CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Bullying has been identified as one of the world’s most pervasive anti-social behaviour. It is observable in the family, public sector, military, social services, political dimension, primary, secondary and tertiary schools. Hence bullying is generally classified as workplace bullying, school bullying and family bullying (Mellor, 2005). It has even been shown by many researchers that young children (toddlers) in the kindergarten are also involved in bullying (Rigby, 2005). The involvement of people in bullying is diversified in the sense that bullying takes different forms and inflicts varying degrees of physical, psychological and emotional pains on the victims.

Bullying is often and erroneously thought of by uninformed persons in terms of only physical assaults, but Swearer, Espelage and Napolitano (2009) make it clear that relational, verbal and/or social bullying can be just as damaging as or even more damaging than physical bullying. According to them, the old adage “Sticks and stones may break my bones, but words will never hurt me,” is untrue. They further asserted that the negative effects of these less overt forms of bullying can last well into adulthood. It is not surprising therefore that different people all over the globe have various kinds of stories to tell about their involvements as bullies, victims or bystanders in physical, verbal, social or emotional bullying.

According to Olweus (2003) and Espelage and Swearer (2010), bullying is highly
entrenched among secondary school children. School bullying has attracted a lot of national and international concerns in recent years because of its multi-dimensional destructive effects on the school children and society at large (Sullivan, Cleary and Sullivan, 2005 and Superville, 2011). The pervasiveness of bullying in secondary schools is attributable to several factors. One of these factors, according to Sullivan, Cleary and Sullivan (2005), is the age of the students - adolescent age - a period of stress and storms, mood swings, identity crises and when there is intense need to be part of a group, to be accepted, defined and mirrored by a cohort of peers. Erikson (as cited by Corey, 2008) tries to throw light into the forces influencing adolescent development. According to him, the major developmental conflicts are related to the development of personal identity. The diverse pressures from parents, peers and society make it difficult for them to get clear sense of identity and if they fail to achieve a sense of identity, role confusion is the result. Erikson strongly opines that models are very important in this search of identity (Corey, 2008). When wrong models like bullies are available, then the adolescents are likely to be bound to identify with them and engage in bullying.

Unfortunately, many secondary school students are exposed to hostile environments due to break down of families and family values, general lawlessness in the society (Otta, 2007), availability of media, internet / computer technology (Wong, 2004) that do not provide opportunities for the children to learn social skills required for effective interpersonal relationships with their peers. In the contrary, the students are confronted with significant others both at home, school and wider society who model bullying and other forms of aggressive behaviour (Wilson, Parry,
Nettelbeck and Bell, 2003). The entrenched bullying culture in the homes, school and the larger society coupled with the insensitive response to bullying by those in authority tend to induce inappropriate attitude to bullying behaviour among the students and also reinforce the behaviour where it is already existing. Field (2007) reports that children absorb attitudes from the family, friends, school, television and society. In the view of Rigby (2005) and Field (2007), the bully has an attitude problem and should be helped to develop respect and empathy for others.

Some other factors which researchers have identified as being significant predictors of bullying among school children include low self-esteem, lack of self-confidence, negative interpersonal orientation and poor social skills among others. Sullivan, Cleary and Sullivan (2005) opine that certain set of bullies whom they identified as “not-so-clever” bullies are often mean minded and have negative view of the world. They are frequently failures at school and direct their anger at people they see as weak, but their anger and bullying behaviour is often a displacement of their own lack of self-esteem and self-confidence. This assertion is opposed by Limber, Agatston and Kowalski (2008b), who posit that bullies tend to be confident, with high self-esteem, contrary to many people’s belief that bullies act tough in order to hide feelings of insecurity and self-loathing. On the other hand, Rigby (2005) reports from their research that being victimized by peers was found to be significantly and independently associated with low self-esteem. By this, he implies that victims, rather than bullies, possess low self-esteem. It seems that there are differing opinions pertaining to whether lack of self-esteem is more associated with bullies than victims or otherwise. The opinion of Taylor, Peplau and Sears (2006)
that people with low self-esteem are more concerned about their social impact on other people appears to suggest that helping students to improve their self-esteem might reduce students’ involvement in bullying either as victims or as bullies.

Statistics show that bullying is highly endemic among children all over the world. A survey of 130,000 Norwegian students by the world renowned pioneer researcher in bullying behaviour, Olweus (1994), shows that one student in seven or approximately 84,000 were involved in bullying / victim problems with some regularity. Similarly, thirty percent (30%) of U.S. students in grades six through ten are involved in moderate or frequent bullying — as bullies, as victims, or as both — according to the results of the first national school bullying statistics and cyber bullying statistics survey on this subject Lumsden (2002) and (http://www.how-to-stop-bullying.com/bullyingstatistics.html; retrieved on 15th May, 2009).

The study of Lind and Maxwell as cited by Sullivan, Cleary and Sullivan (2005) reveals that among the three worst experiences of secondary school students in New Zealand, bullying came second, while the death of someone very close (e.g. mother, father, sibling) came first. The investigation of Greeff and Grobler (2008) on the nature and prevalence of bullying behaviour as experienced and reported by pupils in upper middle-class, single-sex, English-medium primary schools in Bloemfontein, South Africa reflected that 203 students out of the 360 students (56.4 percent) who were tested had indeed reported experiencing some form of bullying since the beginning of the academic year under investigation. Badejo and Ubangha (2002) found out from their research among students in Lagos that over
60% of their respondents admitted to have been involved in one form of bullying or the other. Egbochukwu (2007) found out that from the sample of 300 secondary school students studied in Benin, almost four in every five participants (78%) reported being bullied to some degree and 85% of the children admitted to bullying others at least once. Omoteso (2010) found from a sample of 750 secondary school students studied in Ile-Ife that 88.1% (444) of the students had been bullied by other students, 11.9% (60) had not, 33.19% (167) had taken part in bullying other students and 66.9% (337) had not. According to Nwankwo and Unachukwu (2006), in Anambra State, 76.81% and 92.50% of primary and post primary school teachers respectively identified bullying as a disruptive disorder in school. In a study on curbing deviance through peace education by Jegede, Ememe and Gami (2008) carried out in Lagos, 41.5% and 39.4% of the teachers and students respectively identified bullying as frequent deviant behaviour existing in schools. Eneh (1999) agrees that out of major anti-social behaviour tested among adolescents in Nigeria, bullying other children ranks second, while stealing is the highest. All these show that bullying is indeed very prevalence among secondary school students.

Furthermore, gender difference has been studied by some researchers as having some roles to play in the attitude and involvement of children in bullying behaviour. According to the Bureau of Justice School Bullying Statistics and Cyber Bullying Statistics - School Crime and Safety (http://www.how-to-stop-bullying.com/bullyingstatistics.html -retrieved on 15th May, 2009), 46% of male participants and 26% of female participants reported they had been in physical
fights, while Greeff and Grobler (2008) found no significant difference between the proportion of boys and girls who have experienced some form of bullying since the beginning of the academic year under investigation. However, they noted that a greater percentage of boys (61.1 percent) than girls (51.7 percent) have indeed experienced some form of bullying. Olweus (1994), Olweus (2003), Field (2007) and Badejo and Ubangha (2002) are in agreement that the boys engage in more direct method of physical assault than the girls, who engage in subtle indirect bullying methods such as calling names and spreading rumours. Lybbert (2003) buttressed this by positing that boys tend to use physical intimidation or threats, regardless of the gender of their victim. Egbochukwu (2007) found out that bullies were most likely to be boys.

The definition of bullying is problematic because there does not seem to be a consensus as to the exact characterization of the term (Raskauskas and Stoltz, 2004, Aluede, 2011). However, Sullivan, Cleary and Sullivan (2005) define bullying as negative and often aggressive or manipulative act or series of acts by one or more people against another person or people usually over a period of time. It is abusive and is based on an imbalance of power. According to Olweus (2003), 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. For Mellor (2005), “bullying happens when one person or a group of people tries to upset another person by saying nasty or hurtful things to him or her again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again and again. The person who is being bullied finds
“it difficult to stop this happening and is worried that it will happen again.” Bullying is also said to be any intentional, repeated hurtful act – including inflicting physical pain, name-calling and exclusion, defacing property, hurtful pranks and public humiliation (Haber, 2007). It is associated often with exertion of power and occurs within social setting/relationship (Sutton, Smith, and Swettenham, 2006).

Researchers have shown that it is not only the victims that suffer from the problems of bullying, rather, bullying also poses a lot of problems to the bully, the bystander, the entire school programme and the larger society (Barbara, 2001; Coloroso, 2008; Field, 2007 and Khan, 2006). It is a problem to the victim because he is made to feel hurt, worried, disturbed, depressed, unsecured or lose property (Khan, 2006; Nwankwo and Unachukwu, 2006). Sometimes the victim tends to have lower level of self-esteem (Aluede, 2011; Marzano, 2003; Obe, 2009 and Rigby, 2005). Bullying has also led to loss of lives (Coloroso, 2008; Haber and Glatzer, 2007). The death of ten years old Damilola Taylor in Peckham, UK on the 27\textsuperscript{th}, November 2000 still sends ripples of pain through the heart and marrows of many people (Damilola Taylor Trust). Many children have attempted or committed suicide, sustained permanent injuries and dropped out of school as a result of bullying (Field, 2007; Swearer, Espelage and Napolitano, 2009), hence their future was marred. The popular peaceful schools international (PSI), a Canadian Charitable Organization was established in 2001 by Hetty van Gurp (an internationally recognized educator and author), as a result of her son, Ben, who died due to an incident of aggression by a boy who had been bullying him (Gurp and Levin, 2010).
The bullies often graduate into criminal behaviour that require the use of weapons (Ekeh, 2007 and Olweus, 2003). They may be highly distracted from serious academic work since they spend much of their time scheming and strategizing on whom, how, and when to bully. They may also sustain injuries, and/or lose their own lives. The researcher vividly recalls the case of one student in a secondary school in Owerri, Imo State in 1998, who was hit to death by his classmate. His classmate (a reactive bully) hit the deceased to retaliate for being bullied by the deceased the previous day. Though the reactive bully was sentenced to a life imprisonment for manslaughter, the original active, initiative- perpetrator (the deceased) has long ended his own life and caused his parents much sorrow. Indeed bullying has lifelong debilitating consequences in the life of the bully himself.

The bystanders have their own share of the negative consequences of bullying. Bystanders who frequently observe bullying may also imbibe bullying culture as a result of social learning. According to Taylor, Peplau and Sears (2006), people often learn social attitude and behaviour simply by watching other people, known technically as “models”. There are also occasions that bullying ends up in serious violent conflicts involving the use of weapons among adolescents in such ways that bystanders get injured. From the foregoing, one could liken bullying to ‘an evil wind that blows no man any good’.

Bullying can also affect the social environment of a school, creating a climate of fear among students, inhibiting their ability to learn and leading to other anti social
behaviour (Ericson, 2008). In a school or classroom setting, bullying culture has been proved to make significantly less academic progress than a comparatively bully free group (Nwankwo and Unachukwu, 2006). Bullying behaviour creates frustrating environments which easily trigger off violence (Egbochukwu, 2007). Several mass murders (the antisocial and non-state-sponsored killing of multiple victims during a single episode at one or more closely related locations), recorded in the Western worlds are attributed to long term bullying experiences by the perpetrators of the mass murder. Levin and Madfis (2009) recapture the mid- and late 1990s, string of shootings, often resulting in multiple injuries and homicides, at middle and high schools located in obscure, out-of-the-way suburban and rural communities, such as Pearl, Mississippi; Jonesboro, Arkansas; Springfield, Oregon; and most famously, Littleton, Colorado. Lybbert (2003) recalls the Calif School Shooter of 16th March 2001 who was reported to have been traumatized by bullying. According to the report, the former girlfriend of Charles Andrew Williams, the Santana High School student who opened fire at his Santee, Calif school, said the 15-year-old was traumatized by bullying. The Columbine shootings of 20th April, 1999 by Eric Harris and Dylan Klebold are still attracting major attentions of researchers till date, especially in investigating school shooting (Muschert, 2009).

These go to show that the more bullying behaviour abound in the schools, the more violent acts are exhibited and instilled into more students. Bullying, aggression and violence are like three legs of a tripod. It is impossible to have a bullying endemic school where aggressive and violent behaviour do not characterize the students. Essentially bullying is part and parcel of proactive
aggression. Sullivan, Cleary and Sullivan (2005) succinctly put it this way: "the carrying and use of weapons can thus be a hidden part of a larger culture in which bullying may be endemic." This underscores the relationship between school bullying and the severe violence in the various parts of our dear country, Nigeria, which are gulping huge number of lives and wealth of the nation.

Various attempts are being made in the Western world to curb the incidence of bullying among students. The renowned Olweus Bullying Prevention Programme (OBPP) is now in use in Europe and North America (Olweus, 1994). Social-Skills training is recommended and used by Wong (2004) as part of the techniques for modifying bullying. Different types of anti-bullying campaign strategies are mounted by both governmental and non-governmental agencies to help the victims of bullying and to also stop bullies from perpetrating bullying behaviour. Some states in U.S.A are beginning to require schools to adopt anti-bullying policies (Lumsden, 2002 and Rigby, 2005). According to Khan (2006) and Obe (2009), Colorado, New Hampshire, and West Virginia have passed legislation that makes it mandatory for schools to have anti-bullying policies; Massachusetts has allocated one million dollars to "bully-proof" its schools and several websites and telephone lines are made available to children and parents for the purposes of reporting bullying cases and also for receiving counselling. National Education Protocol Against Bullying has been initiated in the Netherlands (Wong, 2004). Government funded camps are organised to equip children with skills that will help them to stop bullying and/or avoid being bullied. It seems that any form of bullying at any level is viewed as a serious offence because of the government’s sensitivity to its
attendant consequences on the children and the larger society.

The recent press release from White House Conference on Bullying Prevention reported part of President Obama’s speech as follows: "If there's one goal of this conference," Obama said, "it's to dispel the myth that bullying is just a harmless rite of passage or an inevitable part of growing up. It's not... Bullying can have destructive consequences for our young people. And it's not something we have to accept," he said (Superville, 2011). All these underscore the level of attention that the Western world gives to solve the problems of bullying.

Here in Nigeria, Aluede (2011) and Egbochukwu (2007) have examined bullying behaviour among secondary school students in Benin; Badejo and Ubangha (2002) assessed and managed bullying among secondary school students in Lagos, Omoteso (2010) studied bullying among secondary school students in Ile-Ife, Osun State, Ikeagu (2006) carried out a study on the incidence and consequences of bullying in schools as perceived by students in Imo State. All these have not aroused the desired attention from the stake-holders and the government against bullying. It still seems as if our attention to bullying only arises when it erupts into severe violent conflicts and formation of cultic groups as it appears to be the present situation in Imo State and Owerri Metropolis in particular. Series of killings and cultic movements in Owerri Metropolis among students (Ministry of Education, 2003) are not un-associated to bullying. Recently, the Imo State Government through the Special Adviser for Security matters issued a white paper on the measures to combat cultism in secondary schools which were highlighted to include
the following: abolition of use of handsets, immediate creation of security committee in all schools, compilation of names of student cultists and those of their parents for forwarding to the Security Bureau for appropriate action, creation of more recreational activities, introduction of excellent /good behaviour awards in all schools and prosecution of any teacher confirmed as a cult member, among other things (Eguh, 2009). In addition, the ‘New Face Vigilante’, a security outfit established by Imo State Government was mandated to arrest and discipline students who are reported to be cultists. On the face value it appears as if the visits and disciplinary measures of the New Face Vigilante are reducing the rate of violent inter-cult and inter-school fights. However, the entrenched bullying culture has not been handled. A lot of work is required to instil in the students the appropriate attitude to bullying behaviour and modify the acquired bullying behaviour in order to have a lasting behavioural change since most students join cults in order to fight, retaliate or shield themselves from bullies.

From the studies of Nnodum, as cited by Ikeagu (2006), on the incidence and consequences of bullying in schools as perceived by students in Imo State, it was found out that punishments such as flogging, scolding, suspension, manual work, kneeling down, standing up in the class, writing impositions and isolation are the major interventions presently used in managing bullying among the pupils. Ikeagu opines that these measures of punishment are both inappropriate and ineffective and as a result, bullying in schools becomes more prevalent and complex since some of the punishment measures tend to reinforce it. In an attempt to offer alternative methods for managing bullying behaviour, she carried out a research on
psychological skills for managing bullying behaviour as perceived by primary school teachers in Aguata Education Zone in Anambra State, which was guided by the research question: Which psychological strategies/skills are perceived to be effective in managing bullying by primary school teachers? It was revealed that out of the twenty items listed as possible psychological measures of managing bullying behaviour, four (which include manual work and isolation, writing imposition, punitive time out and kneeling down or standing up in class) did not earn significant acceptance by the teachers; while there is significant agreement by the teachers that the remaining items (which include help students master difficult skills and concepts, introduce variety while teaching, use of suspense, random recitation and presentation of unusual materials, firmness about reprimands, flogging and scolding, suspension and expulsion, and provision of encouragement and praise among others) are forms of measures for controlling bullying. It may be necessary to point out that none of the methods cited above was tried out experimentally by the researcher.

A study on curbing deviant behaviour through peace education by Jegede, Ememe and Gami (2008) shows that peace education is a very effective tool for transforming deviant behaviour (including bullying) among secondary school students in Lagos State. In addition, Badejo and Ubangha (2002) successfully helped both bullies and victims of bullying among secondary students in Lagos with a treatment package based on the principles of cognitive restructuring and assertiveness training. Egbochukwu (2007) examines bullying in Nigerian schools: prevalence study and implications for counselling among secondary students in
Benin, which revealed that (78%) reported being bullied and 85% of the children admitted to bullying others at least once. Aluede (2011) examined managing bullying problems in Nigerian secondary schools and some interventions for implementation were suggested.

