava, 2008).

Although bullying may occur in almost any context or setting where people gather and interact, schools have been the most frequently studied environment in which bullying occurs. Because school environments provide a microcosm of sorts of the broader society and culture, and because schools are the only setting in which almost all children and

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

adolescents participate, they provide an ideal naturalistic laboratory in which to study bullies, victims, and bullying behaviours; to develop bullying prevention and intervention programs, and to investigate the effectiveness of these programs. Schools are also of special interest as research and innovation sites because of social justice concerns, and because of the developmental trajectory of bullying, which is found at all ages, but tends to peak during the middle school years (Hazler, 1996; Rios-Ellis, Bellamy, and Shoji, 2000). Bullying and other forms of antisocial aggressive behaviours in American schools are such a significant public concern that federal initiatives such as No Child Left Behind have specifically identified school safety and acts of aggressive behaviours as data collection and reporting targets.

Although there has been a notable increase in concern and interest in school bullying within the United States in recent years, it is a mistake to think that this increasing focus reflects a new problem, or a problem that is uniquely American. To the contrary, school bullying has been a concern for generations—perhaps for as long as there have been school systems—and is an international phenomenon (Carney and Merrell, 2001). With respect to research and innovations in prevention and intervention efforts for bullying, American educators and mental health professionals have been relatively recent players at the international table. With a few exceptions, the major impetus on research and prevention intervention innovation related to bullying has been led by researchers and practitioners from Europe, Canada, and Australia, where the problem has been studied and addressed directly for several decades (Swearer and Espelage, 2004).

Published research on school bullying intervention efforts has certainly lagged behind the more voluminous literature in which the problem is described and analyzed. The first widely disseminated published research on school bullying interventions stemmed from the pioneering work of Norwegian researcher Dan Olweus in the 1970s (e.g., Olweus, 1978), whose antibullying prevention/intervention program served as the prototype for most efforts that were developed during the 1980s and 1990s, and still exerts great influence on contemporary intervention models and programs. The research base on bullying intervention programs and practices has slowly accumulated during the past two decades. Although this body of intervention research is not yet plentiful, it has recently reached a size and level of

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

sophistication to begin to allow for evaluative synthesis of the outcomes that have been identified.

When making public policy and educational programming decisions, it is desirable to draw conclusions from a collective body of evidence rather than from individual studies conducted in isolation (Cooper and Hedges, 1994). Given that the body of research evidence on school bullying interventions is finally beginning to reach a critical enough mass to allow for systematic review of the collective body of work, we conducted this meta-analysis. In our background research, we located only one published meta-analytic review of bullying interventions, a recent study by Smith, Schneider, Smith, and Ananiadou (2004), which focused on whole school antibullying programs. The study by Smith and colleagues, who concluded that the majority of programs evaluated yielded non-significant outcomes on self-report measures of bullying and victimization, is an important step in drawing conclusions from the collective body of research. It is important to note that their effort focused on the important topic of whole school antibullying programs. However, many interventions designed to prevent bullying are implemented with small groups of targeted students, in individual classrooms, or in clusters of selected classrooms, rather than in whole schools. Thus, an essential aspect of synthesizing the body of research on antibullying interventions in schools is to evaluate studies targeting smaller sectors of the school environment, as well as studies that focus on whole school interventions. Our aim for the present study was to focus our meta-analytic review of school bullying interventions broadly and on a range of intervention environments and conditions, using an international sample of studies from a 25-year period.

Theoretical Frameworks for Understanding School Bullying

Moon, Hwang and McCluskey (2011) were of the view that, overall, the magnitude and consequences of bullying appear to merit a larger research agenda. That research would benefit greatly from theories already applied to criminal behaviour. The current investigation fills this gap in the literature by assessing the fit of criminological theories to the school bullying phenomenon. Below we review three criminological theories briefly and describe how these theories provide credible explanations of school bullying.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Low Self-Control and Bullying

According to Gottfredson and Hirschi (1990) in Moon, Hwang and McCluskey (2011), low self-control is the main source of criminal behaviours and behaviours analogous to crime. Individuals with low self-control are more likely to seek immediate gratification, to be physically active, to be insensitive to others, and to possess limited cognitive and academic skills. Gottfredson and Hirschi also argued that effective parental practices (i.e., monitoring, recognition of deviant behaviours, and punishment of deviant behaviour) have a significant effect on the development of self-control. Overall, parenting practices are hypothesized to have a significant effect on child's self-control, which in turn affects deviant and criminal behaviours.

Moon, Hwang and McCluskey (2011) also reported that despite the recent development of the theory, a large body of empirical research has generally confirmed the existence of a significant positive relationship between low self-control and deviant behaviours (Baron, 2003; Grasmick, Tittle, Bursik, and Arneklev, 1993; Hay, 2001; LaGrange and Silverman, 1999; Pratt and Cullen, 2000). They (Moon, Hwang and McCluskey) summarised research findings generally as indicating that individuals with low self-control are more likely to engage in criminal behaviours and behaviours analogous to crime.

Several studies examined the relationship between bullying and low self-control or analogous concepts. A study by Olweus (1991) indicated there is a significant and positive relationship between impulsivity and bullying behaviour. Other studies (e.g., Endresen and Olweus, 2001; Olweus, 1994; Slee and Rigby, 1993) also found that bullies are more likely to lack empathy for others. Overall, these findings indicate that bullies are more likely to be impulsive, to lack empathy for others, and to be easily provoked, all consistent with low self-control.

Differential Association Theory and Bullying

Differential association theory (Sutherland, 1947) posits that delinquent and criminal behaviours are learned in a fashion similar to law-abiding behaviours. Sutherland argued that individuals are more likely to engage in delinquent and antisocial behaviours when they associate with delinquent peers or deviant parents. By associating with intimates (i.e. parents

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

and friends) who exhibit antisocial behaviours and/or have favourable attitudes toward the violation of laws, individuals learn techniques of committing delinquent or criminal behaviours, as well as motives and attitudes that serve to promote criminal and antisocial behaviours. Sutherland also argued that the effects of associations on individuals vary depending on frequency, duration, priority, and intensity.

There is ample evidence of strong criminogenic effect of association with delinquent peers on delinquency and crime (Elliott and Menard, 1996; Simons, Wu, Conger, and Lorenz, 1994; Warr, 2005). Research has consistently shown that juveniles who associate with delinquent peers are more likely to engage in antisocial and delinquent behaviours. Studies also indicate a significant relationship between positive attitudes toward the use of violence and delinquency. Juveniles who report positive beliefs about violence are more likely to engage in antisocial and criminal behaviours.

Though the extant bullying research did not specifically adopt differential association theory as a theoretical framework in explaining bullying, several studies have examined the relationship between delinquent peer association, attitude toward violence and bullying (e.g., Espelage, Bosworth, and Simon, 2000; Pepler and Craig, 1995). As expected, results indicate that juveniles who associate with bullies and/or report positive attitudes toward the use of violence are more likely to engage in bullying. Moreover, Pepler and Craig (1995), using a remote audiovisual observation method, found that a group of children collectively engage in bullying as aggressors, rather than as an individual child engaging in bullying. In sum, the findings from the extant bullying research indicate that differential association theory is a viable explanation of the phenomenon.

General Strain Theory and Bullying

The key proposition of General Strain Theory (GST) is that strains cause delinquency. Criticizing a narrow concept of strain defined by classical strain theory, Agnew (1992) expanded the sources of strain and grouped them into three categories:

a. the failure to achieve positively valued goals

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

b. the possible or actual loss of positively valued stimuli—stressful life events (i.e., parental loss), and
c. the presentation of noxious stimuli to individuals (i.e., emotional and physical abuse, criminal victimization, or discrimination).

The other main proposition of GST is that strains create negative emotions (i.e., anger, anxiety, depression), which in turn influence delinquency. According to GST (Agnew, 1992), individuals experience negative emotions, especially anger, when they are treated unjustly and unfairly or exposed to negative stimuli. As a way to correct a situation or alleviate their negative emotions, strained individuals may commit delinquent behaviours.

A large body of empirical findings consistently support the key propositions of GST, showing that individuals exposed to various types of strain are more likely to engage in delinquent behaviours (Moon, Hwang and McCluskey, 2011; Agnew, Brezina, Wright, and Cullen, 2002; Aseltine, Gore, and Gordon, 2000; Mazerolle and Maahs, 2000; Mazerolle and Piquero, 1997; Moon and Morash, 2004; Piquero and Sealock, 2000). Consistent with the prediction of GST, several studies have found that negative emotions, especially anger, moderately mediate the connection of strain and delinquency (Mazerolle and Piquero, 1997; Mazerolle, Piquero, and Capowich, 2003; Piquero and Sealock, 2000).

According to Moon, Hwang and McCluskey (2011), the applicability of elements of GST to the bullying phenomenon is suggested by the findings from several studies. For example, Browne and Falshaw (1996) analyzed a sample of youth placed at a youth treatment service and found that bullies were more likely to suffer childhood physical and emotional abuse, as indicated by their placement on the child protection register. Other studies with diverse samples (Batsche and Knoff, 1994; Espelage et al., 2000; Olweus, 1993) revealed that youths' experience of physical punishment, maltreatment, and rejection by parents, peers, and teachers are significantly related to bullying. In addition, some studies (Bosworth et al., 1999; Espelage et al., 2000) indicate that anger has a significant positive effect on bullying. Overall, these findings would be consistent with considering GST as an explanation because

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

they indicate that individuals who experienced physical/emotional abuse, maltreatment, rejection and/or anger are more likely to engage in bullying.

There is a commonality between delinquency and bullying, inasmuch as many physically aggressive bullying acts (i.e., hitting, kicking, and slapping other students) would be considered within the universe of delinquent behaviour. However, bullying is different from delinquency in one important aspect: Some bullying behaviours, which are related to emotional and psychological harms (i.e., isolating, intimidating, teasing, and spreading rumours), are not typically considered as delinquency (Wong, 2004). Given this distinction, further research is necessary to examine the aetiology of school bullying and whether dominant criminological theories that were originally developed to explain delinquency and criminal behaviours can adequately explain bullying. The current study attempts to fill this gap.

2.9: Conceptual Framework

The models reviewed and used to guide this study was ecological model. This study has adopted the "Ecological model" because it allows for the inclusion of various factors and perspectives from various disciplines (WHO, 2002). For instance, evidence from psychological models on individual risk factors and from models on societal risk factors can be incorporated into the ecological model (WHO, 2010). The Ecological model supports a comprehensive public health approach that can be used to address the burden of bullying among secondary school students.

Ecological model explains how the physical and socio-cultural environments at various levels influence people's behaviour. These levels highlight the interaction and integration of biological, behavioural, environmental and social determinants, as well as the influence of organisations (such as workplace and schools), other persons (like family, friends and peers), and public policies which together help individuals make healthy choices in their daily lives (Glanz and Rimmer, 1995).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Ecological model can be analysed at five levels, which include- intra-personal, inter-personal, organizational, Community and policy (McLeroy, Bibeau, Steckler and Glanz, 1988). It is necessary to explain the concepts at the five levels as it relates to this study.

Intra-personal factors are personal factors of individuals such as which as self concept or esteem, attitude, knowledge and personal history of violence that may increase the likelihood that an individual will be involved in bullying.

Inter-personal factors include factors relating to relationships with peers, family members and friends that may encourage bullying in schools. Close persons and social circle often shape the behaviour and range of experiences (WHO, 2010).

The *organisational for institutional factors* cover social institutions, associations and clubs which have structure, rules and regulations which may influence bullying experiences in schools. For instance, involvement of students in religious associations and clubs such as press club and other socials groups that encourage moral discipline have the potentials of preventing the occurrence of bullying in schools.

The *community factors* refer to factors relating to norms and values often associated with individuals' belief, habits and behaviours. The community provides means for socialization and guides the behaviours and conduct of individual members. Many cultural norms may be associated with bulling practice among the students. The culture of male chauvinism may likely explain why many male students bully their female counterparts.

Policy refers to set of guidelines and provisons that guide human actions in social system. It the context of this study it could include regulations, rules or laws targeting preventing of bullying in schools and ways of helping or dealing with victims and perpetrators of bullying.

The model was very helpful in designing the study as elements of the model was incorporated into the design of the study instruments. Table 2.2 and figure 2.1 provided succinct explanations and diagrammatical illustrations of the concepts of the five levels of this model.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

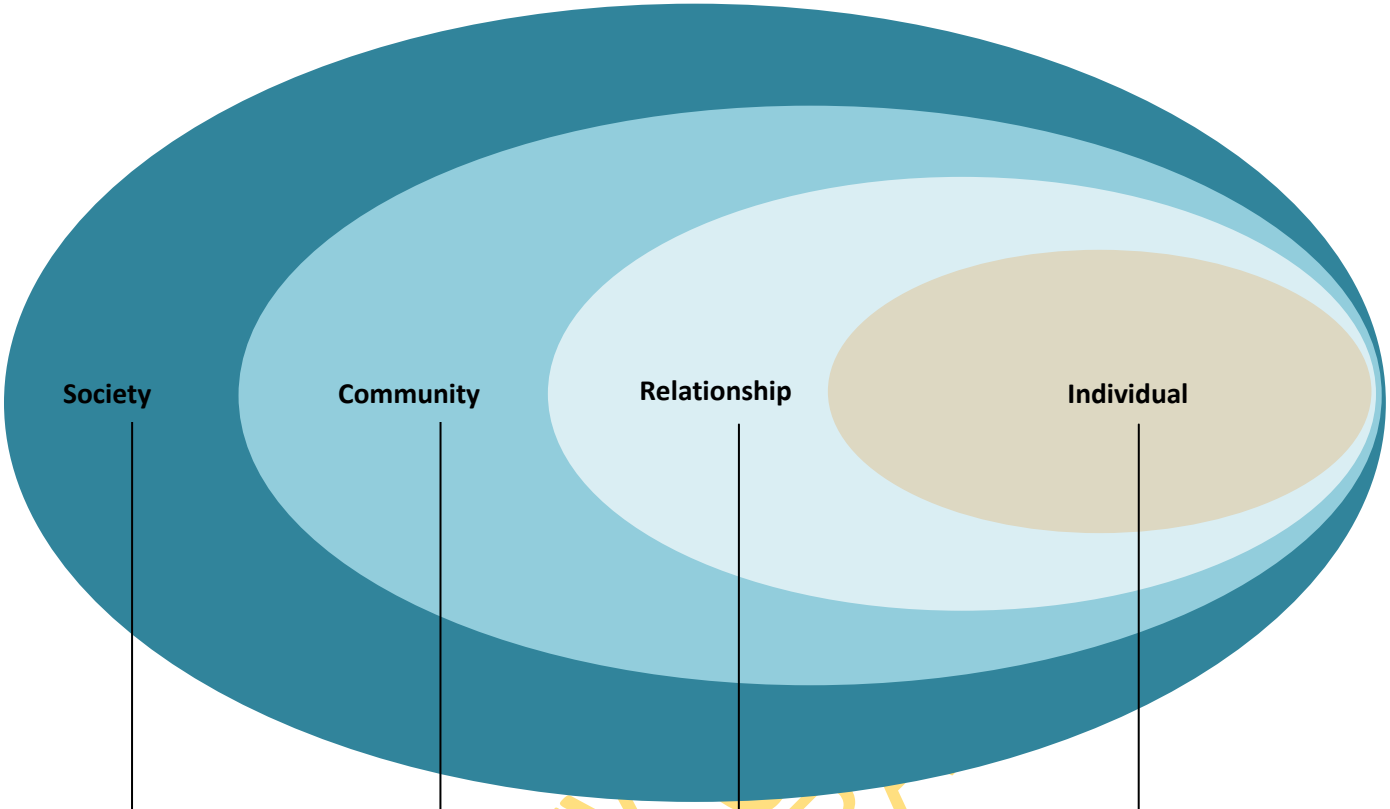
Table 2.2: The Ecological Model

Levels of Analysis	Description
Intrapersonal	Characteristics of the individual such as knowledge, attitudes, behaviour, self-concept, skills and beliefs relating to bullying. It also include the developmental history and previous experience of bulling or violence that enable individual to be bullied or bully others
Interpersonal	Formal and informal social networks and social support systems, including family, work group and friendship networks in the society that encourage bullying to take place
Community	Norms, students that lead them into been participating in bullying either bulled others or been bullied
Institutional	social institutions with organizational characteristics, and formal (and informal) rules and regulations for operation in relation to learning that enable an individual to be able to bullied others or be bullied in the school environments
Public policy	policy and laws at local, regional and national levels that depict what bullying in schools would lead to and ways of helping the victims to get out of the problem and the perpetrators to stop the activities

(Source: McLeroy, Bibeau, Steckler and Ganz, 1988)

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT



- Norms granting Control of guiding and protection of others to powerful individual as part of our behaviour
- Acceptance of bullying as a part of normal childhood development.
- Dominance of female students by male

- Community view of bulling as part of developmental mile stone
- Association with delinquent peers
- Isolation of weaker person

- Parental Conflict at home
- Male control of wealth and decision making in the family
- late age at school
- age at entering school

- Being male
- Witnessing marital violence as a child
- Absent or rejecting father
- Being abused as a child
- Alcohol abuse

Fig 2.1: Ecological model of factors associated with bullying

(Source: Adapted from Heise, Ellsberg and Gottemoeller, 1999)

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

CHAPTER THREE

METHODOLOGY

3.1: Study Design

This study adopted a descriptive cross-sectional design. It aims at collecting data to make inferences about the population of students. The study was carried out among the students of public secondary schools in Ibadan North-East Local Government Area (LGA). The study provided information regarding the magnitude of bullying problems in selected public schools in terms of prevalence, providing clues to the problem aetiology and helping in making appropriate recommendations based on the findings.

3.2: Description of the Study Area

Ibadan North-East Local Government Area is one of the five urban LGAs among the eleven LGAs in Ibadan. The LGA is bounded in the North by Ibadan North and Akinyele LGAs, in the East by Lagelu, Egbeda and Ona-Ara LGAs, in the South by Ibadan South-East LGA and in the West by Ibadan North-West LGA. The LGA is multi-ethnic in composition. It is however predominantly dominated by the Yoruba. The Igbo, Edo, Urhobo, Itsekiri, Ijaw, Hausa, Fulani and non-Nigerians from Europe, America, Asia and other parts of the world also live within the LGA.

The LGA is governed by an elected Executive Chairman. The Executive Chairman is assisted by a Vice Chairman, the Secretary and the Supervisory Councillors. The Councillors constitute the legislative arm of the local government while the administrative head is the Director of Personnel Management. The customary courts form the judiciary arm of the local government. The local government has interior areas and modern areas with population of 477, 677 people (Nigeria Population Commission, 2006).