In addition to the possible reason that these studies were majorly carried out in the western confines of Nigeria, hence, a need to extend the study to other states of Nigeria, most of the studies were more of survey and suggestions were proffered based on reviewed literature rather than experimental findings. There is need to experimentally explore other psychological interventions and possibly compare the relative effectiveness of the various techniques in order to arrive at the best and provide varieties of treatments for this deadly and cancerous behaviour among secondary school students in Imo State and beyond. For example, the students need to be helped to appreciate the consequences of bullying on all and sundry by making them to encounter some ex-bullies (inhibitory models) who are presently living lives of regrets either as free citizens or as prison inmates. Passionate persuasion through seminars, debates and disputing of illogical and irrational thoughts that kick-start and maintain bullying may help the students to make paradigm shift from their attendant inappropriate attitude to and involvement in bullying behaviour. Students may also likely desist from bullying behaviour if they are equipped with effective social skills through Social Skills Training – a panacea for aggressiveness which triggers most of the bullying behaviour among adolescents.
1.2 Statement of the Problem

Bullying behaviour disrupts the peace and tranquillity necessary for the normal functioning of our schools. It interferes with the normal developmental processes of children and hinders their smooth passage through adolescence, thereby rendering them dysfunctional in the society (Sullivan, Cleary and Sullivan, 2005). In Imo state and Owerri metropolis in particular, most of the violent behaviour prevalent in the public secondary schools are traceable to bullying. Frequently, lessons are disrupted, lives of students and teachers are under threat and the school administrators spend ample time and money to address issues which arise from bullying.

Cultism and fighting groups are holding sway of the schools. Many boys and girls are coerced to join cult groups as protective shields from their bullies and the bullies also join cult groups in order to form formidable groups that will crush any resistance by their targets. Hence, there are frequent inter-group fights and maiming with machetes, axes, chains and other dangerous weapons which often attract the visitation of anti-crime policemen and consequently, the arrest of students. Recently, The ‘New Face Vigilante’, a security outfit established by Imo State Government, has taken over from the policemen. They are often seen racing fiercely and swiftly into school premises to whisk away students identified as cultists with every amount of brutality. Unfortunately, the students’ problems are mistakenly taken to be cultism, whereas this is only an aftermath of the bullying behaviour which is entrenched in the system.
The whole situation appears appalling and obviously poses serious threats to the realization of the goals of the secondary education as spelt out by the Federal Republic of Nigeria (2004) in the National Policy on Education. Section 5, Sub-section 22(g) of the National Policy on Education makes it clear that secondary education is geared towards raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens (p.18). It is obvious that none of the national values and goals which are spelt out in the National Policy on Education can be successfully inculcated in the face of the bullying culture which has eaten deep into the fabrics of our schools.

This situation is made worse by the realization that despite the widespread nature of the bullying culture among secondary school students in Owerri, very insignificant attention is directed to the problem in the schools. This is in agreement with Aluede (2011) and Badejo and Ubangha (2002) who stated that very little interest is directed to the problem of bullying in schools in Nigeria. The study of Badejo and Ubangha (2002) revealed that both bullies and victims of bullying can be successfully helped with a treatment package based on the principles of cognitive restructuring and assertiveness training. Ikeagu (2006), in her study, found that helping students to master difficult skills and concepts, introducing variety while teaching, using suspense, random recitation and presentation of unusual materials, firmness about reprimands, flogging and scolding, suspension and expulsion and provision of encouragement and praise among others are methods which are suggested by teachers and students in
Anambra and Imo States as appropriate for managing bullying. Most of these appear to be at their best, appropriate for classroom management but may not be adequate for the inculcation of a lasting attitudinal and behavioural change required to reduce bullying behaviour to their barest minimum. Omoteso (2010) identified five coping skills which students in Ile-Ife used to cope with bullying as follow: reporting to school authority/counsellor (81.1%), bullying the person back (18.3%), running away from school for many days (6.3%), telling their parents (64.7%) and avoiding the person (52.4%).

From the foregoing, it seems that much relevant anti-bullying initiatives and techniques have not been worked out to bring about attitudinal and behavioural changes in our adolescents towards bullying activities. Most of the attempts made so far in Nigeria were mainly survey of some demographic variables associated with bullying. Very few experimental studies have been carried out. Moreover, available sources to the researcher does not show that inhibitory modelling technique has been explored for the management of bullying, coupled with the possibility that there has not been a comparison of the effectiveness of varieties of techniques in order to arrive at the best. This study is, therefore, geared towards filling these gaps.

1.3 Theoretical Framework

This study is based on the following theories: Social Learning Theory, Alfred Adler’s Individual Psychology, Expectancy-Value Theory and Sigmund Freud’s Psychoanalytic Theory.
1.3.1 Social Learning Theory by Bandura

According to Bandura (1977), behavioural change is determined by environmental, personal, and behavioural elements. Each factor affects the others. For example, in congruence with the principles of self-efficacy, an individual’s thoughts affect their behaviour and an individual’s characteristics elicit certain responses from the social environment. Likewise, an individual’s environment affects the development of personal characteristics as well as the person’s behaviour, and an individual’s behaviour may change their environment as well as the way the individual thinks or feels. Social Learning Theory focuses on the reciprocal interactions between environmental, personal, and behavioural elements, which are hypothesized to determine behavioural change. The theory consists of three parts - observing, imitating, and reinforcements. It is a generally accepted fact that people often learn social attitude and behaviour simply by watching other people, known technically as “models “(Cardwell and Flanagan, 2003; Haralambos and Holborn, 2008; Taylor, Peplau and Sears, 2006).

The behaviour of an individual or a group (the model) acts as a stimulus for similar attitudes and behaviour on the part of observers (Corey, 2008). Bullying behaviour is not exceptional. In a secondary school setting, students come from different homes with various behaviour. Those from bullying family backgrounds model what they see at home. Many younger/junior students learn bullying behaviour mostly by imitating the older/senior ones. Usually, power relationships are established in a graded pattern – the seniors versus the juniors across the classes (inter-class bullying) and the bigger/older students versus the smaller/younger ones within the
same class (intra-class bullying). As the juniors observe the seniors who serve as models bullying others (dis-inhibitory modelling), they tend to imitate them. This is more facilitated when these seniors are not punished but are rather hailed by their peers and the bullies are accorded much ‘respect’ by both their mates and the juniors. These serve as reinforcements to the bullies who will tend to bully more and more, learning new manipulative skills and methods to get at their targets. Wilson, Parry, Nettelbeck and Bell (2003) agree with the foregoing when they argue that this behaviour (bullying) is perpetuated by inappropriate, maladaptive reinforcement schedules operating in the schoolyard. When this happens, the younger ones begin to perceive bullying as a tough way of behaving in order to survive and gain recognition/respect in a school jungle (Sullivan, Cleary and Sullivan, 2005) ; with this in mind, some tend to endure the bullying (with battered self-esteem) only to wait for their ‘regime’. In this way, bullying is passed on from cohort to cohort, according to Sullivan, Cleary and Sullivan (2005).

This is a faulty learning and every faulty learning as this requires to be eliminated and more effective behaviour taught to enable individuals develop and maintain healthy interpersonal relationship with their peers and other people (Corey, 2008). The passage of bullying from cohort to cohort in any school is dysfunctional and needs a change. If students develop inappropriate attitude to bullying behaviour and learn bullying through observing and imitating some bullies through “disinhibitory modelling effects” (Okoli, 2002), it follows that they may be helped to change by making them to encounter some ex-bullies who are presently living lives of regrets either as free citizens or as prison inmates by the application of
“inhibitory modelling effects” (Okoli, 2002).

1.3.2 Alfred Adler’s Individual Psychology

Adler (1969), as cited by Omoegun (2005), believes that man was born with interest in other humans, that humans are motivated primarily by social urges and are inherently social beings (Corey, 2008). They relate to themselves, to other people, engage in co-operative social activities and acquire a style of life that is predominantly social in orientation (Corey, 2008; Nwadinigwe and Makinde, 1997; Olusakin and Ubangha, 1996). According to Adler, man is free to make choice and to select his own life-styles to achieve his chosen life goal (Omoegun, 2005) and every individual comes into this life with a built-in feeling of inferiority (Olayinka, 2005).

Adler (as cited by Corey, 2008; Olayinka, 2005 and Omoegun, 2005) believed that the basic cause of abnormal or maladaptive behaviour was a heightened sense of inferiority within the individual. He proposed that an individual could develop increased feelings of inferiority through being born with physical or mental defect, through being pampered by parent or by being subjected to neglect. These conditions constrain the individual to seek for compensations and consequently, some individuals tend to over compensate their lapses by acting out. Hence, Adlerians look for patterns of behaviour. He emphasized the importance of understanding the individual in the light of some of the following: (a) As a social being, an individual’s behaviour can only be understood in terms of social context. (b) Individual motivation is best understood by seeing how the individual seeks to
be recognised. (c) Behaviour of an individual is goal-directed. (d) A feeling of belonging is basic to human existence. (e) Behaviour can be understood only in terms of internal frame of reference of the individual.

All these are relevant to the learning and modification of bullying behaviour. The senior secondary students are at the adolescence stage of development when there is heightened need for belongingness and recognition. In a secondary school setting, these adolescents have strong desire to belong and be accepted by their peers. According to Collins (1999), different students tend to adopt different styles to achieve this desire to belong and to be accepted. Some tend to act out, imitate / conform to certain norms in their environment which could trigger off bullying as a way to achieve any of the four goals (attention getting, power – struggling, revenge – seeking and displaying inadequacy) identified by Adler. Osarenren (2005) further buttresses that when an adolescent is rejected, he feels isolated, withdrawn or acts in a hostile manner. Collins (1999) also asserts that students become disruptive when they get discouraged.

This discouragement arises from the feeling that they cannot belong in other ways; sometimes, they attempt to prevent this discouragement by building cooperative relationships in the classroom which may even lead to gang formations and peer group formation in order to belong and get attention. If attention-getting does not work, the individual may resort to power – struggling. This disposition leads many students to bully others. This is in agreement with Wong (2004), who reported that many new bullies bully others because they do not know how to get attention or
control their emotions. He believed that these teenagers lack social skills and do not know how to communicate with others properly. Collins (1999) advises that when students’ behaviour disrupts, one should diagnose which of the four goals is motivating the behaviour. The ultimate goal in counselling, according to Adler is to assist the individual to redevelop within him-self inherent social interest with its accompanying social interaction (Omoegun, 2005). According to Ansbacher and Ansbacher, as cited by Omoegun (2005), if the goal of increasing social interest is not reached, then the rest of the process is largely wasted. The understanding that people are motivated by social interest and by finding goals to strive for is employed in this study to challenge participant’s basic premises and goals that guide their bullying behaviour, teach the participants certain social skills which will encourage them to strive and attain socially useful goals and change their faulty motivation which are inconsistent with the development of their inherent social interest.

1.3.3 Expectancy-Value Theory by Edwards

Edwards (1954), as cited by Taylor, Peplau and Sears (2006), posits that people often respond to persuasive communications in terms of incentives, that is, the cost or benefits associated with particular attitude positions. According to the theory, attitude formation and change is a process of weighing the pros and cons of various possible attitudes, thoughtful assessment of the pros and cons and then adopting the best alternative. It maintains that decisions are based on the value of possible outcomes and the likelihood that each outcome will occur. Furthermore, this theory assumes that in adopting attitudes, people try to maximize the
subjective use of the various expected outcomes, which is the product of the value of a particular outcome and the expectancy that this position will produce that outcome. It looks at the balance of incentives and predicts that under conditions of conflicting goals, people will adopt the position that maximizes their gains. The approach treats people as calculating, active, and rational decision makers (Taylor, Peplau and Sears, 2006).

The relevance of this theory to bullying behaviour lies on the assumption that bullying is a planned behaviour of intent. Usually, it involves a lot of calculations and the perpetrators often derive satisfactions in terms of “respect”, popularity, praise, fun, revenge and so on. These serve as incentives for the adoption of an attitude that trigger bullying behaviour. On the other hand, if the bully is helped to assess the alternative incentives he stands to gain when he/she desists from bullying, and at the same time weigh the consequences of bullying on him/her, the victims and the entire school programme, it is likely that he/she will have a change of attitude and behaviour towards bullying. This theory offers a basis for highlighting the consequences of bullying, the use of persuasion and inhibitory modelling in this study.

1.3.4: Sigmund Freud’s Psychoanalytic Theory

Freud (1934), as cited by Omoegun (2005), saw all human behaviour as motivated by two major drives or instincts which he referred to as the life and death instincts. According to Corey, 2008; Omoegun, 2005 and Osarenren, 2005, Freud theorised that life instincts perpetuate (a) the life of the individual by motivating him or her
to seek food and water and (b) the life of the species by motivating him or her to have sex. The death instincts mean that every person has an unconscious wish to die. This is further explained as suicide and suicidal wishes possessed by everyone. Freud theorized that sometimes we direct it out, away from ourselves, in the form of aggression, cruelty, murder, and destructiveness.

In addition, Freud viewed development as the process of the transference of libido (motivational energy of life instincts) from one erogenous zone to another (Corey, 2008). A smooth transference of this libido ensures normal development. However, if problems in form of frustration or overindulgence are encountered at a particular stage, the energy will become fixated or regressed giving a problem that has long-term effect in terms of our personality or character as adults. These traits which arise from conflicts a person experiences at any of the early stages of life will be reflected in the person’s personality (Osarenren, 2005). The evil nature in man and the tendency to do evil if not well guided or directed could encourage many people to engage in aggressive behaviour. This is buttressed by Freud’s oral aggressive character which is retained by those who received early weaning because they were biting their mother’s nipple while sucking. They have life-long desire to bite on things, such as pencils, gum and other people and having a tendency to be verbally aggressive (bully verbally), argumentative, sarcastic, and so on. The understanding of this may be used to enhance bullies’ self-understanding which forms basis for the learning and inculcating of lasting behavioural change.
The figure one above tries to graphically capture the relationship between one’s attitude and behaviour (block A) and the responses from the environment (block B) which is proposed by Bandura (1977) as basis for behavioural change. In his view, there is a reciprocal interaction between one’s thoughts, behaviour and responses from the environment. Hence, people learn social attitude and behaviour by observing, imitating and reinforcement. In a disrupted, bullying endemic and chaotic school environment...
environment where there is performance of bullying (feared behaviour) by a model or models, more students will likely imbibe inappropriate attitude to bullying and also be overtly involved in the behaviour (dis-inhibitory modelling) resulting to more and more disruptive and chaotic school environment which produces dysfunctional adolescents. The reverse is also the case.

However, by applying an effective intervention (block C), one is expected to bring about attitudinal and behavioural change (block D) which results to a harmonious school environment, conducive for the production of functional adolescents (block E). If the intervention turns out to be ineffective, the inappropriate attitude to bullying, involvement in bullying and emergence of disruptive and chaotic school environment which produces dysfunctional adolescents will be sustained as is indicated by the reversible arrows between blocks A and B.

1.5 Purpose of the Study

The main objectives of this study were to assess the attitude to and involvement in bullying behaviour and to investigate the relative effectiveness of Social Skills Training, Inhibitory Modelling and Persuasion as techniques to manage the attitude to and involvement in bullying behaviour among senior secondary school students in Owerri. Specifically, the study sought to:

1. Assess the attitude to bullying behaviour among senior secondary students in
Owerri.

2. Determine the extent of involvement in bullying behaviour by the senior secondary school students in Owerri.

3. Ascertain the variations in the environments where bullying takes place in the secondary schools in Owerri Metropolis.

4. Investigate the relative effectiveness of Social Skills Training, Inhibitory Modelling and Persuasion on modifying the attitude of senior secondary school students to bullying behaviour.

5. Determine the relative effectiveness of Social Skills Training, Inhibitory Modelling and Persuasion on modifying the involvement of senior secondary school students in bullying behaviour.

6. Examine the relative effectiveness of Social Skills Training, Inhibitory Modelling and Persuasion on enhancing the participants’ self-esteem.

7. Verify the relative effectiveness of Social Skills Training, Inhibitory Modelling and Persuasion on enhancing the participants’ interpersonal orientation.

8. Ascertain the relative effectiveness of Social Skills Training, Inhibitory Modelling and Persuasion on enhancing the participants’ assertiveness.

9. Investigate any gender difference in post-test mean scores on the assessment measures among participants in the four experimental groups.

10. Determine any difference in the post-test mean scores on the assessment measures due to interaction effect of experimental conditions and gender.
1.6 Research Questions

The following research questions are raised to guide the study:

1. How appropriate is the attitude of the senior secondary school students to bullying?
2. To what extent are the senior secondary students involved in bullying?
3. What are the variations in the environments of bullying among the selected schools in Owerri Metropolis?
4. Is there any significant difference in post-test mean scores on the attitude to bullying among participants in the four experimental groups?
5. Is there any significant difference in post-test mean scores on the involvement in bullying among participants in the four experimental groups?
6. Is there any significant difference in post-test mean scores on the social orientation of participants in the four experimental groups?
7. Is there any significant difference in post-test mean scores on the self-esteem of participants in the four experimental groups?
8. Is there any significant difference in post-test mean scores on the assertive behaviour of participants in the four experimental groups?
9. Is there any significant gender difference in post-test mean scores on the assessment measures among participants in the four experimental groups?
10. Is there any significant difference in post-test mean scores on the assessment measures due to interaction effect of intervention types and gender?
1.7 Research Hypotheses

Seven hypotheses were formulated to help answer seven of the research questions. Research questions 1, 2 and 3 were not subjected to the formulation of testable hypotheses. They were raised to aid the descriptive survey design utilised in the study for the assessment of bullying behaviour among the students. The hypotheses are as follows:

1. There is no significant difference in post-test mean scores on the attitude to bullying behaviour among participants in the four experimental groups.

2. There is no significant difference in post-test mean scores on the involvement in bullying among participants in the four experimental groups.

3. There is no significant difference in post-test mean scores on the interpersonal orientation of participants in the four experimental groups.

4. There is no significant difference in post-test mean scores on the self-esteem of participants in the four experimental groups.

5. There is no significant difference in post-test mean scores on the assertive behaviour among participants in the four experimental groups.