The Local Government has twelve wards, three of which were in developing area while the remaining nine were indigenous areas political wards. Some of these wards do not have any public secondary school within them. The public health facilities in the LGA include one secondary health facility and 12 primary health care facilities. There are myriads of private

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

clinics and patent medicine stores in the LGA. The population is a heterogeneous one made up of predominantly the indigenous people. Major occupations in the LGA include small scale business, trading, civil service job and artisan work.

There are numerous educational institutions in Ibadan North-East LGA (IBNELGA). These include public and private primary schools, public and private secondary schools, one privately owned College of Education. There are a total of 63 Secondary Schools with junior and senior sections or schools. The schools in this area are fairly populated and have principals for both the junior and the senior schools. The Local Government has a functional Local Inspector of Education who oversees the affairs of all the schools in the LGA and they are supported and assisted by the school supervisors and Educational Officers. The age range of the students in the schools is within 9 to 19 years.

Table 3.1: List of public Junior Secondary Schools in Ibadan North East Local Government Area

S/N	Name of schools	Ward	Population	Remark
1.	Holy Trinity Grammar School I	12	464	Mixed
2.	Holy Trinity Grammar School II	12	414	Mixed
3.	Loyola College School I	12	449	Boys only
4.	Loyola College School II	12	441	Boys only
5.	Loyola College School III	12	454	Boys only
6.	Oke'Badan High School I	9	412	Boys only
7.	Oke'Badan High School II	9	446	Boys only
8.	Queen of Apostles Sec. School I	12	413	Girls Only
9.	Queen of Apostles Sec. School II	12	409	Girls Only
10.	Queen of Apostles Sec. School III	9	414	Mixed
11.	Lagelu Grammar School I	9	401	Boys only
12.	Lagelu Grammar School II	9	411	Boys only
13.	Lagelu Grammar School III	9	497	Boys only
14.	Lagelu Grammar School IV	9	411	Mixed
15.	Lagelu Grammar School V	9	474	Mixed
16.	Renascent High School I	4	402	Mixed

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

17.	Renascent High School II	4	416	Mixed
18.	United Secondary School II Agugu	9	404	Mixed
19.	United Secondary School I Agugu	9	496	Mixed
20.	Army Barracks Grammar School I	11	414	Mixed
21.	Army Barracks Grammar School II	11	431	Mixed
22.	Army Barracks Grammar School III	11	454	Mixed
23.	Basorun High School I	11	404	Mixed
24.	Basorun High School II	11	411	Mixed
25.	Mufu Lanihun Compre. High Schl I	9	408	Mixed
26.	Mufu Lanihun Compre. High Schl II	9	401	Mixed
27.	Olubadan High School I	4	450	Mixed
28.	Olubadan High School II	4	442	Mixed
29.	Olubadan High School III	4	439	Mixed
30.	Olubadan Junior Girls Gram. Schl. I	9	455	Girls only
31.	Olubadan Junior Girls Gram. Schl. II	9	447	Girls only
32.	I.M.G Gbelekale	4	464	Mixed
33.	Ratibi College, Oluyoro	9	442	Mixed
34.	United Secondary School III Agugu	9	441	Mixed
35.	Oke'Badan High School III	9	464	Boys only
36.	IMG Grammar School, Agodi	12	450	Mixed
37.	Community Sec. School Ayekale	9	461	Mixed
38.	Adelagun Com. High Schl Gbelekale	4	443	Mixed
39.	Christ the King Sec. School.	8	461	Mixed
40.	Lagelu Comprehensive High Schl	9	446	Mixed
41.	Methodist High School, Agodi	12	442	Mixed
42.	Mufu Lanihun Compr. High Schl IV	9	471	Mixed
43.	Renascent High School III	4	424	Mixed
44.	F.O.A. Gramm. School, Ode-Aje	3	439	Mixed
45.	IMS Agugu Grammar School	9	449	Mixed

*** Source- record kept at IBNELG Local Inspector of Education's office**

UNIVERSITY OF IBADAN LIBRARY

Table 3.2: List of Public Senior Secondary Schools in Ibadan North East Local Government Area

S/N	NAME OF SCHOOLS	WARD	POPULATION	REMARK
1.	Army Barracks Grammar School	11	1236	Mixed
2.	Basorun High School	11	1364	Mixed
3.	Holy Trinity Grammar School	12	1211	Mixed
4.	Lagelu Grammar School I	9	1115	Boys only
5.	Lagelu Grammar School II	9	1401	Boys only
6.	Lagelu Grammar School III	9	1096	Boys only
7.	Lagelu Grammar School IV	9	1201	Boys only
8.	Loyola College Senior School I	12	1119	Boys only
9.	Loyola College Senior School II	12	1296	Boys only
10.	Mufu Lanihun Grammar School	9	1334	Mixed
11.	Oke'Badan High School	9	1209	Mixed
12.	Olubadan Senior High School I	4	2401	Girls only
13.	Olubadan Senior High School II	4	2409	Girls Only
14.	Olubadan Senior High School IV	4	2204	Girls Only
15.	Queen of Apostles Sec. School I	9	2364	Girls Only
16.	Queen of Apostles Sec. School II	9	2408	Girls Only
17.	Renascent Senior Sec. School	4	2209	Mixed
18.	Renascent Senior Sec. School	4	2340	Mixed
19.	United Secondary School	9	2452	Mixed

*** Source- record kept at IBNELG Local Inspector of Education's office**

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

3.4: Study Variables

The dependent variables of interest were knowledge, perception, factors influencing bullying behaviour and outcome of bullying among the students.

The independent variables were students' socio-demographic variables such as age, sex, class

3.5: Study Population

Students in public secondary school in Ibadan North-East Local Government Area of Oyo State constituted the study population.

Sample size

The appropriate sample size was determined using the formula below:

$$n = \frac{z^2 pq}{d^2}$$

Where, n = desired sample size

z = standard normal deviation at 5% (Standard value of 1.96)

p = the prevalence of bullying was assumed to be 50% = 0.5

q = 1-p

= 1 – 0.5= 0.5

d = the degree of accuracy desired = 0. 05

The calculation of n is thus

$$n = \frac{(1.96)^2 \times 0.5 \times 0.5}{(0.05)^2}$$

n = 384.16

This was rounded up to 400 in order tol make up for possible cases of dropout and incomplete responses. Thus 400 respondents were drawn from different schools in six (6) wards of Ibadan North-East.

3.6: Sample Size and Sampling Procedure

In order to obtain a sample of the population for the study, a 5-stage sampling procedure was used to facilitate the selection of participants for the study. The five stages were as follow:

Stage 1: Ibadan North-East Local Government Area was purposively selected for the study. The LGA is one of the most populated LGAs in Ibadan metropolis.

UNIVERSITY OF IBADAN LIBRARY

The 12 wards in the LGA were stratified into modern (new sites) and old (indigenous) area. The modern areas covered three wards while the interior or indigenous areas make up nine wards in the LGA. A diagnosis was conducted to document the number of public secondary schools in Ibadan North-East Local Government Area. The diagnosis also involved going through records of the Local Inspector of Education (LIE).

Stage 2: Two (2) wards were selected out of the three modern wards while four wards were selected from the nine indigenous (local) wards through random sampling method.

Stage 3: Five (5) secondary schools were selected from the 16 schools in the modern wards while 10 schools were selected out of the 48 schools in the indigenous wards through random sampling technique.

Stage 4: A proportionate method was used to determine the number of students that were selected from each school (see table 3.3 for details).

Stage 5: In all the classes that had been selected the researcher made use of systematic method of sampling with the formula; 1 - k =N/n where n is the sample size, N is the population size. Using this procedure, each elements in the population has a known and equal

probability of been selected. Two hundred and seventy students were selected from the senior secondary schools using the afore-mentioned procedure which involved picking the first number randomly and subsequently making use of sampling interval to select the remaining respondents. The same process was carried out for junior schools to select one hundred and thirty students.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 3.3: Distribution of respondents in selected secondary schools in Ibadan North East Local Government Area.

S/N	Name of School	Type of School	Total number of students	Proportion of respondents to be selected from each school
1	Loyola College	Junior School	721	$\frac{721 \times 400}{13,334} = 22$
2	Holy Trinity Grammar School	Junior School	822	$\frac{822 \times 400}{13,334} = 25$
3	Renascent High School	Junior School	923	$\frac{923 \times 400}{13,334} = 28$
4	Community Secondary School Aiyekale	Junior School	922	$\frac{923 \times 400}{13,334} = 28$
5	Rabiti College Oluyoro	Junior School	987	$\frac{987 \times 400}{13,334} = 30$
6	F.O.A. Grammar School Ode Aje	Junior School	966	$\frac{966 \times 400}{13,334} = 29$
7	Oke – Badan High School	Senior School	1022	$\frac{1022 \times 400}{13,334} = 31$
8	Bashorun High School	Senior School	798	$\frac{798 \times 400}{13,334} = 24$
9	Army Barracks Grammar Schools	Senior School	832	$\frac{832 \times 400}{13,334} = 25$
10	Adelagun Community High School	Senior School	744	$\frac{744 \times 400}{13,334} = 22$
11	IMG Agugu Grammar Schools	Senior School	706	$\frac{706 \times 400}{13,334} = 21$
12	Mufu Lanihun Grammar School	Senior School	1056	$\frac{1056 \times 400}{13,334} = 32$
13	United Secondary School	Senior School	824	$\frac{824 \times 400}{13,334} = 25$
14	Olubadan High School	Senior School	1034	$\frac{1034 \times 400}{13,334} = 31$
15	Queen of Apostle Oluyoro	Senior School	978	$\frac{978 \times 400}{13,334} = 28$
	Total		**13,334**	**400**

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

3.7: Instruments for Data Collection

Data collection was carried out using qualitative and quantitative methods of data collection. Qualitative data were collected with the use of Focus Group Discussion (FGD) guide while quantitative data were collected through the use of semi-structured questionnaire. The triangulation of the two methods was adopted to ensure that the weaknesses of one are counter-balanced by the strengths of the others.

The FGD (Focus Group Discussion) guide used was designed to collect the qualitative data covered issues such as understanding of bullying, prevalence of bullying, types of bullying etc. The semi-structured questionnaire developed based on the study objectives was divided into sections labelled A, B, C, D, E, F and G. Section A contained questions on the socio-demographic characteristics of the respondents while Section B focused on the understanding of bullying by the students. Section C contained questions used to assess prevalence of bullying in schools in Ibadan North-East. Section D had questions which elicit responses on factors influencing bullying. Section E focused on the difference in bullying between junior and senior secondary schools. Section F was on prevention of bullying in schools while Section H was on the perceived danger of bullying in schools. See the appendices for a sample of the questionnaire.

3.8: Validity of Instrument

The FGD guide was developed based on the objectives of the study and after the review of relevant literature on bullying. It was constructed in simple English and translated to Yoruba language which was the local language of the respondents. Back translation was also done to minimize errors and loss of meaning in translation. The findings of the FGD were used to modify the questionnaire. A pre-testing of the questionnaire was carried out in another LGA but with similar characteristics with the study area. Respondents constituting ten percent of the study sample were involved in the pre-test.

The draft questionnaire was initially designed using information obtained from review of relevant literature on bullying in educational institutions. Moreover, FGD result was used to facilitate the development of the questionnaire. The questionnaire was also constructed using

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

simple English; and then reviewed by experts in the field of Public Health. A pre-testing of the questionnaire was carried out in the schools outside the LGA but with similar characteristics. Ten percent of the study sample were used in the pre-test and administered with questionnaire copies. The development of the questionnaire and the focus group discussion was done using the objective of the study.

Another step taken to promote the validity of data collected was the training (recruitment) of Research Assistants (RAs). A total of four RAs were recruited and trained for administration of the instruments – FGD Guide and Questionnaire. The training focused on the following: overview of bullying; characteristics of bullies, types of bullying, bullying in school environment, effects of bullying and suggestions in the prevention of bullying. After the training the research assistants' knowledge of elements of the questionnaire was also improved and they had better understanding of what was required of them. This involved explaining what each item was seeking, how it should be presented as well as how answers should be recorded. Discussions, questions–and–answers, were the training methods used. The training lasted for 2 days. The trainees were also involved in the pre-test of the questionnaire. This was a learning opportunity created to sharpen the RAs interviewing skills and to be acquainted first hand, with the challenges of conducting interviews.

3.9: Reliability of the Instrument

To confirm the reliability of the instrument, analysis of pre-test data was done using Cronbach's Alpha correlation coefficient technique of the Statistical Package for Social Sciences (SPSS). The result of the analysis of the data collected during the pre-test was 0.71 which showed that the instrument was reliable.

3.10: Data Collections Process

3.10.1: The Focus Group Discussions (FGDs)

The FGDs were used to enrich and complement the quantitative components of this study. It is very useful for documenting people's perception. Prior to the conduct of the discussions, visits were paid to the Gate-Keepers (the principal, school teacher and school coaches) of the school to solicit their support. The teachers that were popular among the students were used

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

to recruit the participants for the study. It was the discussants that agreed on the venues and time of the discussions. The venues used were places that allowed for full participation of the discussants without distraction or fear of being heard.

At the commencement of discussions, discussants were told about the purpose of the study and they were assured of confidentiality of the information they provided. They were also informed that information obtained from the study was purely for research purposes. Verbal consents were obtained before enrolling them for the activity. A guide which had been reviewed by experts and pre-tested was used to facilitate the discussions.

For each research assistant, a note taker and a recorder were made available after being trained on the objectives of the study and content of the FGD guide. The researcher moderated each session in local language and English. The FGD questions were reviewed for proper understanding. Between six to eight participants were recruited for each FGD session which lasted about fifty minutes on the average. Each session was transcribed within 24 hours of the discussions. Altogether six FGD sessions were conducted. Each FGD session has eight discussants, we conducted three for male and three for females in all we have twenty four males and twenty four females.

Six focus group discussions were carried out. The FGD discussants were selected on the basis of their classes, three in the junior public secondary schools and three in the senior secondary schools. The FGD sessions had eight discussants who were selected using simple random sampling.

3.10.2: Semi-structured Questionnaire

Visits were made to all the selected schools in company of four research assistants to establish rapport with them and to intimate them with the study objectives prior to interview. The administration of questionnaire was done by the researcher with the help of the four (4) trained research assistants. The research assistants were individuals who were literate in both the local language (Yoruba) and English. They were trained on the objectives of the study and the process for selection of respondents. Demonstration was used during the training to ensure understanding of the content of questionnaire. The training also emphasized the need

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

to ensure privacy during the administration of the questionnaire copies and the need to assure respondents of confidentiality of the information they volunteered. The items in the questionnaire were reviewed during the training and feedbacks in form of question and comments were taken.

An interviewer-administered method was adopted in the collection of the data. Data collection was carried out within a period of two weeks. The study participants were interviewed at a time considered convenient for them and in a place within the premises that ensured confidentiality. Four hundred and thirty questionnaire was administered out of which four hundred were fully filled, the four hundred that was completed were analysed, the male participant are one ninety eight (198) while the female respondent were two hundred and two, forty questionnaire were administer every day 0n the average for the period of two weeks that were use to collect the data.

3.11: Data Management and Analysis

The FGDs were recorded on audio-tapes; transcribed and analysed using the thematic approach. The responses from the sessions were grouped into themes and compared within and between groups. These audio tapes were carefully stored in a safe place where unauthorized persons would not have access to them.

Efforts made to manage the data included the following:

- The quality of information collected was checked by the researcher in the field. This entailed reviewing the pattern of responses of each participant as recorded in the questionnaire. Problems discovered during data collection were resolved immediately in the field.
- A serial number was assigned to each of the questionnaire copies for easy identification and recall of any instrument with problems.
- Administered questionnaire copies were edited and coded by the investigator with the use of coding guide. The data in each questionnaire copy were entered into a computer for analysis.
- The data were analysed using both descriptive statistics and inferential (mean, range, Chi-square). The administered questionnaire copies were stored in a place that was

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

safe from destruction by water or fire and where unauthorised persons would not have access to them. They were to be destroyed after the defence of the dissertation.

- The findings of the study were summarised and presented in tables and charts in chapter four.

3.12: Ethical Consideration

The following steps were taken to ensure that the study was conducted in an ethical manner:

1. The respondents were informed about the objectives, beliefs, benefits and inconveniences associated with participating in the study. Informed consent was obtained from respondents before enrolling them for the study. This was done by either making them sign on the form provided in the questionnaire or by obtaining their verbal consents. Respondents were allowed to participate voluntary and not coerced into the study.
2. Respondents were assured of anonymity and confidentiality of the information provided. To ensure anonymity of the responses provided, participants were not required to write their names on the questionnaire copies.
3. The data entry was done by the investigator while a statistician helped in the analysis of the data. No other persons were allowed access to the records.
4. Ethical approval for the study was obtained from Oyo State Ethics Review Committee.

3.13: Limitation to the Study

Bullying is a very sensitive topical issue, so some school principals did not want their students to participate in the study, because lots of bullying had been taken place but the school swept it under the carpet. This was in order to ensure that the government and the PTA would not know. Effort was taken to assure the school principals of the confidentiality of the information obtained and establish good rapport with the school authorities. Another limitation to this study was the industrial action embarked upon by the teachers. It made it very difficult to enter the schools and see the students. The study had to be put on hold till the strike action was suspended and the students were given chance to enter the school before the study was allowed to be carried out.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Another limitation was the fact that the responses provided by the students (participants) concerning bullying activities in the school could not be verified. Some of the participants who had bullied others or had been bullied might have chosen not to disclose it due to the sensitivity of the issue. Some of the students might not want to participate in the study for fear of unknown but they were encouraged to do so.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

CHAPTER FOUR

1.0 RESULTS

The results are presented under the following sections. Section 1 presents the demographic characteristics of the students. Section 2 sought to know the respondents' understanding of bullying in the public secondary schools. Section 3 showcases prevalence of bullying among the public secondary school. Section 4 highlights those factors that influenced bullying among the respondents. The types of bullying that existed in school were what section five addresses among the respondents in their schools. Section 6 of the study elicits information on the difference that existed between the junior secondary school students and the senior secondary school students concerning the prevalence of bullying in schools. The 7th section of the result deliberates on the danger that may be associated with bullying in the school while the last section is the one which shows different ways of preventing bullying in our schools.

4.2: Socio-Demographic Characteristics of Respondents

The socio-demographic characteristics of respondents are presented in Table 4.1. Both male and female respondents were almost equal in proportion (female 50.5% and male 49.5%). The mean age of the respondents was 16.2 ± 2.0 years and 44.5% of the respondents were within the age range of 14-16 years, closely followed by those who were within the age range of 17-19 years (42.8%). Respondents within age range of 10-13 years were 9.1% and the least were those within the age range of 20-21 years (3.8%). More than half (54.3%) of the respondents practised Christianity. This was followed by those who were of Islamic religion (42.3%). There were few respondents (3.2%) who professed traditional religion while one respondent (0.2%) belonged to Rosicrucian AMORC Order. An overwhelming majority (96.7%) of the respondents were predominantly Yoruba. However; there were few respondents who belonged to other ethnic group namely Hausa and Igbo (2.0% and 1.3% respectively). Majority (63.9%) of the respondents were in the senior classes while those in the junior classes were 36.1%. About 40.0% of the respondents were in single sex schools while 59.8% attended co-educational school.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

A large majority (96.3%) of the respondents attended day school while only 3.8% were in the boarding school. A large majority (79.0%) of the respondents affirmed that the school authority organised open day in their school while few others (21.0%) reported that the school authority did not organize open day in their schools. With regards to school morning devotion, a large majority (89.8%) of the respondents indicated that there was school morning devotion in their schools while 10.3% of them stated that no such school morning devotion was held in their school. A large majority of the respondents (90.5%) lived with their parents. However, few respondents lived with either grandparents or relatives (2.8% and 3.3% respectively) while a few others (2.5%) lived alone. Findings also showed that 1.0% of the respondents lived 'couples life' or co-habit with either boy or girlfriend.

Table 4.2 presents respondents' parents socio-demographic information relating to occupation, educational level and living condition. A large majority (88.8%) of the respondents reported parents were currently living together while only 11.2% affirmed parents were not currently living together. Top on the list of respondents' parents' occupation was trading (fathers, 41.5%; mothers, 76.8%) followed by those whose parents were civil servants (fathers, 25.8%; mothers, 13.3%). Few respondents' parents were self-employed (fathers, 31.3%; mothers, 3.3%). However, there were few respondents whose parents were unemployed for one reason or the other (fathers, 1.5%; mothers, 6.8%). In terms of parents' highest educational qualification, some of the respondents' parents had secondary education (fathers, 38.3%; mothers 37.8%) and this was followed by those who had tertiary education (fathers, 23.0%; mothers 25.5%). The least were those who had no formal education (fathers, 1.5%; mothers 2.3%).

Table 4.3 presents issues relating to respondents' parents lifestyles. About 41.0% of the respondents' parents engaged in drinking habit while more than half (59.0%) did not drink alcoholic beverages. However, there was a variation in terms of which of the parents used more alcoholic beverages. More fathers (66.9%) consume alcoholic beverages than mothers (4.3%). In some situation both parents consume alcoholic beverage (28.8%). Respondents also indicated that few fathers (15.8%) engaged in tobacco use. Findings showed that domestic violence occurred in respondents' homes as about a quarter (22.5%) of respondents indicated that their parents engaged in fighting habit (See Table 4.3 for further details).

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Table 4.1: Respondents' socio-demographic characteristics distribution (n=400)

Variable	Frequency	%
Sex		
Male	198	49.5
Female	202	50.5
Religion		
Christianity	217	54.3
Islam	169	42.3
TraditionalOthers	13	3.2
	1	0.2
Ethnicity		
Yoruba	387	96.7
Igbo	5	1.3
Others *	8	2.0
Type of school		
Mixed	239	59.8
Single	161	40.2
Respondents classes		
JSS1- JSS3	144	36.1
SSS1- SSS3	256	63.9
Respondents whose school has open day		
Yes	316	79.0
No	84	21.0
Observance of morning devotion in schools		
Yes	359	89.8
No	41	10.2
Respondent's domicile		
Living with parents	362	90.5
Living with relatives	10	2.5
Living with grand parents	11	2.8
Living couples lives	4	1.0
Living with guardian	3	0.8
Living with alone	10	2.5

Others * - Respondents who were of Benue State origin

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.2: Respondents' parents occupation, educational level and living condition

(n=400)

Variable	Frequency	%
Parents living together		
Yes	355	88.8
No	45	11.2
Fathers' educational level		
Primary	24	6.0
Secondary	153	38.3
Grade II/Technical education	69	17.2
Tertiary education	102	25.5
No formal education	6	1.5
Don't know	46	11.5
Father's occupation		
Trading	166	41.5
Civil servants	103	25.8
Self-employments	104	26.0
Artisans	21	5.3
Unemployed	6	1.5
Mothers' occupations		
Civil servants	307	76.8
Trading	53	13.3
House wives	27	6.6
Self-employed	13	3.3
Mothers level of education		
Primary education	26	6.5
Secondary education	151	37.8
Grade II/Technical education	78	19.5
Tertiary education	92	23.0
No formal education	9	2.2
Don't know	44	11.0

UNIVERSITY OF IBA... LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

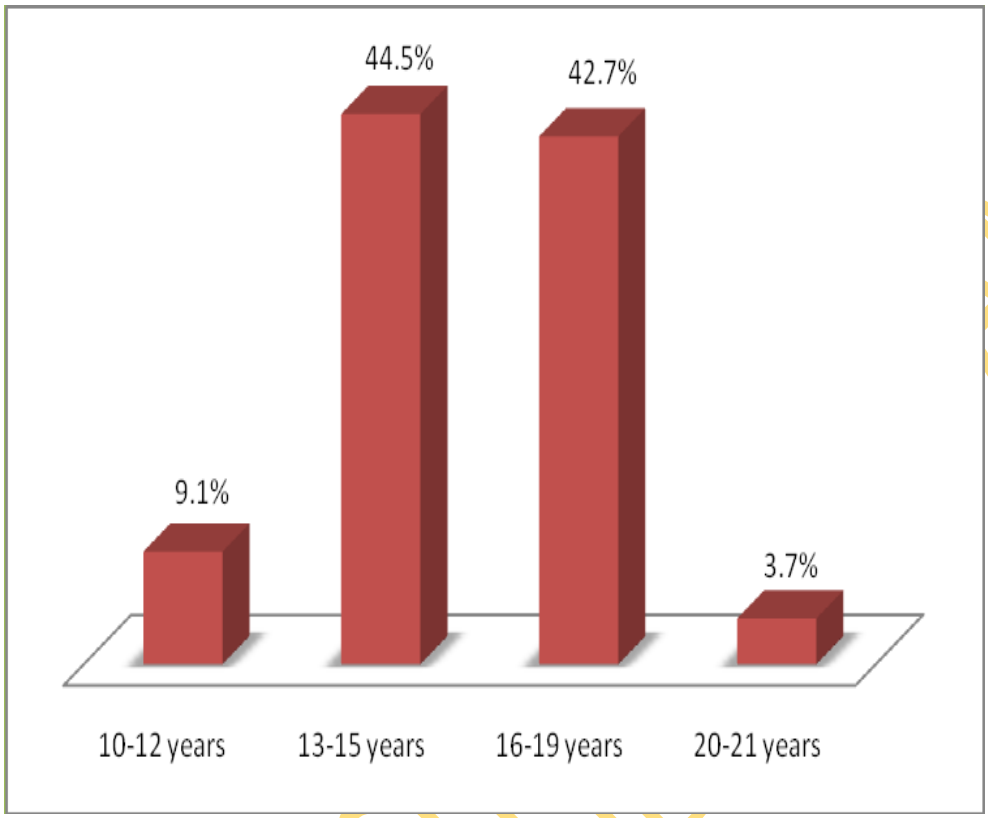
Table 4.3 - Respondents' parents lifestyle issues (n=400)

Variable	№	%
Parents drinking alcoholic beverages* (n=398)		
Yes	163	41.0
No	235	59.0
Parent who drink alcoholic beverages* (n=163)		
Father	111	66.9
Mother	8	4.3
Both	47	28.8
Respondents father that smoke		
Yes	63	15.8
No	337	84.2
Domestic violence (parents fighting)		
Yes	90	22.5
No	310	77.5

*No responses were excluded

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT



(Mean age = 16.2 ± 2.04 years)

Figure 4.1: Respondents' Age Distribution

UNIVERSITY OF GHANA

4.3: Respondents' Understanding of Bullying

The focus group discussion participants had a very good understanding of bullying and they all were able to give different definitions of bullying such as "oppressing someone who you know is not powerful". Another set of students described it as "fighting". Boys had better understanding of bullying than the girls; all the boys had something to say on bullying. The participants also stated that fighting, names-calling and abuse were very common phenomena in the school and that students fought to express their power over the other person for different reasons. They pointed out that some students were called nick-names that they did not like such as "korofo", "iron body" "Baba Ikimon" " oniga" oriawo", "prophet", " ijesha", "orioi" etc.

When asked about their understanding of bullying, respondents gave varied responses. About a quarter (26.0%) of the respondents were of the opinion that bullying means oppressing the weaker ones while 16.5% suggested that bullying is fighting/beating someone that is not as strong as one is. Interestingly, few others (12.0%) indicated that part of meaning of bullying is stubbornness. A few (7.8%) opined that it means making jest or fun of someone and others were of the opinion that bullying is thuggery and hooliganism (5.5% and 6.8% respectively) (See Table 4.4 for details).

Bullying was given different names by the respondents. About 16.0% of them reported that bullying was called act of thuggery in their schools. A little bit above fifteen percent (15.8%) of the respondents affirmed that they called bullying stubbornness in their school while 11.5% pointed out that in their schools bullying referred to ways of oppressing the weaker students (See Table 4.4).

Respondents did not hide their feelings about what they did to show their dislike for a classmate or colleague. Almost half of the respondents, (47.0) indicated that they usually picked a fight with someone they disliked. Some (31.3%) pointed out that they usually excluded such a one from their games while some others reported that they did not talk with the fellow. A few indicated that they usually called him/her names or they spread false rumours against such fellows (7.3% and 2.3% respectively). A large majority (70.5%) reported that they usually gave names to their colleagues for one reason or the other (See Table 4.4)

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Table 4.4: Respondents' Understanding of Bullying (n=400)

Variable	Frequency	%
Respondents' Understanding of Bullying *		
Oppressing the weaker ones	138	34.5
Fighting/beating	152	38.1
Stubbornness	59	14.8
Making jest or fun of someone	55	13.8
Taking advantage over others	88	22.1
Hooliganism	58	14.5
Abuse	60	15.0
Thuggery	48	12.1
Names Given to Bullies by Respondents in Schools *		
Truants	43	10.8
Fighters	64	16.1
Stubborn	92	23.1
Oppressors	79	19.8
Thug	113	25.8
International Terrorist Union (ITU)	67	16.8
Bad habit	35	8.8
Arrogant	30	7.6
Oluigbo People's Congress (OPC)	44	10.6
Abuser	20	5.1
9-11	7	1.8
Ways of showing one's dislike to colleagues *		
Pick fight against the person	190	47.5
Exclude him/her from games	83	20.5
Do not talk to him/her	271	67.8
Call him/her names	128	32.1
Tell lies or spread bad rumours against him/her	94	23.6
others	32	8.1
Given colleagues nick names		
Yes	282	70.5
No	I18	29.5

Disaggregation of Bulling

Pattern of bullying in schools		
Physical	290	72.6%
Verbal	203	50.9%
Non- verbal	165	41.4%

*Multiple responses

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

4.4: Prevalence of Bullying in Schools

All participants in the FGDs unanimously affirmed that the problem of bullying was too rampant in their schools and also mentioned that the teachers too did bully students; and that students also agreed that their colleagues bullied each other in the schools.

Findings from this study show that bullying took place among the respondents. Most of the respondents (67.0%) indicated that bullying took place in their schools in the preceding one month and many (43.0%) of the respondents pointed out that they had not witnessed bullying in their school in the previous one month. More than half of the respondents (57.0%) reported that they had been bullied in the school in the previous one month. However, only a few (18.5%) of the respondents indicated no experience of bullying in the school in the preceding two to three months. A few of the respondents (17.3%) reported that they had been bullied in school once or twice in the previous two to three months. A few others (9.8%) indicated ever. However, a few (8.5%) reported being bullied several times a week (See Table 4.3). Several (27.5%) respondents reported that they bullied someone through cell phone and many others (32.8%) bullied fellow students with bad names and comments. About a quarter (25.8%) of the respondents reported being sexually bullied.

Bullying takes different forms in different settings to different age groups or populations. Findings from this study indicated that about a quarter of the respondents (26.8%) indicated that they called their colleagues hurtful names. Others reported that they said hurtful things to (made fun of) the person. They also affirm that they hit, kicked, pushed, shoved around or locked such individual inside room. Aside from the above, they told lies or spread false rumours against such persons, sent bad notes and made others snob such persons and others use all the above-mentioned methods (21.3%, 22.3%, 14.6%, 17.3% and 8.8% respectively).

Figure 4.2 highlights the frequency of bullying in school, about a quarter of the respondents (24.0%) pointed out that bullying cases were very frequent in their schools and several (28.8%) respondents opined that bullying was a less frequent phenomenon. Some (31.0%) respondents however considered bulling as not frequent.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.5: Prevalence of bullying	(n=400)	
Frequency of bullying Variables	**Frequency**	**%**
Occurrence of bullying in respondents schools		
Yes	223	55.8%
No	177	44.3%
Bullying in respondents schools in the last one month		
Yes	268	67.0
No	132	33.0
Been bullied in the last one month		
Yes	228	57.0
No	172	43.0
Frequency of bullying in school		
I have been bullied in the last two to three a month	74	18.5
It has only happen once or twice	69	17.3
It happens 3 or 4 times a week	39	9.8
About once a week	34	8.5
Several times a week	34	8.5
No response	150	37.5
Bullied someone through your cell phone		
Yes	110	27.5
No	290	72.5
Bullied someone with bad names and comments		
Yes	128	32.8
No	272	68.0
Being sexually bullied		
Yes	103	25.8
No	297	74.3
Senior or older colleagues bullying junior ones in schools		
Yes	282	70.5
No	118	29.5

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Nick naming colleagues		
Yes	280	70.0
No	120	30.0
Have bullied someone in the last two to three month		
Yes	212	53.0
No	188	47.0
How the person was bullied *		
I called him or her hurtful names	107	26.8
Said hurtful things and made fun of him/her	85	21.3
Hit, kick, push, shove around, or lock, him or her inside a room	89	22.3
Told lies or spread false rumour about him	58	14.6
Send bad notes and made other to dislike him	69	17.3
All of the above	35	8.8

*Multiple responses

UNIVERSITY OF IBADAN LIBRARY

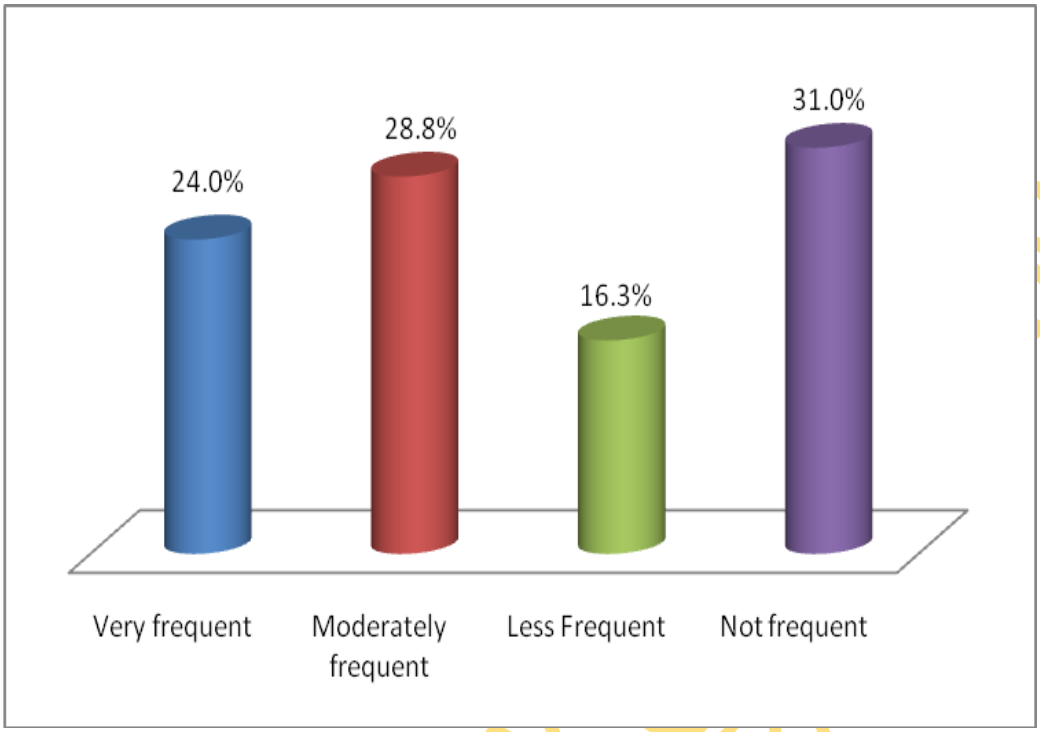


Figure 4.2- Frequency of bullying in school

Note: **Very Frequent-** several times a week

Moderately- once in a week

Less Frequent- once to four times in a month

Not Frequent- once or twice in 3 month

UNIVERSITY OF IBADAN LIBRARY

4.5: Types of Bullying Existing in Public Secondary School

Findings from the qualitative data indicated that participants mentioned different kinds of bullies ranging from verbal abuse to fighting and name-calling. The girls particularly mentioned that some girls had been sexually bullied which was evident in behaviours such as touching their breasts and beating their buttocks. Also the male bullies made serious attempts to get the colour of the girls' pants or under wears.

Responses to various types and cases of bullying are highlighted in this section. Some respondents (22.0%) indicated that when bullied, they said bad and hurtful things to individuals who bullied them. A few (15.3%) reported that it happened to them in the preceding six months. Findings also affirmed that about a quarter (25.3%) that had been bullied reported that they made fun of each other and called each other hurtful names. When asked on what they did specifically when bullied, 27.5% of the respondents stated affirmatively that they either completely ignored such colleagues or excluded him/her from their groups of friends.

Other types of bullying identified and experienced by respondents were leaving each other out of things on purpose (25.8%), hitting, kicking, pushing, shoving around or locking victims inside a room (21.5%), telling lies or spreading false rumour about their colleagues or better still sending bad notes (18.5%) and trying to make other students to dislike some of their colleagues (20.5%) (See Table 4.6 for details).