6. There is no significant gender difference in post-test mean scores on the assessment measures of participants in the four experimental groups.

7. There is no significant difference in post-test mean scores on the assessment measures due to interaction effect of experimental conditions and gender.
1.8 Significance of the Study

The findings from this study are expected to accomplish the following:

The students who are involved in bullying would appreciate the extent of their self-defeating life-styles when they would be clearly exposed to the consequences of bullying; and could be challenged to make paradigm shift to live better fulfilled lives when alternative ways of life that are fully rewarding are highlighted and offered to them during the treatments. The secondary school teachers would be furnished with increased knowledge and understanding of the nature, environment, dimensions and consequences of bullying among secondary school students. These would consequently create a climate of concern among the teachers which is needed for effective implementation of Anti-Bullying strategies in the secondary schools. The teachers would, therefore, be sensitized to rise up to the challenges posed to the secondary school education by bullying among the students.

Counsellors would be equipped with effective strategies which they could employ to help the bullies develop appropriate attitude to bullying behaviour and reduce their involvement in bullying to the barest minimum. The school administrators would also be furnished with relevant information about the nature, environments, dimensions and consequences of bullying among secondary school students alongside with effective strategies for handling bullying behaviour. The findings would also form bases for the formulation of policies for anti-bullying campaign in the schools by the State Schools Management Board.
1.9 Scope of the Study

The study was carried out in Owerri Metropolis in Imo state, located in the South Eastern region of Nigeria. The Senior Secondary two students were used for the study. Though bullying thrives on the triangular relationship among bullies, victims and bystanders, the treatments in this study were majorly focussed on the bullies and only the post-treatment assessment scores of bullies are presented and used for the test of the hypotheses. Also, although bullying encompasses a wide range of variables, this study is delimited to attitude to bullying behaviour, involvement in bullying behaviour, gender, social skills training, inhibitory modelling, persuasion, assertiveness, self-esteem, aggressiveness and interpersonal orientation of the students.

1.10 Operational Definition of Terms

Some key terms are operationally defined in this study.

**Attitude** is the participants’ ideas, dispositions and feelings towards bullying behaviour as expressed in their responses to section ‘E’ of the questionnaire on bullying.

**Appropriate Attitude** refers to ideas, dispositions and feelings that are in opposition to bullying behaviour among students. The lower the score one gets in section ‘E’ of the questionnaire, the more appropriate the attitude. Appropriate attitude is also referred to as good attitude.

**Inappropriate Attitude** includes ideas, dispositions and feelings that encourage, promote or accept bullying behaviour among students. The higher the score one
gets in section ‘E’ of the questionnaire, the more inappropriate the attitude. Inappropriate attitude is also referred to as poor or bad attitude.

**Bullying Behaviour** refers to physical, verbal, social and emotional forms of bullying. Bullying is summarily defined with the acronym, DASAB, i.e. a deviant, antisocial, self-defeating, aggressive behaviour exhibited over time by a person (bully) or group of persons (bullies) against an individual (victim) or group (victims) in order to cause physical, emotional and/or psychological hurts.

**Physical Bullying** includes any of the following acts: hitting (punching, kicking, shoving, pinching), use of knife or machete on someone, use of gun on someone, use of stone, wooden objects or any other weapon on someone to inflict physical hurts.

**Verbal Bullying** refers to any of the following acts: teasing someone in very unfriendly way (mean teasing), horrible abuse/curse, making a nasty racial remark on someone, sending nasty letter(s)/stinker(s)/nasty texts message(s) to someone, and calling ridiculous names at someone. These involve the use of words, whether they are voiced/spoken face to face or by phone call, written on paper, email or text messages aimed at causing someone emotional or psychological pains.

**Social Bullying** involves saying nasty things to make others dislike someone, spreading false/untrue and mean gossip about someone, get fellow students do what they don’t want to do through threat and intimidation and setting up/arranging someone to enter into trouble. These are acts of non-physical bullying which are carried out by the perpetrator(s) with express manipulation and
involvement (whether knowingly or unknowingly) of the other members of the class or peer group.

**Emotional Bullying** includes any of the following acts: sideline/purposefully leaving someone out of thing(s)/exclusion, damaging or stealing someone’s thing(s), harassing someone sexually and making rude gestures or mean faces at someone. These are acts of non-physical bullying which are carried out in subtle ways by the perpetrator(s) without an express involvement and knowledge of the other members of the class or peer group.

**Involvement in Bullying Behaviour** refers to how any participant is implicated in the bullying dynamics as a victim, a bully and/or a bystander in physical, verbal, social and/or emotional bullying. But at the treatment stage, involvement in bullying behaviour strictly refers to a participant’s implication in the bullying dynamics as the initiative – taking perpetrator i.e. as a bully in physical, verbal, social and/or emotional bullying.

**Bully** is used in this study as both noun and verb. As a noun, it is someone who bullies other persons. He or she is the “active, initiative-taking perpetrator”. In this study, the higher the score of a participant in section ‘C’ of the bullying questionnaire, the more indication of his or her involvement as a bully. As a verb, it refers to acting out the bullying behaviour.

**Victim** is a person who is repeatedly, manipulatively and systematically harassed. In this study, the higher the score of a participant in section ‘B’ of the bullying questionnaire, the more indication of his or her involvement as a victim.

**Bystanders** are the people who observe or witness the bullying. They usually take
up different roles: reinforcers who make encouraging gestures, outsiders who do not take sides but their silence serves to condone the bullying, defenders who comfort the victims and try to stop the bullying, and others. The higher the score of a participant in section ‘D’ of the bullying questionnaire, the more indication of his or her involvement as a bystander.

**Aggression** refers to acts that violate commonly accepted social norms proactively and manipulatively exhibited with the intention to hurt others such as intimidation, use of knife or machete on someone, use of gun on someone, use of stone, wooden objects or any other weapon on someone, fighting, horrible abuse, violent quarrel, rape, sending nasty letter(s)/stinker(s) to someone, sending nasty texts message(s) to someone, threatening someone.

**Self-esteem** is the value an individual places on his or her worth, competence and significance. In this study, participants’ self-esteem is rated by the scores they obtain from the Hare’s Self-Esteem Scale.

**Persuasion** includes debate, seminars, discussions, display of various write-ups, posters and pictures against bullying behaviour used to appeal to the reasons and emotions of the participants to enable them develop appropriate attitude to bullying behaviour and reduce their involvement in bullying.

**Dis-inhibitory modelling** is when an individual or group of persons learn to exhibit a maladaptive behaviour by observing that a model is not punished when the model exhibits that same behaviour. When bullies are not punished, they act as dis-inhibitory models to other students.

**Inhibitory Modelling** is when the participants are given opportunity to listen to,
or observe some of the unpleasant experiences of person(s), prison inmates and ex-cultist(s) who bullied in the past in order to restrain them from involving in bullying behaviour. The person(s), prison inmates and ex-cultist(s) are referred to as the inhibitory models.

**Social Skills** refers to the various ways and qualities which a student uses to cultivate/develop maintain or terminate a relationship with other peers without causing any hurt, pains or misunderstanding. They include the following: courtesy/politeness, friendliness, comforting, sharing, giving, co-operating, reassuring, support, listening, empathy, cheerfulness, appreciating, liking, helping, affirming, defending, refusing, creating personal space, forgiving, assertiveness, respect for self and feelings of others, and high self-esteem among others.

**Assertiveness** is the participant’s level of boldness, calmness and confidence in maintaining his/her positions in a social setting without being aggressive or passive.

**Interpersonal Orientation** explains the participant’s tendency to approach or avoid social interaction, the degree he/she likes other people and relate appropriately with them. The higher the scores of the participants in the Liking People Scale, the better their interpersonal orientation.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The review of related literature on the topic is organized under the following headings:

2.1 Attitudes and Behaviour

2.2 The meaning of bullying behaviour

2.3 Characteristics of bullies and victims of bullies

2.4 Developmental challenges of adolescents and their bullying behaviour

2.5 Types of Bullying and Types of Bullies

2.6 Bullying Statistics

2.7 Consequences of bullying on bullies, victims, bystanders and the general school programmes

2.8 Environments of Bullying and Factors that Promote Bullying Behaviour in Secondary Schools

2.9 The concepts of Anti-social behaviour, Violent behaviour and Aggressive behaviour

2.10 Theories of Aggression

2.11 Bullying as Anti-social /Aggressive /Violent behaviour

2.12 The concept of self-Esteem and Assertiveness

2.13 The concept of behavioural interventions / modifications

2.14 Review of empirical works on bullying

2.15 Summary of Literature Review
2.1 Attitudes and Behaviour

Attitude is defined by Kalat (2005) as a learned, stable and relatively enduring evaluation of a person, object, or idea, which can affect behaviour. According to him, we are not born with attitudes. We acquire them through our experiences, especially in our interactions with others. He further opines that attitudes tend to be stable and relatively enduring; and are evaluative. According to Wikipedia (2009) attitude is a person's perspective toward a specified target. It means one's point of view; the choice of a context for opinions, beliefs and experiences toward a specified target. It also means a feeling or opinion about something, or a way of behaving that is caused by this (Cambridge Advanced Learner's Dictionary).

All attitudes are learned through direct instruction, by taking on the attribute of someone a person loves or admires (identification), through personal experiences, and adopting social roles. It is a combination of cognitive, affective and behavioural disposition directed toward a person, idea or object (Okoli, 2002). The learning and modification of attitudes have their origins in interaction with other people especially one’s peers, parents and important others. According to Obot (1999), the child’s attitudes are shaped mainly by his parents, peer influences, information from news media, education and other sources. Within the impressionable stage of a child, television programmes and human models can strongly influence his attitude.

Attitudes could be appropriate or inappropriate. Appropriate attitudes are attitudes that promote effective behaviour and feelings of satisfaction, enjoyment and
happiness. Inappropriate attitudes promote self-defeating behaviour and feelings of depression, anger, anxiety, shame and guilt (Iriobe, 2010). Attitude enables people to make decisions very quickly because they provide important basis for making choices. It is a very powerful tool which controls most of our overt and covert behaviour and can at the same time be changed by behaviour modification strategies (Taylor, Peplau and Sears, 2006). Sometimes, attitudes have more influence on behaviour than other factors (Brehm, Kassin and Fein, 2002). Wong (2004) posits that analyses and research findings seem to confirm that attitudes toward school bullying, perceived strains at school, negative influence from peers, mass media and poor psychosocial conditions are all interrelated.

Several theories have been used to explain the formation and modification of attitudes which include the following: learning theory, cognitive consistency (balance theory, cognitive dissonance theory and self-perception theory), expectancy-value theory and cognitive response theory. Expectancy–value theory has been examined under theoretical framework.

2.2 The meaning of bullying behaviour

Several researchers, governmental and non-governmental organizations have offered various definitions and explanations of what should count and not count as bullying among adolescents. Some of them are hereby reproduced:

- Bullying is defined by Sullivan, Cleary and Sullivan (2005) as negative and often aggressive or manipulative act or series of acts by one or more people against another person or people usually over a period of time. It is abusive and is based
on an imbalance of power.

- For Mellor (2005), bullying happens when one person or a group of people tries to upset another person by saying nasty or hurtful things to him or her again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again.

- Bullying is also said to be any intentional, repeated hurtful act – including inflicting physical pain, name-calling and exclusion, defacing property, hurtful pranks and public humiliation. It’s all about power. Power can be intoxicating, exhilarating and addictive. But power, when abused, turns into bullying ... and bullying hurts people, leaves lasting scars and can destroy lives (Haber, 2007).

- It is associated often with exertion of power and occurs within social setting/relationship (Sutton, Smith and Swettenham, 2006).

- According to Wikipedia (2009), bullying is the act of intentionally causing harm to others, through verbal harassment, physical assault, or other more subtle methods of coercion such as manipulation.

- In colloquial speech, bullying often describes a form of harassment perpetrated by an abuser who possesses more physical and/or social power and dominance than the victim. The victim of bullying is sometimes referred to as a target. The harassment can be verbal, physical and/or emotional. Sometimes bullies will pick on people bigger or smaller than their size (Haber, 2007).

- Khan (2006) identifies the following as counting as bullying: Teasing or name calling, threatening, or making people do things they don't want to, taking or
damaging someone’s things, hitting or kicking, sending nasty text and email messages, playing unkind practical jokes, making someone feel uncomfortable or scared, ignoring or deliberately leaving someone out of things, saying or writing nasty things about someone, saying racist or sexist things to someone.

- Obe (2009) says bullying is a series of violent and aggressive acts directed towards other teens. It is also called teen bullying or peers harassment.

- Bennet (2009) also refers to bullying as peer abuse: “Peer Abuse needs to be recognized for what it is PEER ABUSE and it is time to think of it in clinical terms. Bullying has always been the word because it was what we always referred to those who picked on, harassed and made life miserable for those that were not meeting their expectations”.

- Bullying is the deliberate and repeated infliction of harm on another person. It takes many forms. It may involve one child bullying another, a group of children against a single child or groups against other groups (Kraizer, 2007).

- According to Olweus (2003), 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.

- For Lybbert (2003), bullying is abusive behaviour by one or more students against a victim or victims. It can be a direct attack - teasing, taunting, threatening, stalking, name-calling, hitting, making threats, coercion, and stealing; or more subtle through malicious gossiping, spreading rumours, and intentional exclusion. Both result in victims becoming socially rejected and isolated. According to him, boys tend to use physical intimidation or threats, regardless of the gender of their
victims, while bullying by girls is more often verbal, usually with another girl as the target, but cyber-bullying by both boys and girls (in online chat rooms, e-mail, and text-messaging) is increasing. He believes that bullying is a common experience for many children and teens; and that direct bullying seems to increase through the elementary school years, peak in the middle school/junior high school years, and decline during the high school years; and whether the bullying is direct or indirect, the key component of bullying is physical or psychological intimidation that occurs repeatedly over time to create an ongoing pattern of harassment and abuse.

From the above definitions we can conclude that bullying:
— is abusive, manipulative, intentional/deliberate, anti social and aggressive behaviour that involves unwanted, negative actions aimed at causing physical, emotional or psychological hurts on the targets.
— involves a pattern of behaviour repeated over time, can be a cycle that will continue - and may escalate - without intervention.
— results to victims being socially rejected, isolated and find it difficult to stop being bullied and are worried that the bullying will happen again.
— hurts people, leaves lasting scars and can destroy lives.
— can involve one person or group of persons as either the bullies or the victims.
— involves an imbalance of power or strength especially in cases of physical bullying.
— can be perpetrated by a smaller person against a bigger and physically stronger target as in cyber and other forms of psychological bullying.
— involves differing emotional tones, the target of the bullying will be upset whereas
the bully is cool, happy and in control.
— includes only proactive aggressions.

According to Berger (2006), the research definitions of bullying carefully excludes playful fighting, a one-time attack, or good-natured teasing between friends, but includes indirect attacks, especially social or relational bullying. It may not also be bullying when two people of roughly the same strength have a fight or disagreement. It is very important to note that though bullying is said to be always aggressive, it is only proactive aggression that includes bullying (Berger, 2006; Sutton, Smith and Swettenham, 2006). Therefore, not all aggressions are bullying.

2.3 Characteristics of Bullies and victims of bullying

Many researchers have identified bullies and their victims with certain characteristics.

The bullies:

According to Cook, William; Guerra, Kim and Sadek (2010), the typical bully is one who exhibits significant externalizing behavior, has internalizing symptoms, has both social competence and academic challenges, possesses negative attitudes and beliefs about others, has negative self-related cognitions, has trouble resolving problems with others, comes from a family environment characterized by conflict and poor parental monitoring, is more likely to perceive his or her school as having a negative atmosphere, is influenced by negative community factors, and tends to be negatively influenced by his or her peers. Limber, Agatston and Kowalski (2008b) add that while many people believe that bullies act tough in order to hide feelings of insecurity and
self-loathing, bullies tend to be confident, with high self-esteem. They are generally physically aggressive, with pro-violence attitudes, and are typically hot-tempered, easily angered, and impulsive, with a low tolerance for frustration. Bullies have a strong need to dominate others and usually have little empathy for their targets. Male bullies are often physically bigger and stronger than their peers. Bullies tend to get in trouble more often, and to dislike and do more poorly in school than teens who do not bully others. They are also more likely to fight, drink and smoke than their peers.

Children and teens that come from homes where parents provide little emotional support for their children, fail to monitor their activities, or have little involvement in their lives, are said to be at greater risk for engaging in bullying behaviour. Parents’ discipline styles are also related to bullying behaviour; an extremely permissive or excessively harsh approach to discipline can increase the risk of teenage bullying (Coloroso, 2008 and Limber, Agatston and Kowalski, 2008b). The above assertions about bullies do not completely agree with Sullivan, Cleary and Sullivan (2005), who identify the characteristics of bullies with respect to the types of bullies. According to them, there are the clever bullies, the not-so-clever bullies and the bully victim. They posit that the clever bullies are popular, academically good, have the ability to organise people to do their bidding, have a lot of power with teachers and students and are more appealing than their victims. Hence the clever bullies are not easily identifiable. On the other hand, they posit that the not-so-clever bullies operate in socially dysfunctional ways- they are mean minded, and have a negative view of the world; while the bully victim is a victim in one situation and a bully in another. These ones are said to be particularly high risk, having higher rates of problem behaviour.
that may lead to anti-social adult behaviour.

In addition, Olweus (2003) identifies characteristics of students who are most likely to do bullying in school as follows: they have a strong need to dominate and subdue other students to get their own way, are impulsive and are easily angered, are often defiant and aggressive toward adults, including parents and teachers when bullying in schools, show little empathy toward students who are victimized, if they are boys, they are physically stronger than other boys.

**The Victims of Bullying**

The following are identified as characteristics of victims by Olweus (2003): Victims are cautious, sensitive, quiet, withdrawn and shy; bullying in school will often cause them to be anxious, insecure and unhappy. They have low self-esteem, are depressed and engage in suicidal ideation much more often than their peers. They often do not have a single good friend and relate better to adults than to peers after being bullied in school. If they are boys, they may be physically weaker than their peers.