Some of the study respondents indicated that bullying lasted for one to two weeks (22.0%). Some others (22.5%) said it lasted a month while few respondents (8.5%) were of the opinion that it lasted for six months. The rest of the respondents said it lasted for about a year (7.8%).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.6: Forms of bullying existing in public secondary schools (n=400)

Variable	Frequency	%
Say bad or hurtful things		
Never happened	251	62.8
Ever happened	88	22.0
Happen in the last six month	61	15.3
Make fun of or call him or her hurtful names		
Never happened	237	59.3
Ever happened	101	25.3
Happen in the last six month	62	15.5
Completely ignore or exclude from group of friends		
Never happened	221	55.3
Ever happened	110	27.5
Happen in the last six month	69	17.3
Leave him or her out of things on purpose		
Never happened	239	59.8
Ever happened	103	25.8
Happen in the last six month	58	14.5
Hit, kick, push. Shove around or lock him or her inside a room		
Never happened	258	64.5
Ever happened	86	21.5
Happen in the last six month	56	14.0
Tell lies or spread false rumour about him or her		
Never happened	266	66.5
Ever happened	74	18.5
Happen in the last six month	60	15.0
Send very bad notes and try to make other student dislike him or her		
Never happened	270	67.5
Ever happened	82	20.5
Happened in the last six month	48	12.0

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Duration of bullying experience		
Never happened	130	32.5
I have not been bullied in the school in the last couple of months	27	6.8
It lasted one or two weeks	88	22.0
It lasted about a month	90	22.5
It lasted about six months	34	8.5
It lasted a about a year	31	7.8

* Multiple responses

UNIVERSITY OF IBADAN LIBRARY

4.6: Factors Influencing Bullying in Schools

Findings from the qualitative data show that the groups were of the opinion that major causes of bullying was "truancy". However, some others believed that "these students don't even know God; that is the main reason for bullying their colleagues and younger ones". Others suggested that "lack of human feelings" was also a cause for bullying someone in the school. Another set of respondents insisted that Junior students who wanted to imitate their senior ones also bully. Few other ones suggested that "moving with bad friends" and "disobedience to constituted authority" were other major causes of bullying. Being probed further, participants pointed out that "students who perpetrate this act do so because they want to be known; some did it because they want to enjoy undue privilege among the students and a few others do it because they enjoy doing it".

There are various factors presumed to influence bullying in schools and here are some of the factors mentioned by respondents. Forty percent of the respondents pointed out that their colleagues had ever consumed alcoholic beverages and some others (29.5%) mentioned that some of their colleagues still currently consume alcoholic beverages. In addition, 37.8% of the respondents reported that their colleagues smoked cigarette and these proportions also opined that those who smoke in school are responsible for bullying cases in the school environment. Findings from this study show that a large majority of the respondents (87.8%) pointed out that students did absent themselves from the school. Some commonest places mentioned by the respondents where students hid while they absented themselves from school were the back of the schoosl fence, in the bush, gamble spots, on the street, under the staircases of uncompleted buildings and at home (20.3%).

Relating to dislike for some of their colleagues, about half of the respondents (48.5%) indicated that they had dislike for some of their mates. Some of the reasons mentioned for such dislike were that some students were either not serious (24.3%) or absented themselves from school (12.6%). Some students had bad behaviours (12.1%); some were very stubborn (9.5%) while some had no reason for such dislike (6.8%). (See Table 4.7) Other factors mentioned by respondents considered prompting and influencing bullying have to do with bullies just feeling like doing so (24.3%), victims being younger (18.8%), victims not being able to talk well (14.0%) and mere envy (13.8%). (See Table 4.7 for further details).

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Table 4.7 Factors influencing for bullying	(n=400)	
Variable	**Frequency**	**%**
Drinking habit of the bully		
Yes	160	40.0%
No	164	41.0%
Don't know	76	19.0%
Bully currently drinking		
Yes	118	29.5%
No	220	55.0%
Don't know	62	15.5%
Respondents colleagues that smoke cigarette		
Yes	151	37.8%
No	249	62.3%
Prevalence of student absenteeism in school in relation to bullying	351	87.8%
Yes	35	8.8%
No		
Places of hiding during school absenteeism*		
At the back of the fence	162	40.6
Inside the bush	116	29.1
Gambling spots	127	31.8
Roaming outside the street	39	9.8
Under the stair cases of uncompleted buildings	25	6.3
Stay at home	4	1.0
Dislike for colleagues		
Yes	206	51.5%
No	194	48.5%
Reason for disliking your colleagues *		
They are very stubborn students	48	12.1
They are wicked	38	9.5
They bully others	23	5.8

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Making jest teacher and students	21	5.3
Beat students	34	8.5
They are not serious/absent from school	97	24.3
I hate/envy him/her	19	4.8
They have bad behaviour	50	12.6
Factors prompting respondents to bully others *		
He/she is younger	77	18.8
I just felt like doing so	106	24.3
He/she cannot talk well	69	14.0
I envy him/her	74	13.8
All of the above	47	11.0

* Multiple responses

UNIVERSITY OF IBA
LIBRARY

4.7: Pattern of Bullying among Secondary School Students

Descriptions of pattern of prevailing bullying practices existing in schools are presented in this section. Most of the respondents (48.8%) reported that saying bad or hurtful things to victims or making fun of him (her) or call him (her) hurtful names was the most common type of bullying existing in their class. It was also reported that bullying took place usually in the senior classes and that bullies were predominantly among senior class students. Some respondents (39.3%) were of the view that the physically-challenged were the most common victims of bullying. As indicated by the respondents, bullies were either an individual or a group of 2-3 persons top the list of number of bullies in a group (32.8% and 32.0% respectively).

Table 4.8 presents places where bullying took place in schools. Top on the list of places where bullying took place was in the class when teachers were not around (38.8%) closely followed by playgrounds (athletics playing grounds) (36.0%). Bathroom and bus stop were the least mentioned (0.5%) (See Table 4.8). Items or methods used to bully other students as mentioned by respondents were knives (41.6%), charms (36.0%), sticks (18.8%), making jest of victims and cheating (9.4%) (See figure 4.3). Table 4.9 presents the most painful ways of bulling among students. Cheating (28.0) of fellow students topped the lists of the reported most painful ways of bulling among the respondents, followed by making jest or fun (23.8%) and use of charms (16.0%).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.8: Pattern of bullying among secondary school students (n=400)

Variable	Frequency	%
Types of bullying perceived most common in respondents' class		
Say bad or hurtful things of him/her or make fun of him/her or call him/her hurtful names	193	48.8
Completely ignore him or exclude him/her from your groups of friends or leave him out of things on purpose	55	13.8
Hit, kick, push, shove around or luck him or her in a room	54	15.5
Tells lies or spread false rumours about him/her send bad notes and try to make other students to dislike him/her	34	8.5
All of the above	64	16.0
Class where bullying took place most		
Junior class	53	13.3
Senior class	347	86.7
Sets of student who perpetuate bullying most		
Junior class students	44	11.0
Senior class students	264	66.0
I don't know	92	23.0
Bullying of physically challenge		
Yes	157	39.3
No	243	60.3
Types of physically challenge bullied		
Speech problem	18	4.5
Disabled	38	9.5
Sight problem	9	2.3
He/she has injury in his Legs	13	3.3
Sicklier	7	1.8
I don't know	37	9.3
Number of students that have bullied an individual		
1student	131	32.8
2-3 students	128	32.0
A group of 4-9 students	76	19.0
By a group of more than 9 students	40	10.0
By several students or group of students	25	6.3

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.9: Place where bullying took place **(n=400)**

Variable	Frequency	%
On the playground/athletics playing ground	144	36.0
In the hall ways/stair walls	27	6.8
In the class when the teachers are not there	155	38.8
In the class after school hours	56	14.0
In the bath room	2	0.5
At the bus stop	2	0.5
In the dormitories	4	1.0
In the assembly ground	8	2.0
Somewhere else in the school	2	0.5

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.10 Types of Building perceived as most painful by Respondents *

Variable*	Frequency	%
Making jest or fun	95	23.8
Stabbing	64	16.0
Cheating	112	28.0
Stealing/taking of one's property	13	3.3
Back biting/telling lies against one	16	4.0
Charms	64	16.0
Raping	2	0.5
Killing	1	0.3
Abuse	37	9.3

* Multiple responses

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table4.10 most painful ways of bullying *

Variable*	Frequency	%
Making jest or fun	95	23.8
Stabbing	64	16.0
Cheating	112	28.0
Stealing/taking of one's property	13	3.3
Back biting/telling lies against one	16	4.0
Charms	64	16.0
Raping	2	0.5
Killing	1	0.3
Abuse	37	9.3

* Multiple response

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

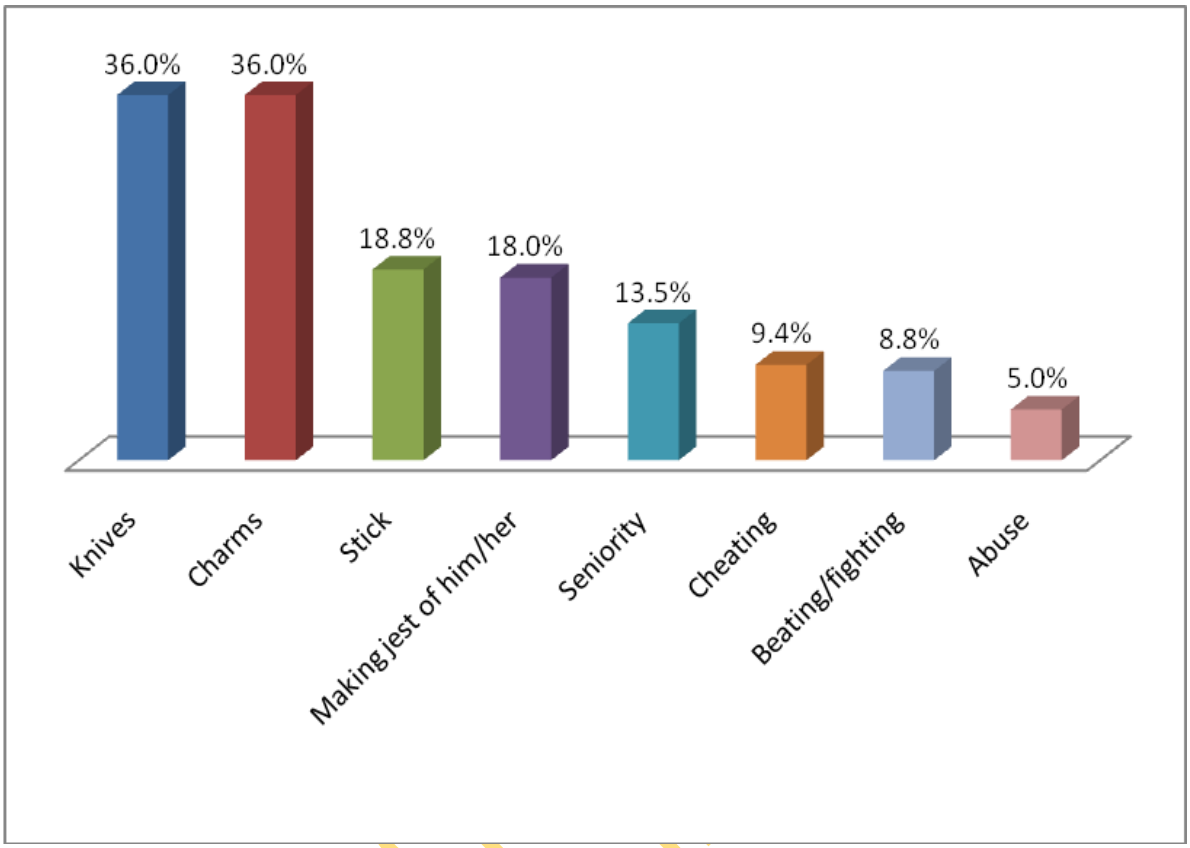


Figure 4.3: Items /methods for bullying

UNIVERSITY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

4.8: Perceived Dangers /Effects of Bullying

When asked about their opinions on the dangers or effects of bullying either to the victims or the perpetrator, a large majority opined that victims as well as the perpetrators were prone to dangers or effects related to bullying. A large majority (86.5%) of the respondents opined that bullying could lead to an individual experiencing poor academic performance. A majority (85.8%) of the respondent were of the believe the bullying activities in school can make some student to commit suicide A large proportion (85.8%) was of the view that bullies could drop out of school as well as the victims of bullying. (76%) of the respondent says that bullying activities in school if it goes on it can led to getting sick frequently, (75%) of those who respond to the questioner says the victims of bullying may get depressed. While (69.8%) of the respondents says bullying can make students to kill each other if the situation is not checked. Another large majority (82.5%) are of the view that the bulling activities in school can actually leads some of their colleague to loglines. In addition, a majority (66.3%) suggested that victims of bullying could experience nightmare (See Table 4.11).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.11: Perceived dangers/effects of bullying (n=400)

Variable		Frequency	%
Poor academic performance because of bullying			
	Yes	346	86.5
	No	54	13.5
Dropping out of school			
	Yes	343	85.8
	No	57	14.3
Suicidal tendencies			
	Yes	304	76.0
	No	96	24.0
Getting sick frequently because of bullying			
	Yes	304	76.0
	No	96	24.0
Victims might become depressed			
	Yes	300	75.0
	No	100	25.0
Student may kill each other			
	Yes	279	69.8
	No	121	30.3
Loneliness			
	Yes	330	82.5
	No	70	17.5
Experience nightmare as a result bullying			
	Yes	265	66.3
	No	135	33.7

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

4.9: Suggestions on Prevention of Bullying in School

Suggestions were made on ways of preventing bullying in secondary schools and a majority (63.5%) affirmed that they had been protected by other classmates from being bullied. Some respondents (41.5%) indicated that students had been advised by either their class teacher or the school counsellor against bullying in one form or the other. Moreover, some respondents (40.3%) indicated that they had been preventing and would continue preventing other students from being bullied.

Respondents indicated that if they saw or suspected that a student of their age was being bullied, some (47.0%) opined that they would try to help the bullied student in one way or the other. It was however surprising that few others (14.8%) indicated they would not do anything though they thought it was proper to help the bullied students. About the same proportion suggested that they would just watch what was going on. A few others (6.3%) suggested that they would not do anything because they thought bullying was normal. A few (4.0%) were of the view that they would take part in the bullying. More than half of the respondents (53.5%) were of the view that students were not afraid of being bullied. In addition to this, majority of the students (67.4%) suggested that class teachers could prevent bullying by advising students on the dangers and effects of bullying. More than half of the respondents, (51.1%) were of the view that class teachers could prevent bullying by punishing students who engaged in fighting in all its forms. Some others (18.9%) opined that teachers could prevent bullying by suspending students who engaged in bullying and unruly activities (See Table 4.8).

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.12: Suggestions on Prevention of Bullying in School (n=400)

Variable	Frequency	%
Been protected by classmate from being bullied		
Yes	254	63.5
No	146	36.5
Been advised by class teacher or school counsellor		
No, they have not talk to me	166	41.5
Yes, they talk to me about it once	89	22.3
Yes**,** they have talk to me about it several times	110	27.5
Others	35	8.8
Preventing other students from been bullied		
Yes	161	40.3
Yes, I may be	114	28.5
I don't know	44	11.0
No	42	10.5
Definitely no	39	9.8
Your reaction if you see or understand that a student of your age is been bullied *		
Try to help the bullied students in one way or the other	188	47.0
I will not do any things but think ought to have helped the bullied students	59	14.8
I will just watch what is going on	59	14.8
I will not do anything but I think bullying is normal	25	6.3
I will take part in the bullying	16	4.0
I never noticed that students of age has been bullied	53	14.3
Students being afraid being bullied		
Never	214	53.5
Seldom	18	4.5
Sometimes	83	20.8
Fairly often	35	8.8
Often	36	9.0
Very often	14	3.5
What class teacher can do to prevent bullying		
Advise students	269	67.4
Suspend them	75	18.9
Call attendance in the morning and afternoon	37	9.3
Punish all fighting students	59	51.1
Have security in schools	41	10.4
Invite their parents	32	13.4

* Multiple responses

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

4.10: Test of Hypotheses

H_0 1 There is no significant relationship between sex of the respondent and bullying behaviour.

H_0 2 There is no significant relationship between age of the respondents and bullying behaviour.

H_0 3 There is no significant relationship between the class of respondents and bullying behaviour

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Testing of Hypothesis 1

The first hypothesis states that there is no significant relationship between sex of the respondents and involvement in bullying behaviour.

Table 4.13: Test for hypothesis 1

Sex	Have bullied someone in the last two to three months		X^2	df	p-value
	Yes	No			
Male	119 (29.8%)	79 (19.8%)	7.392	1	0.007
Female	94 (23.5%)	108 (27.0%)			
Total	213 (53.2%)	187 (46.8%)			

From the result of this testing, the p-value is less than the pre-specified significance level (0.05), therefore the hypothesis is accepted. There is no significance difference between respondents who were male and female and their involvement in bullying behaviour. It can be concluded that both boys and girls were involved in bullying behaviour in the last two to three month.

UNIVERSITY OF LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Testing of Hypothesis 2

The second hypothesis states that there is no significant relationship between age of the respondents and bullying behaviour.

Table 4.14: Test for Hypothesis 2

Age	Have bullied someone in the last two to three months		X^2	Df	p-value
	Yes	No			
10- 13 years (Early Adolescence) *	16 (4.0%)	20 (5.0%)	2.10	2	0.349
14- 18 years (Mid Adolescence) *	172 (4.3%)	151 (37.7%)			
19 – 24 years (Late Adolescence) *	25 (6.3%)	1 (4.0%)			
Total	213 (53.3%)	187 (46.7%)			

***Definition was derived from Kaplan (2004)**

The results of the test statistic show that the p-value is greater than the pre-specified significance level (0.05), thus the hypothesis which states that there is no significant relationship between ages of the respondents and bullying behaviour was rejected. It can therefore be concluded that age of students was not statistically associated with bullying behaviour in schools

UNIVERSITY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Testing of Hypothesis 3

The third hypothesis states that there is no significant difference in bullying behaviour between respondents in the junior and senior classes.

Table 4.15: Test for Hypothesis 3

Class	Have bullied someone in the last two to three months		X^2	Df	p-value
	Yes	No	0.23	1	0.68
JSS	79 (19.8%)	65 (16.3%)			
SSS	134 (35.5%)	122 (30.4%)			
Total	213 (53.3%)	187 (46.7%)			

The finding of this test statistic shows that p-value calculated is greater than the pre-specified significance level (0.05). Thus, the third hypothesis stating that there is no significant difference in bullying behaviour between respondents in the junior and senior classes was also rejected. Hence, it could be concluded there was no difference in bullying behaviour between respondents in the junior and senior classes.