2.4 Developmental Challenges of Adolescents and their Bullying Behaviour

Adolescence stage has been defined as a period of storms and stress by educationists and psychologists because of the attendant challenges they face as a result of the various physiological, social, emotional and mental transformations that are ongoing in their lives. Sullivan, Cleary and Sullivan (2005) described adolescent period as “the best of times; and the worst of times”. According to them, it is a period of stress and storms, mood swings, identity crises and when there is intense need to be part of a
group, to be accepted, defined and mirrored by a cohort of peers. Erikson (as cited by Corey, 2008) tries to throw light into the forces influencing adolescent development. He strongly opines that models are very important in this search of identity (Corey, 2008). According to him, the major developmental conflicts are related to the development of personal identity. The diverse pressures from parents, peers and society make it difficult for them to get clear sense of identity and if they fail to achieve a sense of identity, role confusion is the result.

The adolescents are also said to be full of different concerns, part of which are to achieve new and more mature relations with age mates of both sexes; and achieve social responsible behaviour (Osarenren, 2005). Peer group pressure is one the greatest challenges of adolescents (Olayinka, 2005; Omoegun, 2004; Osarenren, 2005). In a secondary school setting, the students have strong and heightened desires to belong and be accepted by their peers. Different students tend to adopt different styles to achieve their desires to belong and to be accepted. Some tend to act out, imitate / conform to certain norms in their environment which could trigger off bullying as a way to achieve any of the four goals (attention getting, power – struggling, revenge – seeking and displaying inadequacy) identified by Adler. According to Ammerman (1999) and Freeman (2001), peers often appear to have higher credibility with adolescents than do adults. This credibility is very important to adolescents and it could make them to defy rules and regulations of adults in order to be trusted by their peers or worse still, they could intimidate their peers by way of bullying in order to enforce their authority over them.
2.5 Types of Bullying and types of bullies

There are different types of bullying as well as bullies themselves.

**Bullying types:** According to Limber, Agatston and Kowalski (2008a), bullying can take on many forms.

1. Verbal bullying including derogatory comments and bad names
2. Bullying through social exclusion or isolation
3. Physical bullying such as hitting, kicking, shoving, and spitting
4. Bullying through lies and false rumours
5. Having money or other things taken or damaged by students who bully
6. Being threatened or being forced to do things by students who bully
7. Racial bullying
8. Sexual bullying
9. Cyber bullying: Cyber bullying is defined by Limber, Agatston & Kowalski (2008a) & Obe (2009) as any form of bullying that is carried out using technology, especially the internet or mobile phones. The following were identified as ways cyber bullying is operated: using mobile phones by texting or by using a camera, sending threatening emails or forwarding nasty emails, setting up malicious websites, insulting or excluding someone in chat rooms.

According to Haber (2007), the newest and potentially most dangerous form of bullying, “cyber bullying,” is growing so fast, it is proving difficult for researchers and therapists to keep up and that cyber bullying among teens and preteens has increased by 50 percent in the last five years. According to him, just as people have quickly adapted to communicating with each other through e-mail, text messaging, message
boards, and blogs, bullies have likewise lost no time in using these modes to bully and terrorize.

Still highlighting the various types of bullying, Kraizer (2007) presents the following as common forms of physical, verbal, emotional and social bullying:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Verbal</th>
<th>Emotional</th>
<th>Social Bullying</th>
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</thead>
<tbody>
<tr>
<td>Hitting</td>
<td>Name-calling</td>
<td>Exclusion</td>
<td>Peer pressure</td>
</tr>
<tr>
<td>Pushing</td>
<td>Teasing</td>
<td>Rumors</td>
<td>Exclusion</td>
</tr>
<tr>
<td>Kicking</td>
<td>Belittling</td>
<td>Acting superior</td>
<td>Making fun of</td>
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<tr>
<td>Shoving</td>
<td>Making fun</td>
<td>Being mean</td>
<td>Taunting / Baiting</td>
</tr>
<tr>
<td>Pinching</td>
<td>Bad language</td>
<td>Not caring</td>
<td>Set up to get in trouble</td>
</tr>
<tr>
<td>Violence</td>
<td>Verbal Abuse</td>
<td>No conscience</td>
<td>Threats</td>
</tr>
<tr>
<td>Abusive</td>
<td>Mimicking</td>
<td>Thoughtlessness</td>
<td>Ganging up on someone</td>
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<tr>
<td>Destructive</td>
<td>Shouting</td>
<td>Gossip</td>
<td>Name-calling</td>
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<td>Spitting</td>
<td>Taunting</td>
<td>Threatening</td>
<td>Pranks</td>
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<tr>
<td>Tripping</td>
<td>Cursing</td>
<td>Belittling</td>
<td>Internet harassment</td>
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</tbody>
</table>

It could be observed that there seems to be links between the various types of bullying. Some forms of bullying are not mutually exclusive in Kraizer’s classification. For instance, exclusion and threats are placed under both emotional and social bullying. Name calling is placed under verbal and social at the same time.

**Types of Bullies**

Meyer and Newton (2009) identified four types of bullies namely:

**Physical bullies:** These are action-oriented. This type of bullies engage in hitting or kicking a victim or taking or damaging a victim's property.

**Verbal bullies:** These use words to hurt or humiliate another person. Verbal bullying
includes name-calling, insulting, making racist comments and constant teasing.

**Relational or relationship bullies:** These try to convince their peers to exclude or reject a certain person or people and cut those victims off from their social connections. The most devastating effect with this type of bullying is the rejection by the peer group at a time when children most need others.

**Reactive victims:** These are often the most difficult to identify because, at first glance, they seem to be targets for other bullies. However, reactive victims often taunt bullies and physically bully other people themselves. A reactive victim may provoke a bully into action, then fight back and claim self defence.

For Sullivan, Cleary and Sullivan (2005), there are three types of bullies namely: clever bully, not-so-clever bully and bully victim.

**2.6 Bullying Statistics**

A lot of statistics are available to buttress the prevalence of bullying in the schools in today’s world. The study of Lind and Maxwell (Sullivan, Cleary & Sullivan, 2005) revealed that among the three worst things secondary school students in New Zealand had ever experienced, bullying came second, while the death of someone very close (e.g. mother, father, sibling) came first. In a survey of more than 15,000 sixth- through tenth-graders at public and private schools, in the U.S., Lumsden (2002), citing Bowman says that 30 percent of the students reported bullying others, being the target of bullies, or both. A survey of 130,000 Norwegian students by Olweus (1994) shows that one student in seven or approximately 84,000 were involved in bullying / victim problems with some regularity.
Recent bullying statistics according to international statistics (http://www.how-to-stop-bullying.com/bullyingstatistics.html; retrieved on 15th May, 2009) admit that half of all bullying incidents go unreported. Cyber bullying statistics indicate even less of these are reported. 100,000 students carry a gun to school. In a recent study, 77% of the students said they had been bullied. Cyber bullying statistics reveal similar numbers. And 14% of those who were bullied said they experienced severe (bad) reactions to the abuse.

- Thirty percent (30%) of U.S. students in grades six through ten are involved in moderate or frequent bullying — as bullies, as victims, or as both — according to the results of the first national school bullying statistics and cyber bullying statistics survey on this subject.

- School bullying statistics and cyber bullying statistics are increasingly viewed as an important contributor to youth violence, including homicide and suicide. Case studies of the shooting at Columbine High School and other U.S. schools have suggested that bullying was a factor in many of the incidents.

- Recent school bullying statistics show that: 1 out of 4 kids is bullied. An American Justice Department on School bullying statistics and cyber bullying statistics studies shows that the particular month 1 out of every 4 kids would be abused by another youth.

- Many have tried to stop cyber bullying according to cyber bullying statistics.

- One out of five kids on a school bullying statistics and cyber bullying statistics study admit to being a bully, or doing some “bullying.”

- Each day 160,000 students miss school for fear of being bullied.
A school bullying statistics reveals that 43% fear harassment in the bathroom at school.

100,000 students carry gun to school.

28% of youths who carry weapons have witnessed violence at home.

A school bullying statistics and cyber bullying statistics poll of teens aged 12-17 proved that they think violence increased at their schools.

The same school bullying statistics and cyber bullying statistics poll also showed that 282,000 students are physically attacked in secondary schools each month.

More youth violence occurs on school grounds as opposed to on the way to school.

Playground school bullying statistics - Every 7 minutes a child is bullied. Adult intervention - 4%. Peer intervention - 11%. No intervention - 85%.

According to the Bureau of Justice School Bullying Statistics and Cyber Bullying Statistics - School Crime and Safety:

46% of males, and 26% of females reported they had been in physical fights according to the school bullying statistics.

The school bullying statistics and cyber bullying statistics indicated that those in the lower grades reported being in twice as many fights as those in the higher grades. However, there is a lower rate of serious violent crimes in the elementary level than in the middle or high schools.

The school bullying statistics and cyber bullying statistics went on to say that teenagers say revenge is the strongest motivation for school shootings

— 87% said shootings are motivated by a desire to “get back at those who have
hurt them.”

— 86% said, “other kids picking on them, making fun of them or bullying them” causes teenagers to turn to lethal violence in the schools.

► Students recognize that being a victim of abuse at home or witnessing others being abused at home may cause violence in school according to recent school bullying statistics and cyber bullying statistics.

— 61% said students shoot others because they have been victims of physical abuse at home.

— 54% said witnessing physical abuse at home can lead to violence in school.

► The school bullying statistics and cyber bullying statistics showed that students say their schools are not safe. (Source: http://www.how-to-stop-bullying.com/bullyingstatistics.html - retrieved on 15th May, 2009)

Several analyses of deviant behaviour among school children show that bullying is very prevalent in Nigerian schools. Many of the researchers depended on the responses of students and teachers. From the study of Nwankwo and Unachukwu (2006) on Forms of Disruptive Behaviour Disorders identified by teachers in primary and post primary schools in Anambra State, 76.81% and 92.50% of primary and post primary school teachers respectively identified bullying as a disruptive disorder in school. In a recent study on curbing deviance through peace education by Jegede, Ememe and Gami (2008) carried out in Lagos, 41.5% and 39.4% of the teachers and students respectively identified bullying as frequent deviant behaviour existing in schools. Eneh (1999) agrees that out of major anti-social behaviour tested among adolescents in Nigeria, bullying other children ranks second, while stealing is the
highest. Badejo and Ubangha (2002) on their part conclude from their investigation of
the prevalence of bullying among secondary school students in Lagos state, that
bullying is very rampant and over 60% of their respondents reported to have been
involved in one form of bullying or the other. While Egbochukwu (2007) found out
that almost four in every five participants (78%) reported being bullied to some
degree and 85% of the children admitted to bullying others at least once.

2.7 Consequences of Bullying in Secondary Schools
School bullying is very destructive to the general school programmes. A single student
who bullies can have a great deal of impact on the bully himself, the students he
bullies (victims), students who observe bullying (by-standers), and the overall climate
of the school and community. Teachers are greatly distracted from their normal
commitment to preparations and teaching of their lessons by the incessant fights that
disrupt the learning environment and expend so much energy and time on settling
disputes that arise from bullying activities. According to Brennann (2008), it is the
single biggest challenging issue which teachers deal with. Ando, Asakura, Ando and
Simons-Morton (2006), posit that bullying (among other deviant behaviour) is a
particular problem for schools because it may inhibit learning, create interpersonal
problems for those involved, disrupt school routines, preoccupy teachers, and
contribute to school dropout.

2.7.1 Consequences of Bullying on the Bullies
Bullying is often a warning sign that children and teens are heading for trouble and
are at risk for serious violence. Teens (particularly boys) who bully are more likely to
engage in other antisocial/delinquent behaviour (e.g. vandalism, shoplifting, truancy, and drug use) into adulthood. They are four times more likely than non bullies to be convicted of crimes by age 24, with 60 percent of bullies having at least one criminal conviction (Obe, 2009). Other sources add that those who bully their peers are also more likely than those students who do not bully others to get into frequent fights, steal and vandalize property, drink alcohol and smoke, report poor grades, perceive a negative climate at school and/or carry a weapon.

2.7.2 Consequences of Bullying on the Victims

Peer harassment can provoke a teen to get depressed, violent, or even commit suicide. The suicide of a 14-year-old bullying victim in Lismore, according to Brennan (2008), is the reason behind the urgent call of Orange High School deputy principal Chris Tomes on teachers to maintain vigilance on the problem of bullying. The popular Peaceful schools international (PSI), a Canadian Charitable Organization was established in 2001 by Hetty van Gurp, an internationally recognized educator and author as a result of her son Ben, who died due to an incident of aggression by a boy who had been bullying him (Gurp and Levin, 2009). Three bullied Norwegian boys committed suicide in 1982 which resulted in their government commissioning Olweus to carry out a research on Norwegian students (Berger, 2006). Many become school dropouts. According to Vail, as cited by Lumsden (2002), every day approximately 160,000 students stay home from school because they are afraid of being bullied. Victims of bullying may be anxious, insecure, and cautious and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them. They may lack social skills and friends and thus are often already socially
isolated (Olweus, 2003). Bullying can lead teenagers to feel tense, anxious, and afraid. It can affect their concentration in school, and can lead them to avoid school in some cases. If bullying continues for some time, it can begin to affect teens’ self-esteem and feelings of self-worth. It also can increase their social isolation, leading them to become withdrawn and depressed, anxious and insecure. In extreme cases, bullying can be devastating for teens, with long-term consequences. Some teens feel compelled to take drastic measures, such as carrying weapons for protection or seeking violent revenge. These have led to the formation of fighting groups/cults in the secondary schools. Others, in desperation, even consider suicide. Researchers have found that years later, long after the bullying has stopped, adults who were bullied as teens have higher levels of depression and poorer self-esteem than other adults. Victims of bullies often fear school and consider it to be an unsafe and unhappy place. They will often stay home 'sick' rather than go to school or travel on the school bus. They experience real suffering that can interfere with their social and emotional development, as well as their school performance. Some have attempted suicide rather than continue to endure such harassment and abuse. Other victims have taken out their anger and frustration in violence. Most of the young people who have caused school-related violent deaths have been victims of bullying (Muschert and Spencer, 2009).

Meyer and Newton (2009) further highlights some possible warning signs that a child is experiencing bullying in schools which includes the following:

- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings
- Has unexplained cuts, bruises, and scratches from bullying in schools
- Has few, if any friends, with whom he or she spends time
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs), wanting to avoid bullying in schools.
- Takes a long, “illogical” route when walking to or from school.
- Has lost interest in school work or suddenly begins to do poorly in school as a result of bullying in schools.
- Appears sad, moody, teary, or depressed when he or she comes home.
- Complains frequently of headaches, stomach aches, or other physical ailments.
- Has trouble sleeping or has frequent bad dreams about bullying in school.
- Experiences a loss of appetite.
- Appears anxious and/or suffers from low self-esteem.

The researcher thinks that all these may be experienced in varying degrees by victims of bullying according to their personalities and the intensities of the bullying meted out to them. Moreover, it is a truism that different people react differently to the same challenges of life depending on their temperaments.

2.7.3 Consequences of Bullying on the Bystanders

Bystanders and peers of victims can be distracted from learning as well as the bullies and the victims. They may be afraid to associate with the victim for fear of lowering their own status or of retribution from the bully and becoming victims themselves; fear reporting bullying incidents because they do not want to be called a ‘snitch,’ a ‘tattler,’ or ‘informer’; experience feelings of guilt or helplessness for not standing up
to the bully on behalf of their classmate; be drawn into bullying behaviour by group pressure or imitation; feel unsafe; get injured if violence erupts, unable to take action or a loss of control.

2.7.4 Consequences of Bullying on the General School Programme

When school bullying, harassment or emotional abuse is ignored or improperly managed, it can affect school settings with: lost classroom learning time; poor learning and academic performance; students who dislike school and are afraid to attend increases in number; more health problems among students; a fearful and disrespectful environment; a perception that teachers and staff have little control, don’t care, etc. (Lybbert, 2003). Furthermore, Obe (2009) corroborates with Lybbert by adding that when bullying continues and no action is taken, the entire school climate can be affected in the following ways:

► The school develops an environment of fear and disrespect
► Students have difficulty learning
► Students feel insecure
► Students dislike school
► Students perceive that teachers and staff have little control and don’t care about them.

It is unfortunate that the above impressions could easily be associated with the feelings of many secondary school students in Nigeria today as Alika and Egbochuku (2009) discovered in their study on Drop out from school among girls in Edo State: implications for counselling, that bullying accounts for 10% of the drop outs.
2.8 Environment of bullying and Factors that Promote Bullying Behaviour in Secondary Schools

Student usually convert undefined public spaces (unoccupied classrooms, uncompleted buildings) and unsupervised places (be it library, classroom, playfield, refectory, school bus, corridor, assembly ground, school farm, toilet end, etc.) as conducive environments to perpetrate bullying (Obe, 2009). According to Egbochukwu (2007), bullying was most prevalent in the playground (40%), classroom (23%), followed by 22% and 15% respectively for somewhere in the school and on the way home from school.

Researchers attribute the preponderance of bullying behaviour to many factors which include the age of the students (adolescent age), breakdown of families and family values, general lawlessness in the society, nonchalant attitude and apathy by teachers and school authorities to the supervision of students who are committed to their care and effects of media, internet and computer technology (Sullivan, Cleary and Sullivan, 2005). The above claims are buttressed by Otta (2007), who posits that any society whose inhabitants experience constant frustration whether from the ruling class, or general insensitivity by the populace is bound to have many violent characters. There will be people who will feel that the best way to claim their rights is by asserting themselves through riots, and fights.
2.9 The Concepts of Anti-Social Behaviour, Aggressive Behaviour and Violent Behaviour

According to Wiktionary of Wikipedia (2009), anti-social behaviour refer to behaviour which show unwillingness or inability to associate normally with other people; antagonistic, hostile, or unfriendliness toward others; menacing and opposition to social order or the principles of society. At the root of most antisocial behaviour is aggression (Twining, 2001). Aggressive behaviour includes any action that is intended to hurt others (Taylor, Peplau and Sears, 2006). Aggression is defined as a constellation of specific thoughts, feelings and actions, second, it is mobilized in a person by an obstruction to a wish or need; and third, its goal is to remove the obstruction in order to permit drive discharge (Wikipedia, 2009). According to Myers (2002) aggression refers to physical or verbal behaviour intended to hurt someone. Collins (2007) defines aggression as a type of behaviour that inflicts pain or pressure onto others. For Middelton-Moz (1999), aggression is the emotion many people go to in response to frustration. Aggression can be said to be prosocial aggression, sanctioned aggression or antisocial aggression.

Prosocial aggression includes acts of law enforcement, appropriate parental discipline and obeying the orders of commanders in wartime. Sanctioned aggression includes acts that are not required by social norms but are well within their bounds; an example is a woman who strikes back at a rapist. Antisocial aggression, on the other hand, refers to acts that violate commonly accepted social norms (Taylor, Peplau and Sears, 2006). It is very necessary but difficult to draw a line between these types of aggressions. Stuart-Hamilton (1999) states that shouting at a child who has run into
the road might be understandable, but hurting the child for a minor misdemeanour is not. For him, everyday experience indicates that aggression is far more commonly iniquitous and often irrational and the fact that aggression, whilst being highly undesirable in some cases is understandable in others makes the issue of where we draw the line between 'good' and 'bad' aggressive acts difficult. Whereas prosocial and sanctioned aggressions may well be applauded by everyone, anti social aggression brews disturbances, social unrest and is indeed destructive to any meaningful social interaction, especially in the schools. Anti social aggression is an off shoot of anger. It is said that one experiences aggressive feeling (anger) before manifesting the behaviour. It is also believed that the emotional antecedents for aggression are anger and frustration.

The Oxford and Collins English Dictionaries define violence as: the unlawful use of force; the exercise or an instance of physical force, usually affecting or intended to effect injuries, destruction; powerful, untamed or devastating force. Gurp and Levin (2010) define violence as the intentional use of physical force or power that threatens or results in physical or psychological harm. According to Kemshall and Pritchard (1999), violence can be understood as a continuum ranging from acts which result in minor physical discomfort to those which result in death. When an individual is said to be violent it simply implies that he is uncontrollably fierce and dangerous in action, or he is forceful beyond what is usual/necessary and so socially maladjusted (Otta, 2007). Violent acts include murder, rape, robbery, and aggravated assault (Kinnear, 1995). One of the banes of the children of this generation is the preponderance of violent acts in the society.
Wong (2004) expatiated how violence get entrenched in a child. According to him, the process by which violence is taught is circular. It begins when a child learns violent acts from his or her parents or from the immediate environment during the childhood stage. In addition, it appears that violence values are easily acquired through violent films, song lyrics, and computer games. If a child spends a great deal of time with these media and the cyber world (the Internet), the message of violence is reinforced. As these children grow into their adolescent stage, if their aggressive behaviour is seen as getting worse by parents and teachers, they often loosen family bonds and school bonds. They then associate with peers who come from a similar background and begin to engage in bullying acts or minor delinquency. As teenagers begin to enmesh themselves in such bullying subcultures, they become insensitive to others’ feelings and do not develop a sense of empathy. They may further weaken their family attachment and school commitment and develop a stronger association with delinquent peers. At the same time, they internalize the violent values of their style of living. Some find themselves engaged in a vicious cycle, which may lead to the continuation of a bully career (Wong, 2004).

2.10 Theories of Aggression

Twining (2001) offers two broad divisions of theories of aggression as: (a) group of theories based on social nature which includes frustration-aggression hypothesis, excitation-transfer theory and social learning theory, (b) group of theories based on biological nature which includes Freudian theory, ethological view and the sociobiological view. We shall consider the social learning theory and the Freudian theory for the purpose of brevity.
The social learning theory posits that aggression is learned by observing, imitating and reinforcement (Taylor, Peplau and Sears, 2006; Lamb, 1999). In the first place, a child observes other people who are being aggressive or controlling their aggression and learns, by imitation, to display aggression or control it. It does not matter whether a child sees the behaviour in real life situations or in televisions. In the view of Oostendorp (2003), those who prefer violent video games are most likely to be above average in aggression. Fiona (1999) remarks that parenting style characterized by aggression, threats and hostility tends to train children in the use of aggressive behaviour by modelling such action. These children learn to be aggressive by being exposed to an aggressive model of parenting. The child’s environment in these families is characterized by many examples of aggressive behaviour, manifesting itself in physical and verbal abuse between members of the family.

With regard to the predisposition of individuals to aggression, Taylor, Peplau and Sears (2006) posit that many people are predisposed to aggression by virtue of their biological make up. This refers to "affectless" aggression which is aggression that is independent of emotional state. People who possess this type of aggression are more prone to aggression in the presence of situational cues to aggression than low trait aggressive individuals. The Freudian theory tends to explain this. Freud saw all human behaviour as motivated by two major drives or instincts which he referred to as the life and death instincts (Corey, 2008; Omoegun, 2005 and Osarenren, 2005). Life instincts perpetuate (a) the life of the individual by motivating him or her to seek food and water and (b) the life of the species by motivating him or her to have sex. The
death instincts mean that every person has an unconscious wish to die. This is further explained as suicide and suicidal wishes possessed by everyone. Freud theorized that sometimes we direct it out, away from ourselves, in the form of aggression, cruelty, murder, and destructiveness.

In addition, Freud viewed development as the process of the transference of libido (motivational energy of life instincts) from one erogenous zone to another (Corey, 2008). A smooth transference of this libido ensures normal development. However, if problems in form of frustration or overindulgence are encountered at a particular stage, the energy will become fixated or regressed giving a problem that has long-term effect in terms of our personality or character as adults. Example, if one experiences frustrations with weaning at oral stage, potty training at anal stage, or finding one’s sexual identity at phallic stage, one might tend to retain certain infantile or childish habits which would persist in adulthood. Hence, we have oral-passive character and oral aggressive character. Oral-passive character is exhibited by those who were weaned early because of frustration in their need to suckle. They are dependent on others and often retain an interest in "oral gratifications" such as eating, drinking, and smoking. Oral aggressive character is retained by those who received early weaning because they were biting their mother’s nipple while suckling. They retain a life-long desire to bite on things, such as pencils, gum and other people and have a tendency to be verbally aggressive (they could bully verbally), argumentative, sarcastic, and so on.

There are also the anal expulsive (anal aggressive) and the anal retentive characters.
The anal expulsive or anal aggressive characters tend to be sloppy, disorganized, generous to a fault, cruel, destructive and given to vandalism. These were believed to might have expressed their anger over their parents’ strict-toilet training by expelling their feces at inappropriate places and times. The anal retentive are those whose parents might have made to view bowel movement with exaggerated air of importance at toilet – training stage. They tend to be especially clean, perfectionist, dictatorial, very stubborn, and stingy. From the foregoing, it could be inferred from Freud that aggressive traits are associated with an inherent death instincts and childhood developmental frustrations as a result of not having smooth transference of libidinal energy at either the oral or the anal stages of psychosexual developments.

2.11 Bullying as an Anti-Social/Aggressive/Violent Behaviour

From the various definitions of bullying offered by different researchers, we see that bullying, aggression and violence are like three legs of a tripod. It is impossible to have a bullying endemic school where aggressive and violent behaviour do not characterize the students. Bullying behaviour do not promote inter personal relationship among peers; rather they breed hostility, unfriendliness and opposition to social order of any society. A school which is entrenched by bullying culture is a base for raising anti-social, aggressive and violent children. Essentially bullying is part and parcel of proactive aggression. Sullivan, Cleary and Sullivan (2005) succinctly put it this way: “the carrying and use of weapons can thus be a hidden part of a larger culture in which bullying may be endemic.” Reports on statistics of bullying from the Bureau of Justice School Bullying Statistics and Cyber Bullying Statistics - School Crime and Safety (http://www.how-to-stop-bullying.com/bullyingstatistics.html) retrieved on
15th May, 2009) supports this assertion by revealing that teenagers say revenge is the strongest motivation for school shootings:

— 87% said shootings are motivated by a desire to “get back at those who have hurt them.”
— 86% said, “other kids picking on them, making fun of them or bullying them” causes teenagers to turn to lethal violence in the schools.

The researcher agrees with the above assertions as they appear to strongly relate to the reasons for the preponderance of cults and fighting groups in the secondary schools in Owerri Metropolis. Many students are coerced into these groups through intimidations, while others join the groups as protective shields from their oppressors, the bullies, and others still join the groups to gain a solid ground to revenge their oppressors for previous molestations meted out to them.

2.12 Concept of Self-Esteem and Assertiveness

Self-esteem is defined by Collins (2007) as “the evaluation that an individual makes about his or her worth, competence, and significance.” People who have a positive self-esteem evaluate themselves as being worthwhile and capable, while those who have negative self-esteem evaluate themselves as being incompetent, unworthy, and inferior to others. One’s self-esteem affects how one thinks, acts, feels, plans for the future and presents oneself to others. For Taylor, Peplau and Sears (2006), “people with high self-esteem have a clear sense of what their personal qualities are. They think well of themselves, set appropriate goals, use feed-back in a self-enhancing manner, savour their positive experiences, and cope successfully with difficult
situations. People with low self-esteem, on the other hand, have less clear self-conceptions, think poorly of themselves, often select unrealistic goals or shy away from goals altogether, tend to be pessimistic about the future, remember their past more negatively, wallow in their negative moods, have more adverse emotional and behavioural reactions to criticism or other kinds of personal negative feedback, are less able to generate positive feedback for themselves, are more concerned about their social impact on other people, and are more vulnerable to depression or rumination when they encounter setbacks or stress.”

These assertions about positive and negative self-esteem tend to reveal the importance of assessing participants’ self-esteem in relation to their attitude to and involvement in bullying behaviour. It appears that both the bullies and the victims of bullying may likely have varying but high degrees of low self-esteem. However, Limber, Agatston and Kowalski (2008b) posit that bullies tend to be confident, with high self-esteem, contrary to many people’s belief that bullies act tough in order to hide feelings of insecurity and self-loathing. According to them, bullies are generally physically aggressive, with pro-violence attitudes, and are typically hot-tempered, easily angered, and impulsive, with a low tolerance for frustration. Bullies have a strong need to dominate others and usually have little empathy for their targets.

**Assertiveness**: People often mistake aggression for assertiveness. It is for this reason that Kalat (2005) advises that aggression should be distinguished from assertion. According to him, assertion is a forceful behaviour that causes neither injury nor harm. Whereas aggression often raises “bad blood” in a social setting,
assertiveness is a way of communicating what one wants in a confident way without annoying another. This is why assertiveness training is recommended for people who lack skills for wholesome interpersonal relationship. According to Okoli (2002), assertive training is applicable when the client is presently unable to stand up for himself in those situations where he feels unjustly treated; cannot respond, or has difficulty responding, in his own best interest to those events which directly affects his life or the lives of the family members; and has difficulty expressing feelings of love and affection toward significant persons in his life. For Barbara (2001), Garbarino and de Lara (2003), Papworth (2004) and Van der Zande (2007), assertiveness is not about bullying, but about not allowing yourself to be bullied. It involves being able to defend one’s self verbally from aggressors, gaining self-esteem and preventing one’s self from becoming a victim of bullies. If people who cannot stand for themselves need assertiveness training, people who over step their bounds and are aggressive to other people may also need to be educated and helped to learn the differences between assertiveness and aggression. Thus they may be helped to learn better skills for wholesome interpersonal relationship.

### 2.13 The Concept of Behavioural Intervention/ Modification

Behaviour modification is defined by Whitman and Whitman (as cited by Okoli, 2002) as the use of learning theory principles to alter maladaptive behaviour. According to Okoli (2002), it is based on the assumption that all behaviour whether deviant, adaptive or maladaptive, appropriate or inappropriate, are learned and maintained according to the same principles. If undesirable behaviour is learned, it follows that it can be unlearned in the same way (Okoli, 2002 and Omoegun, 2005). Basic steps
required for embarking on behaviour modification are outlined by Okoli (2002) as follow:

1. Identification and definition of the target behaviour.
2. Behavioural Assessment of the target behaviour.
4. Stating the objectives.
5. Behaviour modification proper.

While Ekwe (2002) provides the following as specific procedures for behaviour modification:

1. Problem definition
2. Establishing a base rate
3. Placing a consequence on the behaviour
4. Assessing the effectiveness of the contingency

2.13.1 Social Skills Training:

This refers to the various ways an individual can be helped to acquire skills (verbal, physical, attitudinal or emotional) which will help him/her to develop, maintain and/or terminate relationships with peers without causing any hurts or harm to anyone. Some social skills can be altruistic while others are termed pro-social. The following are some of the social skills identified by Eraslan (2008), Gross (2005), Meyer and Newton (2009) and Taylor, Peplau and Sears (2006): courtesy/politeness, friendliness, tolerance, comforting, sharing, giving, co-operating, reassuring, support, listening, empathy, cheerfulness, appreciating, liking, helping, affirming, defending, refusing,
creating personal space, forgiving, assertiveness, respect and high self-esteem.

Social skills training has been used by many researchers and psychologists to help individuals acquire certain coping skills required to overcome some maladaptive behaviour. For instance, Savidge, Christie, Brooks, Stein and Wolpert (2004) piloted social skills group for socially disorganized children and recorded good success; while Ruble, Willis and Crabtree (2008) used social skills group therapy for autism spectrum disorders. Cragar and Horvath (2003) applied social skills training in the treatment of a child with Asperger’s disorder; while Cook, Gresham, Kern, Barreras, Thornton and Crews (2008) treated secondary students with emotional and/or behavioural disorders using social skills training. Olweus (1994), Olweus (2003) and Wong (2004) helped students involved in bullying with social skills training.

2.13.2 Modelling

The terms modelling, observational learning, imitation, social learning, and vicarious learning have been used interchangeably, according to Corey (2008). He further recaptures Bandura’s outline of three major effects of modelling as follows:

(a) The observational effects, which refers to integrating new patterns of behaviour based on watching a model or models. This has to do with the acquisition of new responses or skills and the performance of them. It entails presenting an entirely new behaviour by a model for the observers to watch and learn.

(b) The inhibition of fear responses, which occurs when models perform daring feats and do not get hurt, or when models perform prohibited acts and are not punished, i.e. a model who performs an inhibited fear response and does not suffer negative consequences, instead he or she meets with positive consequences.
will stimulate observers to join in the performance of the feared response. This is referred to as ‘dis-inhibitory modelling effect’ by Okoli (2002).

(c) The facilitation of responses is the effect in which a model provides cues for others to emulate. In this case, there is need to increase the behaviour which the observers have already learnt and for which there is no inhibition.

In contrast to the inhibition of fear response, Okoli (2002) observed that by punishing the model who performs a behaviour that has inhibition, the ‘inhibitory modelling effect’ may be realised, thus the observers will be made to restrain from the behaviour.

2.13.3 Persuasion

Persuasion is a form of social influence which involves process of guiding people and oneself toward the adoption of an idea, attitude, or action by rational and symbolic means (Wikipedia, 2009). It is a strategy of problem-solving relying on "appeals" to reason, faith and emotions rather than coercion. Persuasion assumes that people are rational in the way they process information (Okoli, 2002). According to Taylor, Peplau and Sears (2006), learning theory, cognitive consistency (balance theory, cognitive dissonance theory and self-perception theory), expectancy-value theory and cognitive response theory give credence to the use of persuasion in attitudinal changes.

2.14 Review of Empirical Works on the Modification of Bullying Behaviour

There are numbers of empirical works done to modify bullying behaviour. Many researchers made general reference to aggression, but they always identify bullying as part of aggression. Below are some reviewed empirical works on intervention of
bullying / aggressive behaviour.

The empirical investigation into the assessment, intervention and management of bullying is traceable to Dr. Dan Olweus who was named the father of anti-bullying programmes (Olweus, 2003). Dr. Olweus conducts the first systematic intervention study against bullying in the world, which documented positive effects and resulted to what is now known as the “Olweus Bullying Prevention Programme (OBPP)”. The success resulted in Dr. Olweus leading a nationwide government initiative to implement OBPP throughout all Norwegian elementary and junior high schools (Meyer and Newton, 2009). The Programme targets the following:

1. organization-wide efforts (e.g., school conference day on bullying),
2. classroom strategies (e.g., group contingencies),
3. involvement of parents (e.g., parent circles to discuss responses to bullying problems), and
4. strategies for work with individuals involved, both victims and perpetrators (Olweus, 1994; Mattaini and McGuire, 2006).

The programme emphasizes the shared responsibility of everyone in the setting to deal with the problem, for example by establishing the expectation that adults will actively intervene (and teaching them how to do so), and encouraging youth to give up the role of “passive accomplice” and take action to interrupt bullying and teaching them how to do so (Mattaini and McGuire, 2006). It is classroom based, school based, home based and community based intervention. At each of these levels, Olweus provided specific techniques; but generally target bullying behaviour in such ways that both the bullies, victims and bystanders played specific roles to reduce bullying.
behaviour. The results reported by Olweus in Scandinavia are impressive: reductions of 50% or more in bullying problems, with reductions increasing over time—at least for 2 years; reductions in other forms of antisocial behaviour; and reported improvements in school climate (Mattaini and McGuire, 2006).

Ando, Asakura, Ando, and Simons-Morton (2007) manage aggressive behaviour among Japanese early adolescents using a psycho-educational programme. The study tests the efficacy of a school-based, social-skills training programme in preventing aggressive behaviour (violence toward others, damaging property, and bullying) among early adolescents in Japan. The study employs a non-equivalent control-group, quasi-experimental design, expressed as Time 1 Time 2 Time 3. First treatment group O₁ X O₂ — O₃ and delayed treatment group O₁ — O₂ X O₃ where O represents observation time, and X represents intervention. Initial sample of 123 was drawn from four seventh-grade classes (age range =12 to 13 years) in one public junior high school in Tokyo, but 19 students dropped out. 104 students completed all four sessions and three assessments and were included in the final analyses (FT group n = 52; DT group n = 52). Aggressive behaviour, School adjustment, Self-assertive efficacy to resist peer pressure and Self-control were the variables measured.