UNIVERSITY OF LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.16: Test for Hypothesis 4

Sex	do your parent live together		X^2	Df	p-value
	Yes	No			
Male	175(49.3%)	23(51.1%)	0.81	1	0.53
Female	180(50.7%)	22 (48.9%)			
Total	198(49-5%)	202 (50.5%7%)			

The finding of this test statistic shows that p-value calculated is greater than the pre-specified significance level (0.05). Thus, the forth hypothesis stating that there is no significant difference in bullying behaviour between respondents whose parent live together and those whose parent were not living together was also rejected. Hence, it could be concluded there was no difference in bullying behaviour between respondents whose parent live together and those that are living together.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Table 4.17: Test for Hypothesis 5

Sex	does any of your parents consume alcoholic beverages		X^2	Df	p-value
	Yes	No	0.45	2	0.79
Male	84(51.5%)	79(48.5%)			
Female	113(48.1%)	122 (51.9%)			
Total	(49 .0%)	202 (50.0%7%)			

The finding of this test statistic shows that p-value calculated is greater than the pre-specified significance level (0.05). Thus, the fifth hypothesis stating that there is no significant difference in bullying behaviour between respondents whose parent drinks alcoholics beverages and those whose parent were not drinking the alcoholic beveragrs was also rejected. Hence, it could be concluded there was no difference in bullying behaviour between respondents whose parent drink alcoholic beverages and those that are not drinking alcoholic beverages.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

CHAPTER FIVE

5.0 DISCUSSION

This chapter is therefore organised into seven sub-sections as follow: socio-demographic characteristics of respondents, respondents' understanding of bullying, prevalence of bullying in school, types of bullying existing in public secondary school, factors influencing bullying in school, patterns of bullying among secondary school students, perceived dangers (effects) of bullying and suggestions on prevention of bullying in school. Implications of the findings for health education, conclusion and recommendations were presented in the chapter too.

5.2: Socio-Demographic Characteristics of Respondents

The result shows that there were more female than male respondents and the respondents in the age range of 14-16 years were more, compared to any other age range. These are common phenomena in secondary schools in terms of sex and age range. The result of the study implies that most secondary schools students are adolescents who have not yet reached maturity. Adolescents require proper guidance to ensure that they are fully nurtured and trained to become responsible adults. The respondents who were Christians were the highest among the selected respondents; this was closely followed by those of Muslim respondents. This is not so surprising because the two major religion in Nigeria are Christianity and Islam.

5.3: Respondents' Understanding of Bullying

It is obvious from the findings that respondents had a good understanding of what bullying is all about with different definitions, explanations and based on their reported experiences. The participants of the study kindly understood the concept of bullying, they defined it as oppressing the weaker ones, fighting (beating), stubbornness, making jest or fun of someone, taking advantage of others, hooliganism and as thuggery. All these signify that they truly understood the concept very well and whatever their response, was their genuine believe.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Bullying is a pervasive problem in schools that affects a lot of students. In recent times, it is becoming a bigger crisis with vicious consequences. Bullying is not just a child's play, but a terrifying experience many school children face every day (Craig,1998; Beran, 2005; Aluede, 2006; Thornbery, 2010). As Beran (2005) further noted, in spite of school officials, teachers, parents and students exerting great efforts to make schools friendlier and safer places, a reduction of bullying is not always evident, as threats of attacks in schools often leading to breakdown of rules and orders are often the case in many Nigerian schools.

5.4: Prevalence of Bullying in School

Respondents reported that bullying was a common phenomenon in school setting and this resonates with some anecdotal reports. Several researchers such as McEachern, Kenny, Blake and Aluede (2005) and Duncan (1999) bullying is a major for of school violence among school-age children occurs in many schools across the globe (McEachern, Kenny, Blake and Aluede, 2005).

This study found out that bullying was very prevalent among the students. Sixty-seven percent (67%) of the respondents said they were bullied once a month. Fifty-seven percent (57.0%) of the respondents said they were constantly bullied in the school for the preceding one month while some confessed to being bullied several times a week. It could then be safely concluded upon therefore, that bullying was an in-thing the respondents' schools. In Canada for instance, self-report data indicate that 8 to 9% of elementary school children are bullied frequently (once or more a week) and about 2 to 5% of students bully others frequently. Inaddition, among adolescents, at the secondary school level, rates are somewhat higher, with 10 to 11% of students reporting that they were frequently victimized by peers, and another 8 to 11% reporting that they frequently bullied others (Hymel, Rocke-Henderson and Bananno, 2005). In the United States of America, bullying behaviour occurs in many American schools and is perhaps one of the most under-reported safety problems (Batsche and Knoff, 1994). American schools harbour approximately 2.1 million bullies and 2.7 million are their victims (Fried, 1997). Specifically, Bosworth et al. (1999) as cited in Kenny et al.'s (2005) study found that 81% of their sample reported at least one act of bullying behaviour during the preceding month. Another study found that 82% of the respondents

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

were bullied at some period in their academic lives. In addition, several studies from different parts of the United State have reported 10-29% of the students surveyed were either bullied or victims (Kenny et al., 2005). In the United Kingdom, bullying behaviour is also a serious problem. For instance, Whitney and Smith (1993) as cited in McEachern, Kenny, Blake and Aluede's (2005) study of 6,758 students in 24 schools in all areas of the city of Sheffield, UK revealed that 27% of the elementary and middle schools sampled reported being bullied sometimes during the term. In a similar vein, Rivers and Smith (1994) as cited in McEachern et al.'s (2005) study of 7,000 elementary and secondary school students in the UK revealed that 29% of boys and 24% of girls in the elementary schools experienced some forms of physical bullying. The study further revealed that approximately 41% of boys and 39% of girls experienced verbal bullying.

In the Scandinavian countries, research indicates that approximately 10% of children were frequently victims of bullying. Specifically, in Norway, 14% of the children are either bullies or victims. In Denmark, though little systematic research on bullying has been conducted, one significant study published reveals that in comparison to 24 other countries, Denmark scored high (top three) on bullying behaviour and in the top half for students who reported being bullied (Docholm, 1999; as cited in McEachern, et al., 2005). In Africa, the pioneering works of Prof. Fred Zindi of Zimbabwe is particularly instructive. Zindi (1994) revealed in his study of bullying at boarding school in Zimbabwe that 16% of the sampled students were bullied constantly, and 18% were bullied weekly or more often.

School bullying was identified as one of the top three misbehaviours in students, with frequency and severity increasing (Wong, 2004; Lam and Liu, 2007; Ng and Tsang, 2008). In a study conducted by Wong (2004) in Hong Kong on secondary-school teachers' and students' perceptions of bullying, it was found that more than 50% of the respondents had been involved in bullying, as bullies, victims, or bystanders. In another study in 2008, 87% of respondents reported witnessing verbal bullying in the preceding 6 months, with 30% of them having seen it more than 10 times. Also, 68% of the respondents had experienced physical bullying in the past half year, with 14% experiencing it more than 10 times (Wong,

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Lok, Wing Lo and Ma, 2008). This worrying trend demands immediate work on effective strategies for the amelioration and prevention of school bullying.

Magklara et al. (2012) in their study observed that bullying is quite prevalent in the school setting and has important adverse effects on many areas of the adolescents' life. It is a specific type of aggression in which an intention to harm or disturb can be identified, occurs repeatedly over time and there is an imbalance of power, with a more powerful person or group attacking a less powerful one (Boulton and Underwood, 1992). The prevalence of bullying according to respondents of this study is 67,0% which a little bit high and the senior or the older students are the major perpetrators of the bullying cases in schools, eighteen point five per cent of the students were bullied once in aweek.

5.6: Types of Bullying Existing in Public Secondary School

This study revealed that physical and verbal bullying are the major types of bullying that exists among secondary school students. Physical bulling was more common among male participants while verbal bulling was the common type of bulling among female participants. Findings from previous studies (Olweus, 1993 and Craig et al 2009) have noted the similar trends.

Stereotypical patterns of bullying suggest that boys are more likely to use verbal and physical aggression while girls bully more often with indirect and verbal aggression. Research suggests that girls increase in their indirect bullying with age. Boys reported engaging in more of all forms of bullying than girls and this finding was relatively consistent across age and country. The reported prevalence of indirect bullying was relatively low for both genders. There was consistency with the literature on physical bullying which was much less prevalent than other forms of bullying (Craig et al, 2009). There were limited age-related differences in the form of bullying. The lack of developmental trends suggests that youths who bully are more likely to be generalist (e.g. they do not specialize on one form of bullying over another) and they do not change this pattern with age.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Craig et al (2009) also reported that the prevalence of victimization in the six-country analyses was consistent for both genders, that is, victimization generally declined with age for all types. The reduction in victimization by age could be attributable to age-related changes in youths adapting socially as they develop or reflect equalization in physical sizes and consequently, increased effectiveness at inhibiting bullying or reflect the differences in circumstances of elementary, middle and high school in their respective social climate and academic demands. Adolescents who bully may be targeting a fewer number of students with increasing age or targeting younger children. It would be important to identify who is bullying whom to further understand the bully-victim relationship. Those youths who continue to be victimized at older ages are likely to be very vulnerable to long-term problems. These hypotheses require national and longitudinal study. Finally, for both boys and girls, in the majority of countries, there were no clear age-related differences in the prevalence for those youths with dual status.

5.7: Factors influencing Bullying in School

Tobacco, alcohol and drug use were mentioned as major factors that influenced bullying in school. Studies in different countries such as USA (Due et al., 1999), China (Eslea et al., 2003) and South Africa (Lianget al., 2007) that examined the relationship between victimization and tobacco use found that bully students were more likely to use tobacco than non-bully students (Fleming and Jacobsen, 2009; Tharp-Taylor et al., 2009

This study found out that majority of the bullies consumed alcoholic drinks and took drugs such as cigarettes in the hidden places such as the bush in the school and at the back of the fence in the school. Some of the bullies came to the school around 9 a.m. and left the school around 11am. This deviant behaviour have implications on students academic performance.

A higher rate of illegal drug use was found among victims of bullying in four studies conducted in the USA (Carlyle and Steinman, 2007; Ybarra et al., 2007; Tharp-Taylor et al., 2009) and Finland (Kaltiala-Heino et al., 2000). The differences in tobacco and alcohol use by bullied students in different settings highlight the importance of conducting studies of risk

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

factors in multiple cultural contexts and seeking, in each setting, to understand the dynamics that contribute to choices about health behaviours.

Across region, physical violence in schools is higher in the southern Nigeria (90%) than in the Northern region (79%); so is the case of psychological violence, which is 61% in Southern Nigeria and only 38.7% in Northern Nigeria. Furthermore, across gender, physical and psychological violence are almost evenly distributed among males and females in Nigerian schools.

5.8: Perceived Dangers (Effects) of Bullying

The participants were of the opinion that bullying could lead to depression, poor academic performance, bad dream, dropping out of schools and death. Consistent with the results of this study are some findings and reports on the perceived effects of bullying. Bullying is a complex social problem that can have severe negative consequences for both bullies and victims (Hymel, Rocke-Henderson and Bananno, 2005), especially as bullying has the potential to cause either physical or psychological harm to the victim (Bosworth, Espelage and Simon; 1999).

Previous studies (Aluede, 2006; Aluede, Fajoju, Omoike and Afen-Akpaida, 2008; Beran, 2009; Thornberg, 2010) have noted that bullying can have very far reaching effects on the school thus creating a climate of fear and intimidation not only in his/her victims, but also on bystanders. Students affected by bullying are be at higher risk of developing depression, anxiety, loneliness, mistrust of others, low self-esteem, poor social adjustment, poor academic achievement and poor health as compared to others (Thornberg, 2010).

5.9: Suggestions on Prevention of Bullying in School

Previous research conducted by Egbochuku (2007) pointed out the importance of giving respondents opportunity of making suggestions on combating bullying based on their experience. It is interesting to note that the students wanted more strict punishment for bullies, more strict rules and regulations and more involvement of school authorities and the principals. Another important point made by the students was that victims should report to someone about the bullying or that someone witnessing the bullying incident should inform a

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

responsible adult. Fear and the code of silence stops victims denouncing what is happening and, as a consequence, bullying continues. Similarly, both female and male participants agreed that teachers occupy central position in roles to play in preventing and controlling bullying in schools. It is hoped that such findings could help stakeholders plan adequate and effective prevention programmes. It is important to involve students in the planning of interventions for addressing bulling in schools. Egbochuku (2007) noted that students are more likely to support the idea of stopping bulling in schools if they are involved in programmes and actions relating to preventing and controlling bullying in schools.

.

5.10: Implications of Findings for Health Education

Bullying is a global social health problem that requires intervention at a population level. An understanding of the problem begins with prevalence estimates in states and national comparisons. More knowledge about the aetiology of bullying, the psychosocial and behavioural determinants, and the role of contextual factors are needed, including prospective and national studies of aetiology is needed. There is a growing need for more intensive international collaboration in both research and the development and evaluation of prevention strategies so that we can be more effective in reducing this public health problem.

The valuable lessons could be learned from current research conducted in countries where the reported prevalence is low that could be adapted for use in countries with higher prevalence. Health promotion and prevention strategies such as awareness, advocacy, and seminar are needed to address bullying problems to make the world safer for all adolescents.

Awareness of the existence, magnitude, factors influencing bulling and ways of preventing and controlling bullying must be raised among secondary school students. The school health curriculum in all schools should be used to disseminate facts on bullying.

5.11: Conclusion

A school is an institution designed for the teaching of students enrolled in it. The main purpose of school is to develop students through knowledge acquisition so that he/she may become a social being. By this, a student is expected to learn how to relate with fellow

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

students, teachers and significant others in the school on one hand, live in a harmonious way by blending with societal values in the society on the other hand. The school is also expected to be a place where students should feel safe and secure, and where they can count on being treated with respect. The reality, however, is that only few students or pupils can harmoniously blend with their schoolmates without experiencing violence in the school (Fajoju, 2009).

Although the school had always remained one of the safest places, next to the home in a child's life, one wonders if this still holds sway in our present society given the ever increasing spate of violence in our schools. Violence in schools is an issue that has become more prominent in the last few decades, as news articles about violent acts within the school setting is now on the increase. Despite the increasing rate of violence in schools, the society still expects that the school should be a safe place for students. Thus, in order to maintain a peaceful and safe school environment, stakeholders in education have tended to concern themselves with the problem of violence in our schools.

Bullying is a global problem and it can be found in every school all over the world. It is too often seen a way of life for young people in any society. When nothing is done about bullying, it has a lot of negative consequences on the children. The children suffer torments and harassments. It can cause life-long damage to the bullied and the bullies. If a school fails to deal with bullying, it can endanger the safety of all the students and teachers. Consequently, eradication of bullying should be seen as the responsibility of everyone including the government, educators, policy makers, police, parents, community organizations, religious organizations and students themselves.

5.12: Recommendations

As one of the most persistent and destructive forms of aggression in the continuum of violence, bullying deserves the attention of everyone. Reducing and preventing bullying requires the joint efforts of the policy makers, administrators of schools, teachers, students, parents and community members. Thus, for bullying to be reduced to its barest minimum level, the following recommendations are made:

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

- The schools and home should work collaboratively to instil good values in their children/students.
- The parents should model positive behaviours to their children.
- The teachers should have skills and knowledge in classroom management and control; as a result, a student-friendly environment should be established in the classroom.
- There should be school-wide education, training and bullying prevention programmes.
- The schools should provide counselling and support for students at risk of being involved in bullying.
- Students who bully often need intensive support or intervention, so it is important for Schools and social service agencies to work together.
- The parents and teachers must recognize the danger of violent films and discourage their children/students from watching them.

5.13: Suggestions for Further Studies

The information pieces obtained through this study are very useful in designing and organizing school-based activities on bullying among the secondary school students and the teachers, to ensure that the intervention address the activities of bullying (bullies and the victims).

Further studies should be in the area of the drug use by the bullies and an intervention study on drug use and its effect on the bullies' lives and the educational achievements of both the perpetrators and the victims.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

REFERENCES

Abada T., Feng H. & Bali R. 2008.The effects of harassment and victimization on self-rated health and mental health among Canadian adolescents. Soc Sci Med, 67:557-567

Aluede and Fajoju, in press, Umoh, 2000: Managing *Bullying* Problems in Nigerian Secondary

Aluede, O., 2006 Bullying in school: A forms of child abuse in schools, Educational Research quarterly, 30,(1), 37-49.

Analitis F., Klein-Velderman M., Ravens-Sieberer U., Detmar S., Erhart M., et al. 2009. European Kidscreen Group: Being bullied: associated factors in children and adolescents 8-18 years old in 11 European countries. *Pediatrics*,123:569-577. and S. Graham (Eds.) *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 49–72). New York: Guilford Press.

Anderson, M., Kaufman, J., Simon, T. R., Barrios, L., Paulozzi, L., Ryan, G., Hammond, R. Modzeleski, W., Feucht, T., Potter, L. 2001. School-associated violent deaths in the United States, 1994-1999. *Journal of the American Medical Association, 286*, 2695-2702.

Andreou E., Vlachou A. & Didaskalou E. 2005. The role of self-efficacy, peer interaction and attitudes in bully-victim incidents: implication for intervention policy-practices. *School Psychology International.* 26 (5): 545-562

Asamu 2006: Bullying Behaviour, Its Associated Factors and Psychological Effects among Secondary Students In Nigeria, Uluslararası Sosyal Arastırmalar Dergisi The Journal of International Social Research, Volume 3 (10) pg 5-12.

Atlas, R.S. and Pepler, D.J. 1998. Observations of bullying in the classroom. Journal of Educational Research, 92, 86-99.

Baldry A. C & Fajoju A.S. 2005 (in press). Bully Behaviour among Secondary School Students in Benin Metropolis of Edo State,Nigeria. *Zimbabwe Journal of Educational Research. 12 (2) 198-214*

Baldry A. C 2006. Bullying in Schools: A form of Child Abuse in Schools. *Educated Research Quarterly*, 30(1), 37-49.

Baldry A. C, 2003. Bullying in schools and exposure to domestic violence. Child Abuseand Neglect, vol. 27, no. 7, pp. 713–732.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

Baldry A. C, Fajoju, A.S., Omoike, D. & Afen-Akpaida J.E. 2008.A Review of the Extent, Nature, Characteristics and Effects of Bullying in Schools. Journal of Instructional Psychology.35, 151-58.

Baldry A. C. 2011. Managing Bullying Problems in Nigerian Secondary Schools: Some Interventions for Implementation. *Bangladesh e-Journal of Sociology.* Volume 8, Number 2. July.

Baldry A. C. and Farrington D. P. 1999. Brief report: types of bullying among Italian school children. J Adolesc, 22 (3): 423-426.

Bandura A. C, Barbaranelli C, Caprara GV & Pastorelli C. 1996 Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development*. 67(3):1206–1222.

Bandura A. C. 1997. *Self-Efficacy: The Exercise of Control*. New York, NY, USA: WH Freeman.

Banks R. 2000. B*ullying In Schools.* ERIC

Barton EA. *Bully Prevention: Tips and Strategies for School Leaders and Classroom Teachers*. Thousand Oaks, Calif, USA: Corwin Press; 23, 215- 230

Batsche, G.M. and Knoff H.M. 1994. Bullies and their Victims: Understanding a Pervasive Problem in the Schools. *School Psychology Review*. 23(2), 165-174.

Bauman S. and Hurley C.2005. Teachers' attitudes and beliefs about bullying. *Journal of School Violence.* Vol. 4, no. 3, pp. 49–61.