The one-way, repeated-measure ANOVA for aggressive behaviour indicates a significant time effect for the FT group, while the post hoc comparisons indicated that aggressive behaviour significantly decreased from Time 1 to Time 3 in both the FT and DT groups (p < 0.05). Aggression in the DT group also decreased significantly from Time 2 to Time 3 (p < 0.01). However, ANCOVA showed no significant difference
between the FT and the DT group, and the Group by Gender interaction and Time by Gender interaction effects were not significant. The researchers believe that this study provides some promising evidence for the potential of social-skills training to increase classmate relationships. They conclude that there was a significant effect of the programme from Time 1 to Time 2 in the FT group but no effect in the DT group from Time 2 to Time 3.

Salmivalli and Voeten (2004) examine the connections between attitudes, group norms, and students’ behaviour in bullying situations (bullying others, assisting the bully, reinforcing the bully, defending the victim, or staying outside bullying situations). The participants were 1220 elementary school children (600 girls and 620 boys) from 48 school classes in 16 Finnish schools. Attitudes towards bullying were operationally defined as students’ moral beliefs regarding the appropriateness or inappropriateness of bullying and related behaviour. They based their assessment of group norms on the definition of norms as expected standards of behaviour in a certain group, which they also operationalised as students’ expectations about the social consequences of pro- or anti-bullying behaviour (such as joining in bullying or taking sides with the victim) in their classroom. Instruments used for measurement included a 15-item version of the Participant Role Questionnaire, PRQ, measuring peer-evaluated behaviour in bullying situations.

Students’ attitudes towards bullying were measured by asking them to evaluate on a 5-point Scale - a norm questionnaire which included questions about behaviour that would be prescribed (expected) or proscribed (not appropriate) in the class.
Results of the study showed that gender was clearly the most powerful single predictor of behaviour. Boys were more involved in pro-bullying behaviour than girls, whereas girls had a higher prevalence of defending the victim and withdrawing from the bullying situation than boys. There were clear differences in variances of behaviour in bullying situations for boys and girls. All these differences were tested at 0.05 level of significance. Several age-related trends in behaviour were also reported. Sixth-grade girls were more inclined to withdraw from bullying situations than girls from fifth grade. At the same time, there was a decrease in both bullying others and reinforcing the bully among girls for these same grade levels. The same large gender effects were found by them in attitude as was the case for the behaviour variables. According to them, girls on average tended to have stronger anti-bullying attitudes than boys, and there was a higher within classroom variance for boys (1.85) than for girls (0.99). The means of the attitude variable decreased between Grades four and five, but this grade difference was only statistically significant for boys (mean scores being .50, .37, .34 for Grades four through six among girls, and .04, .40, and .36 among boys).

Wong (2004) investigates School Bullying and Tackling Strategies in Hong Kong. He adopted a survey design. His objectives were to highlight some recent incidences and research results of bullying in the community, discuss the negative spiral effect of bullying and a comprehensive anti-bullying strategy for tackling the problem, to identify the extent and underlying factors of bullying and victimization and to develop effective ways to tackle the problem. Risk factors and protective factors that contribute to the emergence and continuation of the bully-victim problem were also
identified. Different sample sizes were used at various stages of the researches that were reported. A questionnaire was designed to investigate the problem of bullying in primary and secondary schools. The questionnaire consisted of two main parts. Part A included subsections measuring (a) frequency of witnessing bullying (being a bystander), (b) frequency of bullying others (being a bully), (c) frequency of being bullied (being a victim), (d) feeling toward a harmony school, (e) contact with violent values, and (f) students’ psychosocial conditions. Part B was a section for obtaining participants’ demographic data such as sex, age, and place of birth.

To determine the prevalence of physical and extortion bullying in Hong Kong schools, the study collected 3,297 and 7,025 student questionnaires from 29 secondary schools and 47 primary schools respectively in 2001. It was found out that one in four students had been threatened with violence while one in eight had been physically assaulted and one in ten students said they had missed school for fear of violence. Moreover, the results from these studies indicate that the problem of physical bullying seems to be more serious than bullying with extortion in primary and secondary schools. It was found out that 17.2% of the secondary sample and 22.5% of the primary sample admitted bullying other students at some time during the preceding 6 months. Similarly, 18.3% of the secondary sample and 31.7% of the primary sample reported that they had been the victims of physical bullying. Another community-wide research report on the prevalence of school bullying in primary schools in Hong Kong was also released in 2002. Altogether 7,025 questionnaires were collected from 47 primary schools. These studies found that more than one half of the respondents were involved in bullying—as bystanders, bullies, or victims. This article illustrates the
growing concern with bullying in Hong Kong and the possibility that it may be the precursor of general juvenile delinquency or youth violence.

Wong (2004) highlights two major strategies for tackling school bullying and violence in Hong Kong - a suppressive strategy and a comprehensive anti bullying strategy. According to him, suppressive strategy values establishing blame and accountability, adopting of punitive approach that is bully focused, blame driven, sanction students’ wrongdoing publicly, will normally shame and order bullies to correct their behaviour; and use of police force. He posits that some scholars have found out that overreaction might intensify the delinquent problem and inadvertently promote further delinquency, hence he embarked on exploring the comprehensive anti bullying strategy.

All the junior form students of secondary schools in Hong Kong formed the population and the sample for this intervention. Essentially, the programme involved teaching students, parents, and teachers effective, nonviolent coping skills as critical intervention and emphasised the essentiality of a territory-wide peaceful education campaign. He referenced his study to the elements adopted by National Education Protocol against Bullying initiated in the Netherlands which include: • social skills training for bullies and victims, • providing information to teachers and parents on causes of bullying, • actively informing students of the existence and extent of the problem, • appointing confidential counsellors in schools, • working closely with schools and encouraging the sharing of experiences, and • signing a Protocol to combat bullying.
He claimed to have found the following useful tactics underlying the comprehensive anti bullying strategy to stop bullying acts and at the same time address the psychosocial conditions of the bullies-victims:

*Encourage victims to tell the truth and develop a strong character.*

*Educate bullies who lack social skills.*

*Shaming bullies who intend to do harm or who have done harm in a re-integrative manner. Promote a peaceful environment by using restorative practices.*

He summarily affirmed that a comprehensive strategy, which consists of the following six elements, is essential for dealing with problems of school violence:  • long-term anti-bullying strategy and procedures,  • training of teachers and parents in handling school bullying,  • providing students with social skills and emotional-control training packages,  • adopting a multidisciplinary cooperation strategy,  • involving students in conflict resolution, and  • an adequate approach for monitoring the situation.

However, his survey of Hong Kong schools a year later revealed that not many teachers intended to adopt the comprehensive strategy, which includes cooperation among all parties in the school and covers a wide range of activities for tackling the problem. Only a few mentioned the use of peer mediation tactics or formal curricula, such as anti bullying curricula, anger management curricula, or safe school and peace education curricula for preventing and stopping physical bullying. He finally advised that educational and social welfare departments should take proactive steps to organize more intensive in-service training workshops for teachers and social workers.

From this work of Wong (2004), one may gather that bullying is really receiving attention in the western world, including Hong Kong. However, the comprehensive
strategy for curbing the menace, though promises to be most effective, is very cumbersome and appears not to receive the deserved welcome by school managers and teachers. This may suggest that more number of simpler interventions should be evolved.

Wilson, Parry, Nettelbeck and Bell (2003) attempt to distinguish the nature and extent to which conflict resolution behaviour displayed by bullies and by passive and aggressive victims can be linked to perceptions of the conflict resolution behaviour displayed by parents, peers, and television characters. A sample of 333 pupils conveniently drawn from six large, suburban, government funded primary schools was used for the study. A total of 36 teachers were also used. Children’s self-reported conflict tactics were assessed, together with their perceptions of the tactics used by parents, peers, and television characters. Comparisons were made between children identified by teachers as bullies, passive victims, aggressive victims, and controls. On the basis of social modelling, it was predicted that bullies and aggressive victims would be more likely than controls or passive victims to describe themselves and their parents, peers, and television characters as using aggressive behaviour (including violence) to win a conflict.

Results obtained from the teachers’ assignations showed that fourteen percent of the full sample (16% of boys and 13% of girls) were described as bullying some of the time. The results obtained in comparisons of bullies, victims, and controls showed that the tactics reportedly used by TV characters had no significant influence on the reasoning, aggression, and violence displayed by children. The strongest influence on
children’s behaviour was the behaviour of peers. Children who described peers as violent displayed more aggression than those who described peers as reasoning ($M = 7.79$, $SD = 3.82$ and $M = 6.32$, $SD = 3.97$, respectively), $F (3, 332) = 2.28$, $p = .08$. In addition, children who described peers as violent also displayed significantly more aggression than those who described their peers as aggressive ($M = 4.49$, $SD = 4.61$ and $M = 2.64$, $SD = 3.22$, respectively). Use of violence to settle conflicts was greater among children with violent peers than those with aggressive peers, $F (3, 332) = 4.60$, $p < .01$.

It is also interesting to note the way in which children viewed the conflict resolution behaviour of the important role models in their life. The parents in the current study were mostly described as using reasoning or aggression (verbal, not physical) with very few ($n = 7$, i.e., 2% of full sample) described as violent. By contrast, TV characters were most commonly described as using violence ($n = 195$, 58%) and peers as using aggression ($n = 148$, 44%). It is also noteworthy that they operationally defined aggressive behaviour as ‘behaviour which includes the model ignoring the other person, sulking, or refusing to talk, arguing heatedly, yelling, insulting the other, stomping out of the room, and throwing or smashing something; while violence consists of threatening to hit or hitting or trying to hit someone, threatening or actually throwing something at someone, and pushing, grabbing, or shoving someone.

Nitkowski, Petermann, Buttner, Krause-Leipoldt and Petermann (2009) investigate whether the combination of Cognitive behavioural therapy (CBT) for aggressive children (training with aggressive children - TAC) and a child welfare programme
could achieve better effects than the exclusive child welfare programme. The study was conducted at the Centre of Child and Youth Welfare Schluchtern, Germany. A total sample of 24 children (21 boys and 3 girls) in the age group of 7 to 11 years was recruited from a German child and youth welfare institution. Twelve children (average age 10 years), diagnosed with an oppositional defiant disorder or a conduct disorder, are treated either with a child welfare program or with a combined intervention of child welfare program and TAC (CBT). The experimental group was expected to show stronger improvements regarding aggressive and delinquent behaviour, social problems, and pro-social behaviour than the control, exclusively treated with the child welfare programme. In both groups, verbal aggression (Type 1) was identified four times (20% and 22%, respectively). Ten children showed a nonverbal aggression reaction pattern (Type 2, 3, and 4). “Verbal and nonverbal malicious actions in position of the side-taking observer” (Type 5) were found 3 times (15%) in the waitlist control group and 2 times (25%) in the intervention group. Five children’s (3 children = 15%, 2 children = 11%), reactions could not be classified (“undifferentiated reaction pattern/socially desirable reaction”).

The training consists of individual and group therapy sessions, supported by a parent counselling programme where a child starts with an individual training, consisting of 8 to 13 sessions lasting from 50 to 100 min; then it is treated in a group with two to three other children (6 to 12 sessions, each lasting from 50 to 100 min). A booster session follows about 8 weeks after group training ended. Before and immediately after completion of the combined treatment, parent and teacher ratings are collected. Parents report children participating in child welfare and TAC to show a stronger
decline in social and conduct problems as well as a clearer increase in prosocial behaviour. Teachers see a better improvement in social problems and tended to report a decrease in aggressive behaviour. Results confirm that the TAC can enhance effects of a child welfare program. Children of the intervention group showed a decline on conduct problems and an increase on prosocial behaviour.

Raskauskas and Stoltz (2004) did an empirical review of other researchers’ works. The purpose of their article is to equip school nurses with the knowledge critical to identifying covert forms of bullying. In addition, information is provided on warning signs, intervention strategies, and prevention programmes. They defined relational aggression as a form of bullying that is a problem for adolescent girls. It often takes the form of damaging peer relationships and includes verbal assaults such as teasing or name calling, as well as psychological attacks such as gossip, social exclusion, and strategic friendship manipulations. A girl’s ability to identify these indirect attacks may be imperative for her to enact an effective defence. The authors assert that the availability of studies on bullying, particularly relational aggression among girls is meagre at best, but after extensive review of the available ones, they concurred with Owens and Black (Raskauskas and Stoltz, 2004), that programmes which provide youths with prosocial and empowering opportunities within their school and community can promote feelings of connectedness. Prevention efforts to combat relational aggression should enlist peers, drawing on the strength of girls’ close relationships and creation of a safe environment which entails to address the principles on which caring schools and communities may be built. To be caring and bully-free, a school environment must be characterized by warmth, caring, and
positive involvement from interested adults; enforce clear and firm limitations on unacceptable behaviour; display consistent application of non-hostile, nonphysical discipline when rules are violated; have adults acting as the primary authority figures, using firm but fair leadership rather than controlling and punitive responses.

Greeff and Grobler (2008) investigate the nature and prevalence of bullying behaviour as experienced by and reported on by pupils in upper middle-class, single-sex, English-medium primary schools in Bloemfontein, South Africa, on the basis of grade, gender and ethnic group. A total of 444 grades 4 to 6 learners were drawn from four schools. The instrument used was the junior version of the Revised Olweus Bully/Victim Questionnaire (R-OBVQ). The R-OBVQ was used to acquire descriptive information about the nature and prevalence of bullying from the intermediate pupil’s perspective, with specific reference to its existence within the South African context. The results reflected that 203 of the 360 students (56.4 percent) who were tested had indeed reported experiencing some form of bullying since the beginning of the academic year. Also there was no significant difference in the proportion of pupils who have experienced some form of bullying since the beginning of the academic year with specific reference to the pupil’s grade. Thus, the grade that the intermediate phase student was in did not have a significant impact on the prevalence of bullying and no significant differences were found between grade 4, 5 or 6 students. They also found no significant difference between the proportion of boys and girls who have experienced some form of bullying since the beginning of the academic year. However, it was clearly reflected, although not significantly so, that a greater percentage of boys (61.1 percent) than girls (51.7 percent) have indeed experienced
Jegede, Ememe and Gami (2008) experiment on curbing deviance through peace education, where bullying was treated among other deviant behaviour identified in the study. The study was carried out in Lagos State in two parts. The first was the baseline studies and second was the proper treatment. The baseline study was aimed at identifying existing deviant behaviour among the secondary school students while the main study involved intervention through peace education. A sample of 200 senior secondary II students and 100 teachers selected through stratified random sampling technique from 10 schools was used for the baseline survey. Three research questions were raised which include the following: What deviant behaviour exist in schools? The main instrument used at this stage was questionnaire designed for the teachers and students which were respectively designated as students deviant behaviour identification by teachers questionnaire (SDBIbTQ) and students deviant behaviour identification by students questionnaire (SDBIbSQ). From a descriptive statistical analysis of the generated data, it was observed that 41.5% of the teachers and 39.4% of the students identified bullying other students as one of the numerous deviant behaviour present among the students. It should be noted that whereas bullying may involve verbal insults, threats, fighting, stealing and sexual harassment among students, these researchers separated these under separate headings. They also did not define bullying. It could therefore be imagined that these 41.5% of the teachers and 39.4% of the students who identified bullying could have been more with a proper definition of bullying.
The main study (intervention through peace education) involved 40 Senior Secondary School II students drawn in an equal distribution from two schools which were randomly selected from five most assumed “notorious” schools in the selected area. These students were identified by their school authorities for the researchers who randomly divided them into two to form the experimental and control groups. Behaviour rating scale, weekly behavioural assessment record, dialogue module, post programme evaluation and focus group discussion schedule were the major instruments used at this stage. Three research questions and one hypothesis were raised and tested through interactive dialogue sessions. In answer to the research question, “To what extent can peace education be used as a tool for transforming deviant behaviour?” the researchers recorded higher presence of deviant behaviour among the control group than the treatment group in all the identified existing deviant behaviour in the schools. Hence peace education was found to be a very effective tool for transforming deviant behaviour among secondary school students. Specifically, there was 60.87% presence of bullying in the control group against 39.13% in the treatment group.

Badejo and Ubangha (2002) carry out a study of bullies and their victims in the secondary schools in Lagos with the purpose of helping both bullies and victims with certain coping skills through cognitive restructuring and assertiveness training. The design was a pre-test post-test control group design. The population was all the students in state public secondary schools in Lagos state. The initial sample consisted of two hundred (200) students drawn from a total of ten schools which was used to identify and provide baseline data on bullies and victims. While the sample for the
second phase (the treatment stage) was thirty six (36) grouped into three groups of
twelve students each representing those clinically identified as bullies, victims and
non-clinical group without a history of bullying – either as bully or victim. Mean age of
participants was 16.72.

Instruments used were Rathus Assertiveness Scale (RAS), Hare’ Self Esteem Scale
(HSS), Rhoner’s Parental Acceptance Rejection Questionnaire and School Situation
Questionnaire (SSQ). Cognitive restructuring procedure which included teaching,
tutoring, rational emotive imagery and home work was employed at the initial stage.
This was followed by assertiveness training and systematic desensitisation. The results
of the assessment revealed that the prevalence of bullying among secondary school
students in Lagos state is very high. Over 60% of their respondents reported to have
been involved with one form of bullying or the other. The boys were reported to
engage in more direct method of physical assault than the girls, who engage in subtle
indirect bullying methods such as calling names, spreading rumours, etc. At post-test,
the results indicated that the victims improved on their assertiveness scores while
there was a slight reduction in the scores of the bullies. The pre-assertiveness / post-
assertiveness mean scores were 18.08/13.25 for bullies, 2.25/9.00 for victims and
15.75/15.25 for normal/control. The increase in the assertiveness scores of the victims
appear to highlight the efficacy of the treatment package, but the reduction in
assertiveness scores of the bullies tend to raise a worry in the mind of the researcher
in the present study. This is because the researcher thinks that bullies need to be
helped to have reduction in aggression and not in assertion.
Nwankwo and Unachukwu (2006) investigate forms of disruptive behaviour disorders identified by teachers in primary and post primary schools in Anambra State. They used a sample of 1230 teachers (26.30% of the entire population) selected by multiphase sampling strategy. A checklist on Disruptive Behaviour Disorders Identified among Students (QDBIS) was employed. They discovered that the % of primary and post primary school teachers who identified bullying as prevalent were 76.81% and 92.50% respectively. They recommended among others that the school administrators should always encourage the teachers to make their lessons interesting; work with their teachers to provide the psychological needs of the students such as need for love, security, new experience and need for responsibility in order to reduce disruptive behaviour disorders.

Psychological Skills for managing bullying behaviour as perceived by primary school teachers in Aguata Education Zone, Anambra State was investigated by Ikeagu (2006). A sample of 130 teachers was used. The study was guided by the research question: Which psychological strategies/skills are perceived to be effective in managing bullying by primary school teachers? It was revealed that out of the twenty items she/he listed as possible psychological measures of managing bullying behaviour, four (which include manual work and isolation, writing imposition, punitive time out and kneeling down or standing up in class) did not earn significant acceptance by the teachers; while there is significant agreement by the teachers that the remaining items (which include help students master difficult skills and concepts, introduce variety while teaching, use suspense, random recitation and presentation of unusual materials, firmness about reprimands, flogging and scolding, suspension and
expulsion, and provision of encouragement and praise among others) are forms of measures for controlling bullying. It was recommended among others that the use of punishment in handling bullies should be discouraged, effective behaviour modification techniques such as self-control, aversive training and their combination should be employed in handling cases of bullying.

Crothers and Kolbert (2008) of Duquesne University, Pittsburg and Slippery Rock University respectively address the issue of tackling a problematic behaviour management in line with what they perceive as teachers’ intervention in childhood bullying problems. Their work was based on the fact that child disciplinary problems can be stressful for a classroom teacher. Citing other researchers, they asserted that teachers find accommodating behavioural difficulties more challenging and less feasible than making instructional modifications for academic problems. Moreover, there exists a relationship between disruptive student behaviour patterns (e.g., disrespect, poor social skills) and teacher burnout. They identified two categories of teachers with respect to classroom management:

1. Those whose classroom management strategies are typically effective in resolving student behavioural concerns.

2. Those who feel overwhelmed and impotent to address behavioural difficulties that threaten to disrupt the learning process and subsequent academic achievement of students.

According to Crothers and Kolbert (2008), those in the latter group often explain that they were not adequately trained to manage students with behaviour problems or they believe that teachers who are effective classroom managers are inherently
talented in rectifying disciplinary issues demonstrated by children at school. The authors refute this excuse and propose that every teacher should be skilled to manage childhood bullying problems because it is from the vantage of behaviour management that childhood bullying problems can be addressed and because such issues often demand a significant portion of teachers’ behaviour modification efforts. Hence, they offered eight suggestions to enable teachers to add to their toolkit of behaviour management strategies, as well as to specifically address childhood bullying problems in their classrooms.

1. **Assessment:** Crothers and Kolbert (2008) corroborate with other researchers to query the ways most teachers assess bullying behaviour, question the accuracy of teacher nomination of bullies and victims, believe that teachers may lack objectivity in identifying bullies and victims and may underestimate the amount of bullying that takes place in school. They advocate that teachers can minimize such problems by spending long periods of time observing their students in a variety of settings (e.g., classroom, playground, lunchroom) as well as engaging in periodic retraining in conducting accurate observations and reliability checks (e.g., comparing perceptions with another teacher). They further advise that when possible, information provided through teacher assessment should be compared with students’ perceptions of which students are bullying others or are frequently victimized; teachers’ and students’ shared experiences illuminate the problem.

2. **Guidance Approaches:** This is a whole-school anti-bullying programmes which typically uses guidance lessons, such as drama (e.g., acting out scenarios),
watching videos, and reading books as a means of addressing bullying in the classroom. The primary purpose of such activities can be viewed as sensitization to the problem of bullying. Drama, videos, books, and discussions about bullying can give children the language to identify and talk about the experience of bullying. Teachers of young children can act out bullying scenarios using puppets to play the roles of victim and bully. As children mature into adolescence, teachers can encourage children to develop scripts that depict bullying and use puppets to act out the scenarios. They also recommended Videos and books as helpful media for educators to introduce awareness of bullying to their students. According to them, children’s literature that addresses bullying behaviour can help children understand that bullying is a common problem by emphasizing the need to seek help from adults. Videos and DVDs on bullying are also recommended.

3. Classroom Management Techniques: Crothers and Kolbert (2008) propose that it may be helpful for teachers to consider classroom management as an aspect of instruction, curriculum, and school climate rather than one of control. Effective instruction is probably the most powerful form of classroom management because children who are actively engaged in learning are less likely to have the time and inclination to engage in bullying. Curricula that encourage children to question their own assumptions and engage in critical thinking will reduce boredom and the opportunity to bully for entertainment purposes. Having activities overlap so that students are continuously busy with learning tasks can diminish the opportunity that children have to assert power over one another.

In conjunction with curriculum and effective teaching, consideration should be paid to
creating a classroom climate that is inhospitable to bullying. Thus, one of the first strategies in addressing bullying is to establish rules prohibiting it.

Teachers can provide students with information that instructs them on how they should handle bullying behaviour. As a part of a general classroom management strategy, teachers can also implement whole-class incentive systems that encourage children to control their aggressive behaviour and concentrate on meeting behavioural goals. They also recommended teacher vigilance regarding student behaviour in the classroom and throughout the school in general. Teachers need to be constantly aware of student conduct and activities, because bullying often occurs in the classroom without the teacher’s knowledge. Behaviour problems such as bullying are also as likely to occur during unstructured times, such as the transition from one class or activity to the next, in the gym, in the cafeteria, or on the bus. Consequently, adults responsible for supervising children during those times need to be aware of the signs of bullying behaviour and be given the authority to intervene when they suspect bullying is occurring.

4. **Cooperative Learning Activities.** This is aimed at increasing student familiarity with and acceptance of others. Crothers and Kolbert (2008) have emphasized that such activities have been effective in improving attitudes and relationships among children in ethnically diverse and special education inclusion classrooms. Citing Hazler (1966), they advocated that classroom teachers can develop cooperative learning groups and offer group rewards to facilitate improved social integration that would not ordinarily occur. Teachers should strive to balance competitive
activities, which focus on individual achievement, with cooperative goals that help emphasize group achievement. Pairing older children with younger children through joint projects in the classroom or through peer mentoring was suggested. Teachers were advised should, however, consider power differentials between children when planning for group collaboration work in the classroom. Because bullying is associated with both implicit (i.e., wealth, attractiveness, and athletic competence) and explicit (i.e., physical and relational aggression) forms of power, educators need to make sure that groups are not vastly different in their power status.

5. Assertiveness, Self-Esteem and Social Skills Training for Victims of Bullying: This focuses on the aspect of bullying prevention programs targeted on the victims of bullying to remedy deficits that are commonly found in bullying dynamics. Social skills development appears to be an essential skill base because researchers have found that social isolation is a major risk factor for victimization and perpetrators likely recognize the vulnerability of a student whom no peer will assist. Also, the development of friendships provides the unpopular student with a support network to ease the emotional pain of low social status. They asserted that teachers can promote victims’ self-esteem by helping them identify their personal strengths that might attract peers as potential friends. Furthermore, teachers can instruct students to replace negative statements about themselves with more positive or realistic ones, which is likely to increase the child’s confidence as well as reduce his or her social anxiety. This is because victimized students are often realistically pessimistic about their chances of success in
developing friendships and research has suggested that the social status of victimized students is both negative and longstanding. Moreover, victimized students often need encouragement to engage in such risk taking in an attempt to establish social connections. The social skills aspect of the programme was used to teach students a variety of skills, including listening, having conversations, and asking to join in peer groups. The assertiveness component of the program was used to instruct students in the use of more confident body language, relaxation skills, positive thinking, and verbal strategies for dealing with bullying.

6. Constructive Conversations with Victims of Bullying: In this approach, the feelings possessed by victims of bullying that bullies are actually receiving more teacher attention than do those who are being harassed by peers are the focus. When asked what teachers do to stop bullying behaviour when it occurs, students are likely to report that teachers intervene in bullying scenarios less often than children would prefer (Crothers and Kolbert, 2004). Victims often internalize bullying, attributing the unwanted behaviours to characteristics within themselves. Thus, it is important to help the victim realize that he or she has done nothing to provoke the bullying behaviour and that his or her anger regarding the experience is normal and justified.

7. Constructive Conversations With Students Who Frequently Bully: Crothers and Kolbert (2008) (citing Olweus, 1993; Graham and Juvonen, 1998 and Ross, 1996), posit that perpetrators of bullying behaviour tend to lack empathy, misattribute their peers’ actions as being the result of hostile intentions,
demonstrate impulsivity, perceive aggression as an acceptable way to resolve conflict, and exhibit a high need for dominance. Whereas students who are frequently victimized are generally unpopular with peers, perpetrators of bullying tend to have above-average popularity in primary grades and declining popularity in junior and senior high school. When first meeting with a student who has been bullying peers, it is important to use a serious tone to convey an important message. The teacher should immediately indicate that he or she is speaking with the student because of his or her inappropriate behaviour. To gain the trust of the bully, it is best to begin the conversation with the identification of the bullying behaviour and the consequence for this behaviour—a straightforward delivery ensures that the student will not be trapped in a lie by asking for his or her version of events. Thus, it is important that teachers collect evidence from other student witnesses prior to meeting with the perpetrator. The teacher should also inform the bully that other teachers and school staff will be made aware of the incident to prevent such behaviours from occurring in the future. At this point, the teacher should shift into using more of a concerned and caring tone, as the objective is to enable the perpetrator to non-defensively evaluate whether his or her behaviour is meeting his or her goals. As the student begins to develop trust in the educator, the teacher can more assertively discuss the value of having concern for others, encouraging the student to consider what the victim was feeling and what restitution may be owed.

8. Parent–Teacher Collaboration: Crothers and Kolbert (2008) suggest that if students continue to bully after several months of intervention, the teacher may
want to involve parents, although students who frequently bully are likely to receive parenting with little nurturance, along with discipline that is physical and severe. Parents of children who bully others may not regard the behaviour as a concern, possibly because such a strong power differential is demonstrated in their own family system. In other words, such behaviour may appear to parents of bullies as normal and effective. Thus, it is important for teachers to recognize that parents of bullies may become emotionally reactive when attention and criticism is paid to their children’s victimizing behaviour. A realistic objective in conferencing with the parents of perpetrators is to gain at least enough of their support so that they will not undermine teachers or administrators by directly or indirectly implying to their children that they do not need to adhere to the rules regarding bullying. In conferencing with parents of bullying students, teachers should use a no-nonsense, factual presentation and avoid engaging in questioning, long discussions, or using a tone that invites blame upon the parents of the bully. Similar to student perpetrators of bullying, it is not uncommon for parents for minimize or deny the bullying incident.

For such situations, it is best that the school staff be prepared to offer concrete evidence of such behaviour. Furthermore, the teacher may explain to the parents of the bully, in a respectful and non-emotional manner, the possible consequences if their child continues such behaviours, which may include further school sanctions and eventually decreased popularity among peers.

Another effective technique is for the teacher to share with the parents some of their
child’s strengths and invite the parents to do so as well. Then ask the parents what they believe their child needs to learn at this point in his or her development. Victims who require long-term intervention may also benefit from parental involvement. Research has suggested that students who are frequently bullied may be closely connected to their parents (Bowers et al., 1994; Olweus, 1993), which may actually impede the development of appropriate peer relations. Some parents react to knowledge that their child is being bullied through overprotection. For example, they may attempt to become their child’s best friend, engaging in many social activities with the youngster that effectively fail to help the child develop positive peer relations. Teachers can help such parents develop a perspective of their child as competent, able to deal with bullying situations, and able to develop friendships with guided assistance. Teachers may also encourage parents to think about how they might help to promote their child’s social development, such as inviting friends to the home, role playing through social situations, and getting involved in social organizations that relate to their child’s strengths. Encouraging non-athletic victimized children to become involved in team sports may lead to further social rejection, so parents of victims can also be encouraged to consider enhancing their child’s physical development through supporting participation in individual sports such as karate, bicycling, swimming, and running.

In summary, Crothers and Kolbert (2008) reported that one reason that bullying has persisted throughout human history is that it has traditionally been treated as a socially acceptable means of establishing and securing social position as well as cementing power differences between People. They call attention to the problem by
encouraging teachers to tackle bullying as a common behaviour management issue. They believe that this may help them effectively address peer victimization in the school environment.

Bauman and Del Rio (2005) compare Pre-Service Teachers in the United States and the United Kingdom Knowledge and Beliefs about Bullying in Schools. This was done by replicating a questionnaire assessing knowledge, attitudes and beliefs about bullying used in a study of pre service teachers in the United Kingdom on a sample of 82 pre service teachers in the United States. Results were similar for both groups of pre service teachers in the United States. Participants had some accurate knowledge as well as some beliefs and attitudes that would not be consistent with effective teacher behaviours towards students involved in bullying. Although 76 percent recognized that bullying can be physical or psychological and 39 percent commented on the intentional aspect of the harm, only 6 percent mentioned that bullying involved a repetitive behaviour. These suggest that pre-service teachers do not have a clear understanding of the nature and definition of bullying.

However, effective programs must go beyond the provision of information to skill training. Prevention and intervention strategies must be described, demonstrated and practiced using videos and role play and available technology so that trainees have the opportunity to apply their knowledge in simulated situations prior to being faced with actual situations in their classrooms. It is noteworthy that both samples were interested in further training as part of their teacher preparation programs. The basis for training of pre service teachers is not unconnected with the fact that it is
estimated that between 10 and 20 percent of school children are chronic targets of bullying and that almost all children have experienced occasional bullying or seen others being bullied.

Eliot and Cornell (2009) carry out a study to investigate bullying in middle school as a function of insecure attachment and aggressive attitudes. This study tests a model for understanding peer bullying as the product of aggressive attitudes and insecure attachment. It investigates the relationship between parental attachment and bullying. Study participants were recruited from a class of 141 sixth grade students at a suburban, public middle school in central Virginia where a bullying intervention program was a standard part of the school curriculum. The researchers obtained signed parental consent to use questionnaire data for research purposes. The sample consisted of 59 boys and 51 girls with a mean age of 11 years (range 11–13). Seventy-five (69 percent) students identified themselves as White, 23 (21 percent) as African American, three (3 percent) as Asian American, two (2 percent) as Hispanic, one (1 percent) as Native American and five (4 percent) as other or Mixed Race.

The instrument used was the Revised Adolescent Attachment Questionnaire (R-AAQ). The R-AAQ is a 20-item self-report instrument designed to measure adolescent attachment to their parents. Bullying behaviour was assessed using self and peer report. The majority of students (77) reported that they never bullied others. Fifteen students admitted to bullying others once or twice, two students admitted to bullying others several times a week. More students received peer nominations as bullies than admitted to bullying. Thirteen students received one nomination, two students
received two nominations and 11 students received three or more nominations with one student receiving as many as 11 nominations. Because the correlation between self-report and peer nomination measures of bullying was small \( r(110) = 0.26, p < 0.05 \), they conducted separate analyses using each measure. As predicted, high scores on the secure attachment scale correlated with low scores on the aggressive attitudes scale \( r(110) = -0.54, p < 0.05 \). Low scores on the secure attachment scale correlated with both self-reported bullying \( r(110) = -0.33, p < 0.05 \) and peer nominated bullying \( r(110) = -0.37, p < 0.05 \). Using Path analyses, it was revealed that the secure attachment scale had an indirect effect on both peer nominated and self-reported bullying. Aggressive attitudes met Baron and Kenny's (1986) criteria for a mediating variable. The model accounted for 26 percent of the variance in peer-nominated bullying. This finding helps define the role of parent-child relationships in predisposing early adolescents to engage in bullying behaviour.

Dake, Price, Telljohann and Funk (2004) examine principals' perceptions and practices regarding bullying prevention in the U.S. Participants for the study were selected from the Common Core of Data (CCD) of the U.S. Department of Education's National Centre for Educational Statistics (NCES), which lists all of the public elementary and secondary schools in the United States \( N = 96,570 \). The sample used was 700 principals of elementary schools. According to them, elementary schools were selected because school bullying primarily begins in elementary school and prevention efforts should be put into place before the problem reaches its peak. A survey instrument was developed based on the stages of change component of the trans-theoretical model and the barriers component of the health belief model. The stages
of change items related to school wide activities that were recommended by the Norwegian Bullying Prevention Programme. Perception items regarding additional bullying prevention activities were also obtained from the Norwegian Bullying Prevention Programme.

The four-page questionnaire contained 33 items. The survey items included 3 closed format stages of change items, each of which were followed by a list of barriers from which the respondent could check all that apply. The first stages of change item related to whether the school administered a survey of the students to assess the extent of bullying in the school; the second related to whether the school had a “bullying prevention committee” to coordinate anti-bullying efforts at the school; and the third pertained to the school having a conference day for students, parents, and community members to raise awareness of bullying prevention efforts. Respondents could select the description of the stage that best represented their school. The questionnaire also contained items pertaining to the principals’ perceptions of the extent of bullying in U.S. elementary schools (7-point Likert-type scale, no problem to major problem), the extent of bullying in their elementary school (7-point Likert-type scale, no problem to major problem), the level of violence in the neighbourhood surrounding their school (7-point Likert-type scale, very low to very high), and the number of school-bullying problems that have been reported to them in the previous 2 years (fill in the blank).