Beatu T. and Alexyen F. 2008. "Victims of peer aggression." *Developmental Psychology*, 24: 807- 814.

Bedell, R. and Horne A. 2005.Bully Prevention in Schools: A United States Experience. *Journal of Social Sciences (Special Issue)*, 8, 59-69.

Benton, D and Smith P. K. 1994. Bully/victim problems in middle school children: Stability, self–perceived competence, peer acceptance, *British Journal of Developmental Psychology*, 12, 315-325.

Benton, D and Undrewood K. 1992 . Bully/victim problems in middle school children: *British Journal of Educational Psychology*, 62, 73-87.

Benton, D. 1992. Hormones and human aggression. In K. Bjorkqvist & P. Nienlcti (Eds.). *Of mice and women: Aspects of female aggression.* San Diego, CA: Academic Press. 8 (3), 54-72

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

Beran, T. 2005. A New Perspective on Managing School Bullying: Pre-service Teachers' Attitudes. *Journal of Social Sciences (Special Issue)*, 8, 43-49.

Beran, T. 2009. Correlates of Peer Victimizations and Achievement: An Exploratory Model. *Psychology in Schools*. 46,348-361.

Bond L., Carlin J. B., Thomas L., Rubin K. and Patton G. 2001. Does bullying cause emotional problems? *A prospective study of young teenagers.BMJ*, 323(7311): 480-484.

Bosworth, K., Espelage, L.D. and Simon T. 1999. Factors Associated with Bullying Behaviour in Middle School Students. *Journal of Early Adolescence*, 19, 341-362.

Boulton, M. J. and Underwood K. 1992. Bully/victim problems among middle school children. Br J Educ Psychol, 62: 73-87.

Bowers, L., Smith, P. K., & Binney, V. (1994). Cohesion and power in the families of children involved in the bully/victim problems at school. Journal of Family Therapy, 14, pg. 371-387

Bukowski WM. 2003. What does it mean to say that aggressive children are competent or incompetent? *Merrill-Palmer Quarterly*. 49(3):390–400.

Carney AG, Merrell K.W. 2001. Bullying in schools: perspectives on understanding and preventing international problem.*School Psychology International*;22(3):364–382.

Carney, A. G., and Merrell, K. W. 2001. Bullying in schools: Perspectives on understanding and preventing an international problem. School Psychology International, 22, 364 – 382.

Carney, J. V. 2000. Bullied to death: Perceptions of peer abuse and suicidal behaviour during adolescence. School Psychology International, 21,213–223.

Catalano R.F, Berglund M.L., Ryan J.A.M., Lonczak H.S. and Hawkis J.D. 2002. Positive youth development in the United States: research findings on evaluations of positive youth development programs. *Prevention & Treatment*. 5(1, article 15)

Chang L, Fung Y.F.K and Wang Y. 2004 *Social Emotional Development of Schooling: Preventing School Bullying and Helping Social Withdrawn Children*. Hong Kong: The Chinese University Press. 45- 60

Charach, A., D. Pepler, and S. Ziegler. 1995, Spring. "Bullying at school: A Canadian Perspective." *Education Canada*, 12-19.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

Cheng Y., Newman I. M.and Qu M. 2010. Being bullied and psychosocial adjustment among middle school students in China," The Journal of School Health, vol. 80, No. 4, pp.193–199.

Colorroso, 2002, tackling the school yard bully; combining policy making with prevention, national conference of state legistlature.

Cooper, H., and Hedges, L. V. 1994. Research synthesis as a scientific enterprise. In H. Cooper and L. V. Hedges (Eds.), The handbook of research synthesis (pp. 3–14). New York: Russell Sage Foundation.

Cowie H. 2000. Bystanding or standing by: gender issues in coping with bullying in English schools. *Aggressive Behavior*.;26(1):85–97

Craig, W. 1998. The Relationship between Bullying, Depression, Anxiety and Aggression among Elementary School Children. *Personality and Individual Differences*, 24, 123-130.

Craig, W. and Pepler D. J. 2003. Identifying and targetingrisk for involvement in bullying and victimization. Can J Psychiatry. 48:577–82.

Craig, W., Harel-Fisch Y., Fogel-Grinvald F., Dostaler S.and Hetland J.et al. 2009. A cross-national profile of bullying and victimization among adolescents in 40 countries. Int J Public Health 54: S1–S9

Craig, W., Harel-Fisch Y., Fogel-Grinvald H., Dostaler S. and Hetland J., et al. 2009. HBSC Violence and Injuries Prevention Focus Group, HBSC Bullying Writing Group: A cross-national profile of bullying and victimization among adolescents in 40 countries. Int J Public Health, 54(2):216-224.

Crick N R and Bigbee M. A, 1998. Relational and overt forms of peer victimization formant approach. Journal of consulting and clinical psychology, 66, 337-347

Crick N. R and Grotopeter J. K,1995.Rational and overt forms of peer victimization: A multiinformant approach. Journal of consulting and clinical psychology, 66, 2317-2327

Crick N. R and Grotopeter J.K. 1995. Relational aggression, Gender, and social-psychological adjustment. Child Development.66, 710-722

Crick N.R .1996. The role of overt aggression, relational aggression, prosocial behaviour in the prediction of children future and social status. Child development 67, 317-327

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Crick, N.R., Ostrov, J.M. & Werner, N.E. 2006. A Longitudinal Study of relationship aggression, physical aggression and children's social-psychological adjustment. Journal of Abnormal Child Psychology, 34(2), 131 – 142

Dake, J. A., Price J. H. and Telljohann S. K. 2003. The nature and extent of bullying at school. J Sch Health, 73(5):173-180.

Davis S, Davis J. 2007. School Where Everyone Belongs: Practical Strategies for Reducing Bullying, 2nd edition. Champaign, Ill, USA: Research Press. Retrieved 2nd March 2013 from www.stopbullyingnow.com

Dawkins, J.L. 1995 . Bullying in schools: Doctors' responsibilities, *BritishMedical Journal*, 310, 274-275.

Dawkins, J. L. (1996). Bullying, physical disability and the paediatric patient. *Developmental Medicine and Child Neurology*, 38, 603-612.

Delfabbro P., et al. 2006. Peer and teacher bullying/victimization of South Australian secondary school students: prevalence and psychosocial profiles. Br J Educ Psychol, 76 (1): 71-90.

Department for Education and Skills (DfES), (2000), Don't Suffer in Silence – anti bullying

Dishion, T.J., McCord, J. and Poulin, F. 1999. When interventions harm: Peer groups and problem behaviour. American Psychologist, 54, 755–764.

Donovan, B. T. (1985). *Hormones and human behaviour*. Cambridge: Cambridge University Press. 22 (4), 435- 457

Dryfoos, J. G. (1993). Common components of successful interventions with high-risk

Due P. and Holstein B. E. 2008. Bullying victimization among 13-15 year old school children: results from two comparative studies in 66 countries and regions. Int J Adolesc Med Health, 20(2):209-222.

Due P. et al. 2005. Health Behaviour in School-Aged Children Bullying Working Group: Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. Eur J Public Health, 15(2):128-132.

Due P. et al. 2011. Pathways and mechanisms in adolescence contribute to adult health inequalities. Scand J Public Health, 39(6 suppl): 62-78.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Due P.et al. 2009. Socioeconomic inequality in exposure to bullying during adolescence: a comparative, cross-sectional, multilevel study in 35 countries. Am J Public Health, 99(5):907-914.

Duncan, R.E. 1999. Peer and Sibling Aggression: An Investigation of Intra and Extra-familial Bullying. Journal ofInterpersonal Violence, 14, 871-886.

Eduwen, F. I. 2010. Job Satisfaction among School Counsellors in Secondary Schools in Edo and Delta States of Nigeria. Unpublished Doctoral Dissertation, Ambrose Alli University, Ekpoma- Nigeria. pg.174

Egan L. A., and Todorov N. 2009. Forgiveness as a coping strategy to allow school students to deal with the effects of being bullied: theoretical and empirical discussion," Journal of Social and Clinical Psychology, Vol. 28, no. 2, pp. 198–222.

Egan, S. K., and Perry, D. G. 1998. Does low self-regard invite victimization? *Developmental Psychology* 34, 299-309.

Egbochuku, E.O. 2007. Bullying in Nigerian Schools: Prevalence Study and Implication for Counselling. *Journal of Social Sciences*, 14 (1), 65-71.

Elgar F. J., Craig W., Boyce W., Morgan A. and Vella-Zarb R. 2009. Income inequality and school bullying: multilevel study of adolescents in 37 countries. J Adolesc Health, 45(4):351-359.

Elinoff M. J., Chafouleas, S. M., Sassu, K. A. 2004. Bullying: considerations for defining and intervening in school settings. *Psychology in the Schools*.;41(8):887–897.

Eliot, M., Cornell, D., Gregory, A., & Fan, X. 2009. Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, 48, 533-553.

Eslea, M. and Rees, J. 2001. At What Age Are Children Most Likely to Be Bullied at School? *Aggressive Behaviour, 27,419-429.*

Espelage D. L., Holt M. K., and Henkel R. R. 2003.Examination of peer-group contextual effects on aggression during early adolescence. Child Development, Vol. 74, no. 1, pp.205–220.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Espelage D.L. and Swearer T., 2003: *Bully in schools* [white paper, electronic version]. Retrieved from Georgia State University Center for School Safety, School Climate and Classroom Management website: http://education.gsu.edu/schoolsafety/ 404-413-8192

Espelage, D. L., and Swearer, S. M. (Eds.). 2004. Bullying in American schools: A social-Ecological perspective on prevention and intervention. Mahwah, NJ: Erlbaum.

Fajoju, A.S. 2009. School Bullying and Academic Performances of Secondary School Students in Edo State. Unpublished Doctoral Research Proposal Ambrose Alli University, Ekpoma, Nigeria. pg. 182.

Federal Ministry of Education. 2007. The National Strategic Framework for Violence Free Basic Education in Nigeria. Abuja: Federal Ministry of Education.

Field, E. M. 2007. *Bully Blocking: Six Secrets to Help Children Deal with Teasing and Bullying*. Philadelphia, Pa, USA: Jessica Kingsley. 67 - 75

Fried, S. 1997. Bullies and Victims: Children Abusing Children. *American Journal of Dance Therapy*. 19, 127-133.

Fryxell, D. & Smith D.L. 2000. Personal, Social and Family Characteristics of Angry Students. *Professional School Counselling.* 4, 86- 94

Fung, A. L. C. and Wong J. L. P. 2007. *Project C.A.R.E.: Children and Adolescents at Risk Education.* Hong Kong Christian Service, Hong Kong.

Fung, A. L.C . & Wong JLP. 2007. *Project C.A.R.E.: Children and Adolescents at Risk Education*. Hong Kong: Hong Kong Christian Service.

Garringer M. 2008. Case Studies in Youth Mentoring: Bullying Prevention and Intervention. Team Mates Mentoring Program Lincoln Public Schools. U.S. Department of Education, Office of Safe and Drug-Free Schools, Mentoring Resource Centre, June.

Georgiou, S. T. 2008. Bullying and victimization at school: the role of mothers. *British Journal of Educational Psychology*, 78, 109-125.

Georgiou, S. T. 2008. Parental style and child bullying and victimization experiences at school. *Social Psychology of Education*, 11, 213-227.

Georgiou, S. T. and Stavrindes T. 2008. Bullies, victims and bully victims: Psycho-social profiles and attribution styles.*School Psychology International*, 29(5), 574-589.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

Gilmartin, B.G.1987. Peer group antecedents of severe love-shyness in males. *Journal of personality, 55,467-489.*

Gini G, Albiero P, Benelli B, Altoè G. 2008. Determinants of adolescents' active defending and passive bystanding behavior in bullying. *Journal of Adolescence*. 31(1):93–105.

Gini G. Bullying as a social process: the role of group membership in students' perception of inter-group aggression at school. *Journal of School Psychology*.2006;44(1):51–65.

Gini G., Pozzoli T., Borghi F., and Franzoni L. J. 2008. The role of bystanders in students' perception of bullying and sense of safety. *Journal of School Psychology 46(6):617-38. Epub. Apr 10.*

Glanz, K .and Rimmer, B. K. 1995. Theory at a Glance A guide for Health Promotion Practice. *National Institute of Health Publication,* 05: 3896

Glew G. M, Rivara F. and Feudtner C. 2000.Bullying: children hurting children. Pediatr Rev, 21:183-190.

Glew G. M., Fan M. Y., Katon W., Rivara F. P. and Kernic M. A. 2005.Bullying, psychosocial C, adjustment, and academic performance in elementary school. Arch Pediatr Adolesc Med, 159 (11):1026-1031.

Graham, S. and Juvonen J. 2001.An attributional approach to peer harassment. In J. Juvonen

Graig .W and Pepler. D.J. 1997. Observational bullying and victimization in the schoolyard. Canadian journal of schools psychology, 13, 41-60

Grraig, et al. 2009. A cross national profile of bullying and victimization among adolescents in 40 countries, int J public health. 2009 September; (suppl2): 216-224

Hamilton Community Foundation, 2002. Prevention of bullying among children and youth,site map. Accessed 23rd August 2012 from www. Hcf.on .cal resources/ intiatives

Hanson, D.J., Hanson, J., Vardon, P., McFarlane, K., Lloyd, J., Muller, R. and Durrheim, D. 2005. The injury iceberg: an ecological approach to planning sustainable community safety interventions. *Health Promotion Journal of Australia*, 16(1) 24-35

Harris S. 2004. Bullying at school among older adolescents. Prevention Researcher, 11(3), 12–14.

Harris S., Petrie, G. and Willoughby, W. 2002. Bullying among 9th graders: An exploratory study. *NASSP Bulletin, 86*(63), 3–14

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

Hawkins D. L., Pepler D. J. and Craig W. M. 2001. Naturalistic observations of peer interventions in bullying. *Social Development*. 10(4):512–527.

Haynie, D., Nansel, T., Eitel, P., Crump, A., Saylor, K., Yu, K., et al. 2001. Bullying and victimization among boys and girls in middle school. *Educational Research*, 3 (5), 3-25.

Hazler R. J. 1996. *Breaking the Cycle of Violence: Interventions for Bullying and Victimization*. Washington, DC, USA: Taylor & Francis.

Hazler, R. J. 1996. Breaking the cycle of violence: Interventions for bullying and victimization. Washington, DC: Accelerated Development.

Herba K. et al. 2008. Victimization and suicide ideation in the trails study: specific vulnerabilities of victims. *Journal of child and Psychology*, 49(8):867-876.

Hodges E.V., and Perry D. G. 1999. Personal and interpersonal antecedents and consequences of victimization by peers, *Journal of Personality and Social Psychology* 76, 677-685.

Hong Kong Children and Youth Services. *Peace Campaign*. Hong Kong: Hong Kong Children and Youth Services; 2002. Accessed 21st August 2012 from http://www. stopbullyingkansas.org/Olweus_Documents/ Olweus%20Bullying%20P...

Hoover J. H., Oliver R. and Hazler R. J. 1992. Bullying: Perceptions of adolescent victims in the Midwestern USA, *School Psychology International* 13, 5-16.

Hui E. K. P. 2000. Guidance as a whole school approach in Hong Kong: from remediation to student development. *International Journal for the Advancement of Counselling* Vol. 22, No. 1, pp. 69–82.

Hui E. K. P. 2010. Guiding students for positive development in Learning and Development of Asian Students: What the 21st Century Teachers Need to Think About. L. F. Zhang, J. Biggs, and D. Watkins, (Eds). pp. 221–244, Pearson Education South Asia, Singapore.

Hui E. K. P. Tsang S. K. M. and Law B.C.M. 2011. Combating School Bullying through Developmental Guidance for Positive Youth Development and Promoting Harmonious School Culture. *The Scientific World Journal* 11, 2266–2277.

UNIVERSITY OF IBADAN LIBRARY

Hymel S., Rocke-Hendereson N. and Bonanno R. A. 2005. Moral Disengagement: A Framework for Understanding Bullying Among Adolescents. Journal of Social Sciences (Special Issue), 8,111.

James D. J., Lawlor M., Courtney P., Flynn A., Henry B. Et al. 2008. Bullying behaviour in secondary schools: what roles do teachers play? *Child Abuse Review.* Vol. 17, no. 3, pp.160–173.

Juvonen J., Graham S. & Schuster M. A.2003. Bullying among young adolescents: the strong, the weak and the troubled.*Pediatrics*.2003;112(6):1231–1237.

Juvonen, J., and Graham, S. (Eds.) 2001. Peer harassment in schools: The plight of the vulnerable and victimized. New York: Guilford Press.

Kallestad, J. H. and Olweus, D. 2003. Predicting teachers' and schools' implementation of the Olweus Bullying Prevention program: A multilevel study. *American Psychological Association (*Prevention and Treatment), 6(21).

Kaltiala-Heino R., Rimpelä M., Marttunen M., Rimpelä A and Rantanen P. 1999. Bullying, depression, and suicidal ideation in Finnish adolescents: school survey. *British Medical Journal*. 319(7206):348–351.

Karatzias A., Power K.G. and Swanson V. 2002. Bullying and Victimization in Scottish Secondary Schools: Same or Separate Entities? *Aggressive Behavior 28, 45–61.*

Kenny M. C., McEachern A. E. And Aluede O. 2005. Female Bullying: Preventions and Counselling Interventions. *Journal of Social Sciences (Special Issue)*, 8, 13-19.

Kepenekci K.Y. and Cinkir S. 2006. Bullying among Turkish high school students, *Child Abuse and Neglect 30 ,193–204.*

Kim Y. S., Koh Y. J. and Leventhal B. L. 2004.Prevalence of school bullying in Korean middle school students. Arch Pediatr Adolesc Med, 158:737-741.

Kim Y. S., Leventhal B. L., Koh Y. J., Hubbard A. and Boyce W. T. 2006. School bullying and youth violence: causes or consequences of psychopathology? Arch Gen Psychiatry, 63 (9): 1035-1041.

Klomek A. B., Sourander A., Niemelä S., Kumpulainen K., Piha J.et al. 2009. Childhood bullying behaviours as a risk for suicide attempts and completed suicides: a population-based birth cohort study. J Am Acad Child Adolesc Psychiatr, 48 (3): 254-261.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Kochederfer B. & Ladd G. 1997. Victimized children responses to peers; aggression: Behavior associated with reduced versus continued victimization, *Development and Psychopathology, 9, 59-73.*

Kohut M. R. 2007. *The Complete Guide to Understanding, Controlling, and Stopping Bullies & Bullying: A Complete Guide for Teachers & Parents*. Ocala, Fla, USA: Atlantic. Pp.214

Kokkinos C. M., and Panayiotou G. 2004. Predicting bullying and victimization among early adolescents: associations with disruptive behavior disorders. *Aggressive Behavior 30, 520-533.*

Kumpulainen K. 1998. Bullying and psychiatric symptoms among elementary school-age children, *Child abuse and neglect* Vol. 22 No 7 pp (705-717)

Kumpulainen K., Räsänen M.E. & Henttonen I. 1999. Children involved in bullying: psychological disturbance and the persistence of the involvement. Child Abuse Negl, 23(12):1253-1262.

Kumpulainen, K., Raesaenen, E., and Henttonen, I. 1999. Children involved in bullying: Psychological disturbance and the persistence of involvement. Child Abuse and Neglect, 23, 1253–1262.

Kumpulainen, K., Räsänen, M. E., and Puura, K. 2001. Psychiatric disorders and the use of mental health services among children involved in bullying. *Aggressive Behavior, 27*, 102-110.

Kuntsche E., Pickett W., Overpeck M., Craig W., Boyce W. et al. 2006. Television viewing and forms of bullying among adolescents from eight countries. *Journal of Adolescent Health*, Vol. 39, No. 6, pp. 908–915.

Lagerspetz K. H. J., Bjorkqvist K., Berts M. and King, E. 1982. Group aggression among school children in three schools. *Scandinavian Journal of Psychology*, 23, 45-52.

Lam D. O. B. & Liu A. W. H. 2007. The path through bullying: a process model from the inside story of bullies in Hong Kong secondary schools. Child and Adolescent Social Work Journal, Vol. 24, No. 1, pp. 53–75.

Lee C. H. 2011. An ecological systems approach to bullying behaviours among middle school students in the United States. *Journal of Interpersonal Violence.* Vol. 26, No. 8, pp.1664–1693.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Lee T. Y. and Law B.M. 2011. Review Teaching money literacy in a positive youth development program: the project P.A.T.H.S. in Hong Kong. *Scientific World Journal.* 11:2287-98. Epub Nov 20.

Lien L., Green K., Welander-Vath A. and Bjertness E. 2009. Mental and somatic complaints associated with school bullying 10th and 12th grade students from cross sectional studies in Oslo, Norway. *Clinical Practise and Epidemiology in Mental Health,* 5: 6.

Limber, S. P., Nation, M., and Tracy, A. J. 2004. Implementation of the Olweus Bullying Prevention programme in the Southeastern United States. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 55-79). New York: Cambridge University Press.

Lodge J, Frydenberg E. The role of peer bystanders in school bullying: positive steps toward promoting peaceful schools. *Theory into Practice*.2005;44(4):329–336.

Magklara K.et al. 2012. Bullying behaviour in schools, socioeconomic position and psychiatric morbidity: a cross-sectional study in late adolescents in Greece. Child and Adolescent Psychiatry and Mental Health, 6: 8. Accessed 22nd August 2012 from http://www.capmh. com/content/6/1/8

McCabe R. E., Antony M. M., Summerfeldt L. J., Liss A. and Swinson R. P. 2003. Preliminary examination of the relationship between anxiety disorders in adults and self-reported history of teasing or bullying experiences. *Cognitive Behaviour Therapy*. 32(4):187–193.

McEachern A.G., Kenny M.C., Blake E. & Aluede O. 2005. Bullying in Schools: International Variations. *Journal of Social Sciences (Special Issue)* 8, 51-58.

McFadden J. 1986. Bullies and Victims. Primary Education. September/ October, pp 25- 26.

McLaughlin, L., Laux, J.M., Pescara-Kovach, L. (2006). Using Multimedia to Reduce Bullying and Victimization in Third-Grade Urban Schools. *Professional School Counseling, 10 (2)* 153-160. Retrieved November 8, 2007, from EBSCOHost ERIC database (EJ767383).McLeroy K. R., Bibeau D., Steckler A. & Glanz, K. 1998) An ecological perspective on health promotion programmes. *Health Education Quarterly*; 15 (4): 351 – 377

UNIVERSITY OF IBADAN LIBRARY

Melton G. B. et al. 1998. *Violence Among Rural Youths*. Final Report. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Pp 45-49

Merrell K. W., Gueldner B. A., Ross S. W. and Isava D. M. 2008. How Effective Are School Bullying Intervention Programs? A Meta-Analysis of Intervention Research. School Psychology Quarterly, Vol. 23, No. 1, 26-42

Nansel T. R., Overpeck M. D., Haynie D. L., Ruan J. & Scheidt P. C. 2003. Relationships between bullying and violence among US youths. Arch Pediatr AdolescMed;157:348–53.

Nansel T., Craig W. M., Overpeck M., Saluja G, Ruan J. 2004 Health Behavior in School-aged Children Bullying Analyses Working Group. Cross-national consistency in relationship between bullying behaviours and psychosocial adjustment. Arch Ped Adoles Med;158:730–46.

Nansel, T. R. et al. 2001. Bullying behaviours among U.S. youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association,* 285 (16), 2094–2100.

National Crime Prevention Centre. 1997. *Bullying and Victimization*.

National Institute of Health 2005. Theory at a glance: A guide for health promotion practice. A publication of the National Institutes of Health, U.S. Department of Health and HumanServices. NIH Pub. No. 97-3896. Washington, DC, USA.
Newbury Park, CA: Sage.

Newman D. A., Horne A. M., and Bartomucci L. 2000. *Bully Busters: A Teacher's Manual for Helping Bullies, Victims and Bystanders. Champaign*, Illinois: Research Press.

Ng J. W. Y. & Tsang S. K. M. 2008. School bullying and the mental health of junior secondary school students in Hong Kong. *Journal of School Violence,* Vol. 7, No. 2, pp.3–20.

Nickerson A. B., Mele D. & Princiotta D. 2008. Attachment and empathy as predictors of roles as defenders or outsiders in bullying interactions. *Journal of School Psychology*. 46(6):687–703.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Obidi, S.S. 1999. Types and Prevalence of Peer Victimization Among Secondary Students in Osun State. Internal Journal for Cross-Disciplinary Subjects in Education, Volume 1, Isssue 1.

Office of Safe and Drug-Free Schools, U.S. Department of Education. 2003. Bullying Prevention in the School.*TheChallenge*,11(3) Retrieved 29th July 2012 from http://www. thechallenge.org/pastissues/v11n3.hm

Olweus D & Limber, S. 1999. Bullying prevention program. In D.S. Elliot, (Ed.), *Blueprints for Violence Prevention*. Denver, CO: C&M Press.

Olweus D 1991. *Bully/victim problems among school children: basic facts and effects of a school based intervention programme.* In D. J. Pepler & K. Rubin (Eds.) The development and treatment of childhood aggression, Hillsdale, NJ: Erlbaum.

Olweus D 1991. Bully/victim problems among school children: Some basic facts and effects of a school-based intervention program. In D. Pepler and K. Rubin (Eds.). *The development and treatment of childhood aggression* (pp. 411–448). Mahwah, NJ: Lawrence Erlbaum Associates.

Olweus D 1991. Victimization among school children. In R. Baenninger (Ed.). *Targets of violence and aggression* (p.p. 45-102). Holland: Elsevier Science.

Olweus D 1993. *Bully/victim problems among school children: Long-term consequences and an effective intervention program.* In S. Hodgins (Ed.), *Mental disorder and crime* (pp.317–349).Thousand Oaks, CA: Sage.

Olweus D 1993. *Bullying at School: What We Know and What We Can Do.* Oxford: Blackwell Publishers.

Olweus D 1994. *Annotation: Bullying at school: Basic facts & effects of a school-based intervention program*. *Journal of Child Psychology and Psychiatry*, 35, 1171–1190.

Olweus D 1995. Bullying or peer abuse at school: Facts and intervention. *Current Directions in Psychological Science*, 4(6), 196-201.

Olweus D 1997. Bully/victim problems in school: Facts and intervention. *European Journal of Psychology of Education*, 12(4), 495-510.

Olweus D 2003. A profile of bullying at school. *Educational Leadership* 60(6), 12–17.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Olweus D 2004. *The Olweus Bullying Prevention Programme: Design and implementation issues and a new national initiative in Norway*. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 13-36). New York: Cambridge University Press.

Olweus D. 1991. Bully/Victims Problems among School Children: Basic Facts and Effects of a School-based Intervention Program. In K. Rubin and D. Pepler (eds.). *The development and treatment of childhood aggression.* pp85- 125. Hillsdale, New Jersey: Erlbaum

Olweus, D. (1980). Familial and temperamental determinants of aggressive behavior in adolescent boys: A causal analysis. *Developmental Psychology*, *16*, 644-660.

Olweus, D. 1978.Aggression in the schools: Bullies and whipping boys. Washington, DC: Hemisphere.

Olweus, D., Limber, S. P., & Mihalic, S. 1999. The Bullying Prevention Program: Blueprints for Violence Prevention, Vol. 10. Center for the Study and Prevention of Violence: Boulder, CO.

Omotosho 2007: *Australasian Journal of Educational Technology* 2007, 23(4), 435-454.

pack. Available at, http://dfes.gov.uk/bullying/

Pelligrini, A. 2001. The roles of dominance and bullying in the development of early heterosexual relationships. Journal of Emotional Abuse, 2, 63–73.

Pepler D., Jiang D., Craig W, Hawkins.D. 2001 *Evidence of a psychopathy taxon in children.* Criminal justice and behaviour,28,450-470

Pepler D., Jiang D., Craig W. & Connolly J. 2008. *Developmental trajectories of bullying and associated factors*. Child Dev. 79:325–38.

Perren S., Dooley J., Shaw T. and Cross D. 2010. Bullying in school and cyberspace: Associations with depressive symptoms in Swiss and Australian adolescents. Child. Adolesc Psychiatry Ment Health. 4: 28.

Perren S., Stadelmann S. and Von Klitzing K. 2009. *Child and family characteristics as risk factors for peer victimization in kindergarte*n. Schweizerische Zeitschrift für Bildungswissenschaften, 31 (1):13-32.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Popoola B. I, 2005. Prevalence of peer victimization among secondary school students in Nigeria, international Educational Journal, 6(5) 598-606

Prewin P. W. (1993).Dealing with bullying among Japanese students. *School Psychology International*, 9, 189-195.

Prewin P. W. 1988. Dealing with bullying among Japanese students. *School Psychology International*, 9, 189-195.

Psychol Psychiatry. Vol. 3 (3). 405–417.

Reid K. 1993. Retrospection and persistent school absenteeism. *Educational Journal*, 25, 110-115.

Resnick M. D., Bearman P. S., Blum R.W., Bauman, K.E., Harris, K.M. et al. 1997. Protecting adolescents from harm; Findings from the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association* 278 (10), 823–832.

Rigby K. 1996. *Bullying In Schools and What to Do About It*. Melbourne. Australian Council for Educational Research.

Rigby K. 1999. Peer victimisation at school and the health of secondary school students. *British Journal of Educational Psychology*. 1999;69(1):95–104.

Rigby K. 2003. Consequences of bullying in schools, *Canadian Journal of Psychiatry*, Vol. 48, No. 9, pp. 583–590.

Rigby K. 2007. *Bullying in Schools and What to Do about It*. Camberwell. ACER Press.

Rigby, K. and P.T. Slee. 1991. "Bullying among Australian school children: Reported behavior and attitudes toward victims." *The Journal of Social Psychology*, 131(5): 615-627.

Rigby, K., and Slee, P. T. (1994). Children's attitudes towards victims. In D. Tattum (Ed.),

Rios-Ellis, B., Bellamy, L., and Shoji, J. 2000. An examination of specific types of ijime within Japanese schools. School Psychology International, 21,227–241.

Rodkin, P. C., and Hodges, V. E. 2003. Bullies and victims in the peer ecology: Four questions for psychologists and school professionals. School Psychology Review, 32,384 – 400.

Roland E. 1989. A system oriented strategy against bullying. In E. Roland & E. Munthe (Eds.). *Bullying: An international perspective* (pp. 143-151). London: David Fulton Publishers.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

Roth D. A, Kaukiainen A., Kaistaniemi L., and Lagerspetz K. M. J. 1999. Self-evaluated self-esteem, peer-evaluated self-esteem, and defensive egotism as predictors of adolescents' participation in bullying situations. *Personality and Social Psychology Bulletin*. 25(10):1268–1278.

Roth D. A, Voeten M., and Poskiparta E. J. 2011. Bystanders matter: associations between reinforcing, defending, and the frequency of bullying behavior in classrooms. J Clin *Child Adolescent Psychology*. 40(5):668-76.

Roth D. A., Coles M. E. and Heimberg R. G. 2002. The relationship between memories for childhood teasing and anxiety and depression in adulthood. *Journal of Anxiety Disorders*.2002;16(2):149–164.

Roth D. A., Lagerspetz K., Björkqvist K., Österman K. & Kaukiainen A. 1996. Bullying as a group process: participant roles and their relations to social status within the group. *Aggressive Behavior*. 22(1):1–15.

Roth D. A.D. 1999. Participant role approach to school bullying: implications for interventions. *Journal of Adolescence*.1999;22(4):453–459.

Schäfer M., & Sun R. C. F. 2010. Effectiveness of the tier 1 program of project P.A.T.H.S.: findings based on three years of program implementation. *The Scientific World Journal*. 10:1509–1519.

Schäfer M., 2000. Subtypes of victims and aggressors in children's peer groups. J*ournal of Abnormal Child Psychology*, 28:181–192.

Schäfer M., and Ma C. M. S. 2011. Impact of the Project P.A.T.H.S. in the junior secondary school years: individual growth curve analyses. *The Scientific World Journal*. 11:253–266.

Schäfer M., 2009. Effectiveness of the tier 1 program of project P.A.T.H.S. findings based on the first 2 years of program implementation. *The Scientific World Journal*. 9:539–547.

Schäfer M., Korn S, Smith P.K. et al. 2004. Lonely in the crowd: recollections of bullying. *British Journal of Developmental Psychology*. 22(3):379–394.

Schäfer M.,, Ma H. K. and Sun R. C. F. Development of a new curriculum in a positive youth development program: the Project P.A.T.H.S. in Hong Kong. *The Scientific World Journal*. In press.

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

UNIVERSITY OF IBADAN LIBRARY

Schäfer M.,, Proctor L. J., & Chien, D. H. 2001.The aggressive victim of bullying: Emotional and behavioral dysregulation as a pathway to victimization by peers. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 147-174). New York. Guilford Press.

Schäfer M.,. A, Dodge K. A. and Coie J. D. 1993. The emergence of chronic peer victimization in boys' play groups. *Child development*. 64(6):1755–1772.

Schäfer M.,. A., Dunkel-Schetter C., Weiner B. and Woo G. 1992. Expectancies as mediators between recipient characteristics and social support intentions. In: Schwarzer R, (edt). *Self-Efficacy: Thought Control of Action*. Washington, DC, USA: Hemisphere Publishing. pp. 65–90.

Schoster (1996) Bully/Victim Problems and their Association with Coping Behaviour in Conflictual Peer Interactions Among School-age Children, Educational Psychology, Vol. 21, No. 1.

Schoster (1996) Bully/Victim Problems and their Association with Coping Behaviour in Conflictual Peer Interactions Among School-age Children, Educational Psychology, Vol. 21, No. 1

Schuuster B. 1996 Rejection, exclusion and harassment at work and in schools European psychologist, vol1 pp293-309

Sharp, S., and Smith, P. K. (Eds.) 1994. School bullying: Insights and perspectives. London: Routledge.

Shields A, Cicchetti D. 2001. Parental maltreatment and emotion dysregulation as risk factors for bullying and victimization in middle childhood. Journal of Clinical Psychology. 30 (3) 349-363.

Simmons, R 2002. Odd girl out. New york: Harcourt.row - categories

Skapinakis P., Bellos S., Gkatsa T., Magklara K., Lewis G. et al. 2011. The association between bullying and early stages of suicidal ideation in late adolescents in Greece. *BMC Psychiatry.* 11:22.

Smith P. K and Ananiadou K. 2003. The nature of school bullying and the effectiveness of school-based interventions. *Journal of Applied Psychoanalytic Studies*. 5(2):189–209.

Smith P. K and Brain P. 2000. Bullying in schools: Lessons from two decades of research. *Aggressive Behavior, 26, 1-9.*

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

Smith P. K. and Sharp S. 1994. *School bullying: Insights and perspectives.* London: Routledge. 8 (4) 149-163.

Smith P. K., Morita Y., Junger-Tas, Olweus, D., Catalano, R. Et al. (Eds.). 1999. *The nature of school bullying: A cross national perspective*. Routledge. London

Smith P. K.,, Cowie H., Olafsson R., Liefooghe A. P. D. et al. 2002. Definitions of bullying: a comparison of terms used, and age and sex differences, in a 14-country international comparison. Child Dev. 73:1119-1133.

Smith, D. Pepler K., and Rigby K. 1991 *Bullying in schools: How successful can interventions be?* (pp. 125-139). Cambridge, UK: Cambridge University Press.

Smith, J. D., Schneider, B. H., Smith, P. K., and Ananiadou, K. 2004. The effectiveness of whole school anti bullying programs: A synthesis of evaluation research. School Psychology Review, 33, 547–560.

Smith, P. K., and Ananiadou, K. 2003. The nature of school bullying and the effectiveness of school-based interventions. Journal of Applied Psychoanalytic Studies, 5,189 –209.

Smith, P. K., and Myron-Wilson, R. 1998. Parenting and school bullying. *Clinical Child*

Solberg M. E and Olweus. 2007. *Youth Development: Development of a Pioneering Program in a Chinese Context*. London, UK: Freund Publishing House. pp. 201–209.

Solberg M. E., and Olweus, D. 2003. Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior*, 29(3), 239–268.

Sourander A., Jensen P., Ronning J. A., Elonheimo H., Niemela S.et al. 2007. Childhood bullies and victims and their risk of criminality in late adolescence. Arch Pediatr Adolesc Med. 161:546-552.

Sprague, J. R., and Walker, H. M. 2005.Safe and healthy schools: Practical prevention strategies. New York: Guilford Press.

Spriggs A. L., Iannotti R. J., Nansel T. R. and Haynie D. L. 2007. Adolescent bullying involvement and perceived family, peer and school relations: commonalities and differences across race/ethnicity. J Adolesc Health. 41:283–93.

Stephenson P. and Smith, D. 1989. Bullying in the junior school. In D. P. Tattum & D. A. Lane (Eds.), *Bullying in schools* (pp. 45-57). Stroke on Trent, England: Trendham Books Limited.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Stevens V., De Bourdeaudhuij, I., and Van Oost, P. 2001. Anti-bullying interventions at school: Aspects of programme adaptation and critical issues for further programme development.

Health Promotion International, 16(2), 155-167.

Stevens V., De Bourdeaudhuij, I., and Van Oost, P. 2000.Bullying in Flemish schools: An evaluation of anti-bullying intervention in primary and secondary schools. *British Journal of Educational Psychology*, 70(2), 195-210.

Stueve A., Dash K., O'Donnell L. et al. 2006. Rethinking the bystander role in school violence prevention. *Health promotion practice*. 7(1):117–124.

Suckling A. and Temple C. 2002. *Bullying – A Whole School Approach.* London: Kingsley Publishers Ltd.

Swearer, S. M., and Espelage, D. L. 2004. Introduction: A social-ecological framework of bullying among youth. In D. L. Espelage and S. M. Swearer (Eds.), Bullying in American schools: A socialecological perspective on prevention and intervention (pp. 1–12). Mahwah, NJ: Erlbaum.

Tanaka, T. 2001. The identity formation of the victim of shunning. *School Psychology International*, 22, 463-476

The African Symposium: An online journal of the African Educational Research Network 142 Volume 11, No. 1, June 2011 The African Symposium (ISSN# TX 6-342-323).

Thornberg R. 2010.Victimizing of Bully: A Grounded Theory. Paper presented at the Conference of European Educational Research Association. Retrieved on October 4, 2010 at http://www.eera-ecer.eu/ecerprogrammes/conference/ecer-2010/contribution /1188-2/?no_cache=1

Tobin, T. and Irvin, L. K. 1996. The Olweus Bully/Victim Questionnaire. *Reclaiming Children and Youth*, 29–33.

Tsang S. K. M, Hui E. K. P. and Law B. C. M. 2011. Bystander Position Taking in School Bullying: The Role of Positive Identity, Self-Efficacy, and Self-Determination. *The Scientific World Journal:* 11, 2278–2286

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Tsang S. K. M. and Hui E. K. P. Self-efficacy as a positive youth development construct: conceptual bases and implications for curriculum development. In: Shek DTL, Ma HK, Merrick J, (Ed). *Positive Youth Development: Development of a Pioneering Program in a Chinese Context*. London, UK: Freund Publishing House.

Tsang S. K. M. and Yip F. Y. Y. 2007. Positive identity as a positive youth development construct: conceptual bases and implications for curriculum development. In: Shek D. T. L., Ma HK. & Merrick J, (Ed.). *Positive Youth Development: Development of a Pioneering Program in a Chinese Context*. London, UK: Freund Publishing House; 2007. pp. 227–235.

Ttofi M., David F. and Baldry A. 2008. *Effectiveness of Programmes to Reduce School Bullying*. Stockholm: Swedish Council for Crime Prevention. Accessed 4th April 2013 from www.ijrs.org

Twemlow S. W., Fonagy P and Sacco F. C. 2004. The role of the bystander in the social architecture of bullying and violence in schools and communities. *Annals of the New York Academy of Sciences*.2004;1036:215–232.

U.S. Department of Education. 2001. School-Wide Prevention of Bullying. Accessed 4th April 2013 from www.ijrs.org

Unnever, J. (*2001*). Roanoke City Project on *Bullying*. Final report of the Roanoke school-based partnership *bullying* study. Unpublished manuscript

Veenstra R., Lindenberg S., Oldehinkel A. J., De Winter A. F., Verhulst F. C.,et al. 2005. Bullying and victimization in elementary schools: a comparison of bullies, victims, bully/victims, and uninvolved preadolescents. Developmental Psychology, 41, 672–682. *International Journal of Violence and School – 11 – September 2010 128*

Volk A, Craig W. M., Boyce W., and King M. 2006. Perceptions of parents, mental health, and school amongst Canadian adolescents from the provinces and the northern territories. Can J School Psychol. 21:33–46.

Vossekuil B., Fein, R. A., Reddy, M., Borum, R. & Modzeleski, W. 2002. The final report and findings of the Safe School Initiative: Implications for the prevention of school attacks in the United States. Washington, D.C.: United States Secret Service, and Washington, D.C., U.S. Department of Education, pp. 130-137

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

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

Whitney I. and Smith P. K. 1993.A survey of the nature and extent of bullying in junior/middle and secondary schools. Educ Res, 35:3-25.

Whitted K. S. & Dupper D. R. 2005. Best practices for preventing or reducing bullying in schools. *Children and Schools*. 27(3):167–174.

Williams K., Champers M., Logan S. & Robinson D. 1996. Association of common health symptoms with bullying in primary school children.BMJ, 313:17-19.

Wolke D. Woods S., Stanford K. and Schulz H. 2001. Bullying and victimization of primary school children in England and Germany: prevalence and school factors. Br J Psychol. 92(4):673-696.

Wolke D. & Karstadt L. 2000. Physical and relational bullying in young children: distinguishing features. J Child Psychology Psychiatry. 41 (8): 989-1002.

Wolke D., Woods S., Bloomfield L. & Karstadt, L. 2000. The association between direct and relational bullying and behavior among primary school children. *Journal of School Psychology*, 4, 441-455.

Wong D. S. W & Lee S. S. T. 2005. Strategies in tackling school bullying: a whole-school approach. In: Lee F. W. L. (Ed). *Working with Youth-at-Risk in Hong Kong*. Hong Kong: Hong Kong University Press; 2005. pp. 39–52.

Wong D. S. W 2003. *Research and Countermeasures on Student Bullying: Life Education as the Direction*. Hong Kong: Arcadia Press.

Wong D. S. W 2004. School bullying and tackling strategies in Hong Kong. *International Journal of Offender Therapy and Comparative Criminology*. 48(5):537–553. [PubMed]

Wong D. S. W, Lok D. P. P., Wing Lo T. and Ma S. K. 2008. School bullying among Hong Kong Chinese primary schoolchildren. *Youth and Society*. Vol. 40 (1):35–54.

Wong D. S. W. 2002. *Helping Pupils Away from Bullying*. Hong Kong: Centre for Restoration of Human Relationships.

Woodhead, Faulkner and Littleton 1999: Making Sense of Social Development. Edited by M. Woodhead, D. Faulkner and K. Littleton. Pp. 1-268. Index. London and New York

UNIVERSITY OF IBADAN LIBRARY

World Health Organization . 2002. World Report on Violence and Health. Washington D.C, U.S. Retrived 10th March, 2011 from www.who.org.

World Health Organization. 2010. Violence against women: A priority health issue. WHO/FRH/WHD/97.8, Geneva, WHO.

Yoneyama I and Naito 2003, the hand book of school violence and school safety: volume 346 edited by Shane R, Michael J.Routledge, Taylor & Francies Group. Pp. 159 – 173.

youth. In N.J.Bell & R. W. Bell (Eds.), Adolescent risk taking (pp. 131-147).

Yude, C., Goodman, R., & McConachie, H. 1998. Peer problems of children with hemiplegia in mainstream primary schools. *Journal of Child Psychology and Psychiatry*, 39, 533-541.

Zimmerman F. J., Glew G. M., Christakis D. A. and Katon W. 2005.Early cognitive stimulation, emotional support, and television watching as predictors of subsequent bullying among grade-school children.Archives of Paediatrics and Adolescent Medicine, Vol. 159, No. 4, pp. 384–388.

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

APPENDIX I

QUESTIONNAIRE

Dear Respondent,

This questionnaire is designed to determine the prevalence of bullying among secondary school students and the perceived effect of this on the academic and life of the students. The information gathered will be kept confidential. No one will know of your responses to these questions. Kindly provide all relevant information. Please mark in box here to signify your consent.

Tick here [ ]

Thanks for your assistance.

Date: / /2010 Time:

SECTION A

Socio-Demographic Data

1. Sex: (i) Male [ ] (ii) Female [ ]
2. How old are you as at last birth day?_____(year)
3. What religion do you practice?
   (i) Christian [ ] (ii) Islam [ ] (iii) Traditional [ ] (iv) None [ ]
   (v) Others, specify_____
4. State of origin _____
5. What class are you? _____
6. Day or Boarding School? (i) Day [ ] (ii) Boarding [ ]
7. What type of school do you attend? (i) Single [ ] (ii) Mixed [ ]
8. Do they hold open day in your school? (i) Yes [ ] (ii) No [ ]
9. Do you do morning devotion in your school? (i) Yes [ ] (ii) No [ ]
10. With whom are you living?
    (i) Parent [ ] (ii) Relatives [ ] (iii) Alone [ ] (iv) Boy/Girl friend [ ]
    (v) Grandparents [ ] (vi) Guardian [ ]
    (vii) Others, specify_____

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

11. Do your parents live together? (i) Yes [ ] (ii) No [ ]

12. What types of work does your father do? (i) Civil Servant [ ]
(ii) Trading [ ] (iii) Self employment [ ] (iv) Artisan
(v) Unemployed [ ]

13. What type of work does your mother do? (i) Civil Servant [ ]
(ii) Trading [ ] (iii) Artisan [ ] (iv) House wife [ ]

14. What is your father's level of education? (i) Primary [ ]
(ii) Secondary [ ] (iii) Grade II/Technical [ ]
(iv) Tertiary Education [ ] (v) No formal education [ ]
(vi) Don't know [ ]

15. What is your mother's level of education? (i) Primary [ ]
(ii) Secondary [ ] (iii) Grade II/Technical [ ]
(iv) Tertiary Education [ ] (v) No formal education [ ]
(vi) Don't know [ ]

16. Does any of your parents consume any alcoholic beverages? (i) Yes [ ]
(ii) No [ ]

17. Which of your parent consumes alcoholic beverages? (i) Father [ ]
(ii) Mother [ ] (iii) both

18. Does your father smoke cigarette? (i) Yes [ ] (ii) No [ ]

19. As far as you know, did your father ever beat your mother?
(i) Yes [ ] (ii) No [ ]

SECTION B

Understanding of Bullying by Secondary School Students.

20. What does bullying mean to you? _____
_____

21. What do you call bullying in your school? _____
_____

22. Do students fight in your school? (i) Yes [ ] (ii) No [ ]

23. Do senior students punish junior ones? (i) Yes [ ] (ii) No [ ]

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

24. Are there students that are called by nicknames in your school?

(i) Yes [ ] (ii) No [ ]

25. Are there students you dislike in this school? (i) Yes [ ] (ii) No [ ]

If yes, why?_____

26. If you dislike somebody how do you show it to the person?

(i) Fight the person [ ]

(ii) Exclude him from games [ ]

(iii) Do not talk with him/her [ ]

(iv) Call him/her names [ ]

(v) Tell lies or spread bad rumors against him/her [ ]

(vi) Others (specify)_____

27 Do you have a nickname for students who are bullied in your school?

(i) Yes [ ] (ii) No [ ]

28. Which nickname do you have for those who bullied other student_____

SECTION C: PREVALENCE OF BULLYING

Instruction: Please tick as appropriate

29. Has someone been bullied in this school in the last one month?

(i) Yes [ ] (ii) No [ ]

30. Have you been bullied in this school before? (i) Yes [ ] (ii) No [ ]

31. If yes, how often have you been bullied in this school in the past two to three months?

(i) I haven't been bullied at school in the past two to three months [ ]

(ii) It has only happened once or twice [ ]

(iii) 3 or 4 times a months [ ]

(iv) About once a week [ ]

(v) Several times a week [ ]

32. Have you bullied someone in the last two to three months?

(i) Yes [ ] (ii) No [ ]

33. If yes, how did you bully him/her?

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

(i) I called him/her hurtful names [ ]

(ii) I said hurtful things and made fun of him/her [ ]

(iii) Hit, kick, push, shove around or lock him/her inside a room [ ]

(iv) Told lies or spread false rumors against him/her [ ]

(v) Send bad notes and makes others to dislike him [ ]

(vi) All of the above

34. How rampant is bullying in this school? (i) Not Rampant (ii) Moderate (iii) Very rampant

SECTION D: ***Factors that may influence bullying in the school***

35. Do you have students that take alcoholic beverages in your school?
(i) Yes [ ] (ii) No [ ]

36. Do these students still drink? (i) Yes [ ] (ii) No [ ]

37. what do you called this group of students _____

39. Who are the set of students that bully in your school?
_____

40. Do all students attend all the lesson planned in your school?
(i) Yes [ ] (ii) No [ ]

41. Those students that do not attend classes, where do they stay or play during the school hour? _____

42. Do you have set of students that you dislike in your school? (i) Yes [ ] (ii) No [ ]
If yes, why do you dislike them?_____

SECTION E: ***Types of bullying that exist in schools***

The following are some examples of bullying behaviours that can take place in the school. Kindly indicate which one has ever happened to you or affected you in the last six months and how did it happened?

	Bullying Behaviour Has someone ever done any of these to you?	Ever happen		Happened in the last 6 month		By whom
		Yes	No	Yes	No	
43	Say bad and hurtful things					
44	Make fun of him or call him names and hurtful names					

AFRICA DIGITAL HEALTH REPOSITORY PROJECT
UNIVERSITY OF IBADAN LIBRARY

45	Completely ignore or exclude him/her from their group of friends					
46	Leave him or her out of things on purpose					
47	Hit, kick, push, shove around or lock him/her inside a room.					
48	Tell lies or spread false rumors about him or her					
49	Send very bad notes and try to make other students dislike him/her.					

Others specify _____

50. How long has the bullying lasted?
    (i) Never happened
    (ii) I haven't been bullied at school in the past couple of months [ ]
    (iii) It lasted one or two weeks [ ]
    (iv) It lasted about a month [ ]
    (v) It lasted about 6 months [ ]
    (vi) It lasted about a year [ ]
    (vii) It has lasted for several years [ ]
    (viii) It's continuous [ ]
51. What prompted you to bully him/her?
    (i) He/she is younger [ ]
    (ii) I just felt like doing so [ ]
    (iii) He/she can not talk well [ ]
    (iv) I envy him/her [ ]
    (v) All of the above [ ]
    (vi) None of the above [ ]
    (vii) Other reasons, (specify) _____
52. What do students use to bully? _____
53. What do you consider as the most painful way of bullying?

    _____

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

54. Have you bullied person through your cell phone before?

(i) Yes [ ] (ii) No [ ]

55. Have you bullied someone with bad names or comments? (i) Yes [ ]

(ii) No [ ]

56. Have you been sexually bullied? (i) Yes [ ] (ii) No [ ]

SECTION F: ***Difference that exists in bullying between Junior and Senior Secondary School Students***

57. What types of bullying do you think exist in your class the most?

(i) Say bad hurtful things or make fun of him/her or call him/her hurtful names [ ]

(ii) Completely ignore or exclude him/her from their group or friends or leave him out of things on purpose [ ]

(iii) Hit, kick, push, shove around or lock him/her inside a room [ ]

(iv) Tell lies or spread false rumors about him/her or send bad notes and try to make other students dislike him/her [ ]

(v) All of the above [ ]

58. Which of the classes does bullying take place the most?

(i) Junior class [ ] (ii) Senior class [ ]

59. Which set of students perpetrate bullying the most? (i) Junior class students [ ] (ii) Senior class students [ ] (iii) I don't know [ ]

60. Do students' bully physically changed fellow students?

(i) Yes [ ] (ii) No [ ]

61. If yes, what type of physical challenges do these students have?

Specify_____

62. By how many students have you been bullied before? (i) 1 [ ],

(ii) 2-3 [ ] (iii) A group of 4 – 9 students [ ], (iv) by a group of more than 9 students [ ], (v) by several different students or group of students [ ].

63. Where does the bullying take place most?

(i) On the play ground/athletic field during break [ ]

(ii) In the hallways/stair walls [ ]

(iii) In the class when teachers are not there [ ]

UNIVERSITY OF IBADAN LIBRARY

(iv) In the class after the school [ ]

(v) In the bath room [ ]

(vi) At the bus stop [ ]

(vii) In the bust or taxi [ ]

(viii) In the dormitories [ ]

(ix) In the assembly ground [ ]

(x) Somewhere else in the school [ ] please specify_____

SECTION G: ***Perceived danger of bullying.***

64. Do you think bullying can make someone have poor academic performance? (i) Yes [ ](ii) No [ ]

65. Can someone drop out of school because of bullying behaviour?
(i) Yes [ ] (ii) No [ ]

66. Do you consider bullying as a factor that can make someone commit suicide? (i) Yes [ ](ii) No [ ]

67. Can someone get sick just because of bullying?
(i) Yes [ ] (ii) No [ ]

68. Can student become depressed because of bullying in school?
(i) Yes [ ] (ii) No [ ]

69. Can student kill each other because of bullying? (i) Yes [ ] (ii) No [ ]

70. Do you perceive bullying as factor that can result into psychological trauma for victims ? (i) Yes [ ] (ii) No [ ]

SECTION H: ***Prevention of Bullying in School***

71. Has your class mate ever prevented you from been bullied before?
(i) Yes [ ] (ii) No [ ]

72. Has your class teacher or any other teacher talked to anyone including yourself on bullying behaviour in the last two to three months?

(i) No, they haven't talked to me about it [ ]

(ii) Yes, they have talked to me about it once [ ]

(iv) Yes they have talk to me about it several times [ ]

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

(v) All of the above [ ]

73. Do you think you can prevent student that you did not like from being bullied?

(i) Yes [ ] (ii) Yes, I may be [ ] (iii) I don't know [ ] (iv) No [ ]

(v) Definitely No [ ]

74. How will you react if you see or understand that a student of your age is being bullied by other student?

(i) I try to help the bullied student in one way or another [ ]

(ii) I will not do anything, but I think I ought to help the bullied student

(iii) I just watch what goes on [ ]

(iv) I will not do anything but I think bullying is normal [ ]

(v) I will take part in the bullying [ ]

(vi) I never noticed that students of my age have been bullied [ ]

75. Are you afraid of being bullied by other students in your school?

(i) Never [ ] (ii) Seldom [ ] (iii) Sometimes [ ] (iv) Fairly often [ ]

(v) Often [ ] (vi) very often

76. What do you think class teacher can do to prevent bullying? (i) Little or nothing [ ]

(ii) Fairly little [ ]

UNIVERSITY OF IBADAN LIBRARY

AFRICA DIGITAL HEALTH REPOSITORY PROJECT

Guideline for focus group discussion on Bullying

Prevalence of bullying among senior secondary school students in Ibadan North East LGA

1. Let us start our discussion on what you understand by the term "bullying" in this school?

   Probe: fighting, calling names, abuse etc.
2. How common is the problem of bullying?

   Probe for consistency.
3. What are the types of bullying and ways it is being perpetrated in the school?

   Probe: who are the common perpetrators of this bullying boys or girls?
4. What are the circumstances that lead to the perpetration of bullying?

   Probe for factors that are responsible for bullying.
5. What are the patterns of bullying in junior and senior secondary schools?
6. What are the causes of bullying in school environment?
7. What are the dangers associated with bullying?

   Probe for each type of bullying and its associated danger.
8. How can bullying be prevented in school community?

   Probe for role of teachers, students, PTA etc.
9. What suggestion do you have on ways to prevent bullying?

Thank you for the time spent.

UNIVERSITY OF IBADAN LIBRARY