The principals were mailed the questionnaire with a cover letter and a stamped, self-addressed envelope. Data were analyzed using SPSS 11.0. Descriptive statistics (frequencies, means and standard deviations) were used to describe responses to
questionnaire items as well as the demographic/background characteristics of the respondents. For inferential statistics, $t$ tests, analyses of variance tests (ANOВAs), chi-square ($\chi^2$) tests, and Pearson product-moment correlation coefficients were calculated. To help reduce the chance of Type I errors, $p$ values were set at .01. Pairwise deletion was used for inferential statistics where some data were missing. None of the variables had greater than 4% of principals failing to answer the item. Out of a national random sample of 700 principals to which the survey was mailed, 55% responded. None of the school based bullying prevention activities were being done by more than five schools even though principals perceived there to be no barriers regarding these activities. Characteristics that affected the offering of these activities included number of perceived barriers to implementing the activity, whether the principal had received violence/bullying prevention training, perceptions regarding the extent of bullying and the number of bullying problems reported to them. The findings suggest that pre professional training and continuing education are needed to educate principals regarding this area.

In addition to the three aforementioned school wide prevention activities, principals’ perceptions of the effectiveness of 11 other activities described in the Bullying Prevention Program were examined. These additional activities pertained to activities other than school wide bullying prevention activities (classroom-based activities, individual discussions, improved supervision). The respondents were requested to identify what effect they perceived each of the activities would have on bullying. Responses were scored from 1 (no reduction) to 7 (major reduction). Principals’ perceived effectiveness for the bullying prevention activities had a fairly narrow range
The activity perceived as the most effective was contacting the parents of the bully to make them aware of the situation. The activity perceived as least effective was holding a school conference day for students, parents, and community members to raise awareness of bullying prevention issues.

From a purely litigious aspect, it would benefit principals to take a proactive approach to reducing bullying rather than a reactive one. The passive denial of bullying problems or the perception that it is a rite of passage through adolescence will simply not be defendable any longer. Children have a right to learn in a safe school environment, and parents are likely going to continue to fight for this right even if it means suing the school district. Implementing bullying prevention activities and appropriately addressing bullying situations will help decrease the extent of youth bullying in the United States; will help protect schools from expensive lawsuits; and will decrease the extent of physical, social, and psychological trauma that school children experience in relation to bullying.

Egbochukwu (2007) examines bullying in Nigerian schools: prevalence study and implications for counselling. The study aims to establish figures for the incidence of bullying, in addition to age and gender differences that are associated with it. Comparisons are made between Private/Mission schools and Government schools. The study was guided by the following research questions: What is the extent of Bullying?; What are the types of Bullying in your school?; Who is bullying reported to?; etc. The population of the study consisted of all students in Private/Mission and government schools in Benin City. The sample was Junior Secondary School 3 (JSS3) students who were randomly selected from six schools. Three of which were Private/Mission schools.
and three were government schools. Out of the 1002 questionnaires distributed to the six schools, 167 questionnaires per school, only 300 were selected from the pool, and used for analyses because the others were not adequately completed. Of the 300 questionnaires used, 150 were from Private/Mission schools while 150 were from Government schools (i.e. 75 boys from Private/Mission and 75 boys from government; 75 girls from Private/Mission and 75 girls from government,), with ages ranging from 12 to 15 years.

The questionnaire used for this study was tailored after Olweus’ questionnaire on bullying. Data obtained were analysed to answer the research questions. The following results are obtained: Almost four in every five participants (78%) reported being bullied to some degree and 85% of the children admitted to bullying others at least once. Using moderate bullying criteria, more than half of the children (62%) were being bullied and 30% bullied others. For severe bullying, 5% and 3% said they were bullied or bullied others respectively. More girls accepted being bullied (81%) than boys (68%), however, more boys accepted bullying (77%) than girls (62%). The most common type of bullying behaviour reported was kicking and hitting (50%). This was followed by threats ‘to beat you’ (25%), ‘Extortion of money from you’ (13%), ‘locked inside a room’ (3%), ‘sent nasty notes’ (4%), ‘no one talks to you’ (3%) and ‘teased you’ (2%). The participants that reported ‘kicking and hitting others’ were 67%, followed by those who reported ‘refused to talk to others’ (18%). Those who threatened to beat others were 15%. Further perusals showed that 54% of bullying was carried out by boys kicking and hitting were slightly more common in private schools (61%) than in government schools (40%). However, threats to ‘beat you’
were slightly higher in government schools (33%) than in private schools (11%).

Significantly more boys reported being kicked or hit than girls.

In addition, result from this study shows that bullying was most prevalent in the playground (40%), classroom (23%), followed by 22% and 15% respectively for somewhere in the school and on the way home from school. Important however, was that more Private/Mission school participants reported that they were being kicked and hit than their counterparts in Government schools. Significantly also, more participants from government school reported being bullied in the classroom.

Aluede’s (2011) paper on managing bullying problems in Nigerian secondary schools: some interventions for implementation, has much to glean from. His main interest of the paper is to concisely put in perspective the meaning of school violence in the context of bullying, the prevalence of bullying across the globe; situational analysis of bullying in Nigerian schools and finally provide some strategies for adoption in the management of bullying problems in Nigerian secondary schools. He agrees with many scholars that defining bullying has been a very difficult task, as no single definition can cover all aspects of bullying. However, he defined bullying as a form of aggression, a particular kind of violence to which students are exposed; as a form of social interaction in which a more dominant individual (the bully) exhibits aggressive behaviour intended to cause distress to the less dominant individual (the victim).

Citing Egbochuku’s (2007), he shows that study on 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. Using moderate
criteria, the study further indicated that more than half of the students (62%) were bullied and 30% bullied others. His study with Fajoju’s (in press), on secondary school students in Benin metropolis of Nigeria revealed that majority of the respondents (62.4%) have been victims of bullying, while 29.6% of the respondents indicated that they have bullied others within the academic session. He also captures the first ever nation-wide situational analysis survey of school violence in Nigeria conducted by the Federal Ministry of Education (2007), where 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 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.

Aluede (2011) proffers some strategic interventions for the management of bullying problems as follow: activities that foster sensitivity for the feelings of others; role reversal techniques where students’ role play situations in which they place themselves in the position of others which he believes may help increase empathetic understanding; developing and distributing a written anti-bullying policy to everyone in the school community and also consistently applying the policy (citing Peterson, 2005). He further recommends the use of the seven strategies under the acronym “SCRAPES” provided by Fried and Fried (1996, as cited in McEachern et al, 2005).
These are S- Self-esteem and social skills enrichment; C- Conflict resolution and mediation skills; R- Respect for difference, de-prejudicing exercises; A- Anger management and assertiveness training; P- Problem solving skills; E- Empathy training; and S- Sexual awareness training.

Omoteso (2010) examines bullying behaviour, its associated factors and psychological effects among secondary students in Nigeria. The area of study is Ile-Ife, Osun State, Nigeria. The study is a survey design. A sample of 750 secondary school students was selected through stratified random sampling technique using sex, age and class level as strata from five randomly selected secondary schools in Ile-Ife. The study is guided by five research questions, examples are: 1. what is the prevalence of bullying behaviour among secondary school students? 2. What is the nature of bullying behaviour among the students?

Information was collected from the students through the administration of an instrument titled “Bullying Behaviour Questionnaire” (BBQ). Data were analysed to answer the research questions and test the hypotheses. These results indicate that the prevalence of bullying among the students was 67.2%. From this, 88.1% had been bullied and 33.1% were bullies. Many students (64.7%) had been involved in relational bullying. Watching violent films (57.5%) and retaliation for being bullied in the past (51.2%) were some of the factors associated with bullying. The bullied students exhibited fear (63.6%) and depression (58.1%). Omoteso also affirms that there is no significant age difference in the bullying behaviour of the students; highlights some coping strategies which the students are
using to deal with bullying as:

1. Reporting to school authority/counselor 81.1
2. Bullying the person back 18.3
3. Running away from school for many days 6.3
4. Telling their parents 64.7
5. Avoiding the person 52.4

Another finding unique to this study is that younger students took part in bullying more than the older students.

2.15 Summary of the Literature Review

The reviewed literature on bullying reveals that bullying is really a worldwide problem with several consequences on all and sundry – an evil wind that blows no man any good. It also highlights that bullying has attracted the attentions of many researchers in the recent years, especially, after Olweus embarked on His renowned school based intervention in 1994. However, it appears from the available literature that many school administrators, school heads, teachers and counsellors make very minimal effort to implement the various techniques provided by researchers. Here in Nigeria, the problem of bullying has been examined by some researchers but it has not yet attracted the desired attention by school administrators, school heads, teachers and counsellors. Some of the suggested strategies are not optimally utilised to combat bullying behaviour among school children. This calls for serious attention.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This section presents the research methodology used in the study. This was examined under the following subheadings: research design, study area, the population, the sample and sampling technique, instrumentation, validity and reliability of instruments, pilot study, data collection procedure and the method for testing the hypotheses.

3.1 Research Design
The design for this study involved both the descriptive survey and quasi-experimental. The descriptive survey was needful for the assessment of bullying behaviour among the senior secondary school students in Owerri. Descriptive Survey is a method used to collect data from a representative sample that will enable a researcher to describe systematically the characteristic features of a given population (Ilogu, 2005 and Nwadinigwe, 2005). Thus, a sample of 592 students was selected by stratified random sampling method from forty-one senior secondary schools in order to assess the prevalence of bullying among senior secondary school students in Owerri.

The quasi-experimental design was appropriate for this study because it involved human behaviour and did not permit complete randomization of subjects and control of all variables (Haslam and McGarty, 2003; Ilogu, 2005 and Nwadinigwe, 2005). The specific quasi-experimental design was the non-equivalent control group design
which Ilogu (2005) describes to be similar to the pre-test/post-test control group design in the true experimental design. There were four experimental groups (three treatment groups and one waiting-list control group) as illustrated below:

\[
\begin{align*}
P_{R1} & \quad X_a & \quad P_{O2} \\
P_{R3} & \quad X_b & \quad P_{O4} \\
P_{R5} & \quad X_c & \quad P_{O6} \\
P_{R7} & \quad & \quad P_{O8}
\end{align*}
\]

The \( P_{R1} \), \( P_{R3} \), \( P_{R5} \) and \( P_{R7} \) represent the pre-test observations; \( P_{O2} \), \( P_{O4} \), \( P_{O6} \) and \( P_{O8} \) represent the post-test observations, while \( X_a \), \( X_b \), and \( X_c \) represent the three treatment conditions, that is, social skills training, inhibitory modelling and persuasion. The three treatment conditions and one waiting-list control were randomly assigned to the four schools selected for the study from each of the school types (boys only, girls only and co-educational).

### 3.2 Area of Study

The study was carried out in three Local Government Areas in Owerri Metropolis, Imo State. The Local Government Areas are Owerri North, Owerri West and Owerri Municipal. Owerri is the capital of Imo State. It is the most densely populated town in the state and is inhabited by a good representative of all the people of the state and other foreigners from within and outside Nigeria who are majorly civil servants and private business men and women. Imo State is in the South East Geopolitical Zone of Nigeria.
3.3 Population

The target population for this study was the entire Senior Secondary two (SS2) students in the Owerri Metropolis, Imo State. The SS2 students were used for the study because they are the available most senior students among whom there is the likelihood of getting many bullies. The SS3 students are already engrossed with the preparations for their external examinations.

3.4 Sample and Sampling Procedure

The initial sample consisted of 592 SS2 students (304 boys and 288 girls), used for the behavioural assessment and determination of baseline, while the treatment sample was 420 students (215 boys and 205 girls). The age range of the students was (15 – 19) years, while the mean ages for the male and female participants were 16.65 years and 16.37 years respectively. Sampling procedures involved both stratified and simple random sampling. The initial sample of 592 was selected from 12 senior secondary schools out of 41 senior secondary schools in the three local government areas in Owerri Metropolis. All the 41 senior secondary schools were put into three groups of school types, namely: type I represents the single senior boys secondary schools (06 in number), type II represents the single senior girls secondary schools (07 in number) and type III represents the co-educational senior secondary schools (28 in number). Four schools were selected from each of the groups of the school types by simple random sampling (hat and draw) to get a total of 12 schools. Thereafter, each school from each of the three school types was randomly assigned to experimental group 1, 2, 3 or 4 giving us a total of three schools in one experimental group. Subsequently, each of the four experimental
groups which consisted of three schools was randomly assigned to a treatment procedure by hat and draw method. Hence, three of the experimental groups i.e. groups 1, 2, 3 (comprising nine schools) were selected as the treatment groups, while one group i.e. group 4 (comprising three schools) was selected as the waiting list control group. Getting to the schools, one intact class of SS2 was randomly selected by hat and draw method (where there are more than one class of SS2) from each of the schools for the behavioural assessment to identify the bullies. The total number of students assessed from the intact classes in the 12 schools was 592. Thereafter, four hundred and twenty (420) students (215 boys and 205 girls) who either scored 35 and above in section C (for bullies’ scores) or 40 and above in section E (for scores in attitude to bullying) of the bullying questionnaire were selected for the treatment phase. The table below shows the distribution of participants by local government area, school type and experimental group.
<table>
<thead>
<tr>
<th>Name of School</th>
<th>School Type</th>
<th>Experimental group</th>
<th>Local Government Area</th>
<th>Number of Students</th>
<th>Treatment Type Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emmanuel College, Owerri</td>
<td>I</td>
<td>1</td>
<td>Owerri Municipal</td>
<td>49</td>
<td>35</td>
</tr>
<tr>
<td>Government Secondary School, Owerri</td>
<td>I</td>
<td>2</td>
<td>Owerri Municipal</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Government Technical College, Owerri</td>
<td>I</td>
<td>3</td>
<td>Owerri Municipal</td>
<td>50</td>
<td>37</td>
</tr>
<tr>
<td>New Owerri Boys Secondary School, World Bank</td>
<td>I</td>
<td>4</td>
<td>Owerri Municipal</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Egwu Girls Secondary School</td>
<td>II</td>
<td>1</td>
<td>Owerri North</td>
<td>48</td>
<td>35</td>
</tr>
<tr>
<td>Akwakuma Girls Secondary School</td>
<td>II</td>
<td>2</td>
<td>Owerri North</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Ikenegbu Girls Secondary School</td>
<td>II</td>
<td>3</td>
<td>Owerri Municipal</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>Emekuku Girls Secondary School</td>
<td>II</td>
<td>4</td>
<td>Owerri North</td>
<td>47</td>
<td>35</td>
</tr>
<tr>
<td>Development Secondary School, Douglas Road, Owerri</td>
<td>III</td>
<td>1</td>
<td>Owerri Municipal</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>Urratta Secondary School</td>
<td>III</td>
<td>2</td>
<td>Owerri North</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Nekede Secondary School</td>
<td>III</td>
<td>3</td>
<td>Owerri West</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Amakohia Secondary School</td>
<td>III</td>
<td>4</td>
<td>Owerri North</td>
<td>48</td>
<td>35</td>
</tr>
</tbody>
</table>

**Source:** researcher’s sampling

**Keys:** School type: I= single sex boys’ schools, II= single sex girls’ schools, III= co-educational schools.

Experimental Groups: 1= social skills training, 2= inhibitory modelling, 3= persuasion, 4= waiting list control.
3.5 Instruments for Data Collection

The following instruments were used to collect data for this study:

(a) Involvement in Bullying Rating Scale (IBRS)
(b) Attitude to Bullying Rating Scale (ABRS)
(c) Check-List on Environments/places of Bullying in schools (CLEB)
(d) Assertiveness Scale for Adolescents (ASA)
(e) Hare’s Self-Esteem Scale (HSES)
(f) Liking People Scale (LPS)

The IBRS, ABRS and CLEB were compiled together by the researcher into a battery of questionnaire which was sub-divided into sections A to F. The IBRS consists of four of the sections labelled A to D. Section E is the ABRS, while CLEB is the section F. The ASA, HSES and LPS were also compiled together into a battery of psychological tests and were sub-divided into sections G and H. Whereas ASA occupies section G, HSES and LPS were merged to give section H. Thus the instruments for data collection consist of sections A to H of the questionnaire and psychological tests.

Involvement in Bullying Rating Scale (IBRS)

The IBRS consists of four sections A to D. Section A provides information on the demographic characteristics of the participants. Each of sections B, C and D contains 17 very short items in a 4-point Likert rating scale of measurement which were adapted from Sullivan (2005) bullying questionnaire. Sections B, C and D which constitute the IBRS provided information on individual participant’s involvement as a victim, a bully and a bystander respectively in the bullying dynamics. They also gave
information on the prevailing types of bullying behaviour (physical – four items, verbal – five items, social – four items and emotional - four items) engaged by the participants. The content validity was ascertained by the researcher’s supervisors and test-re-test was carried out. The reliability coefficient obtained at three weeks interval was 0.61.

**Administration of IBRS**

The following instruction was explained properly to the participants:

**For sections B, C & D:** circle the appropriate number from **1 to 4** by the **right** hand side of each item to indicate the **frequency** of the occurrence.

Circle: **1** if “never”; **2** if “once in awhile”; **3** if “about once a week”; **4** if “more than once a week”. Do not circle more than one number for an item.

**Section B:**

Since the past four weeks in this school, I have been made to feel bad and / or get physically hurt in the following ways by my fellow students:

- hitting (punching, kicking, shoving, pinching.) ..................  
  1  2  3  4 
- teased in very unfriendly way (mean teasing) ..................  
  1  2  3  4

**Scoring:** All the numbers circed by the respondent were totalled. Higher scores indicate higher involvement as a victim in the bullying dynamics. The range of scores is 17 to 68. Mean score for pre-treatment assessment is 36.32 while it is 33.57 at post-treatment assessment.
Section C:

Since the past four weeks in this school, **I have made someone to feel bad and or get physically hurt** in the following ways:

- hitting (punching, kicking, shoving, pinching.)........................ 1 2 3 4
- teased someone in very unfriendly way (mean teasing)........ 1 2 3 4

**Scoring:** All the numbers circled by the respondent were totalled. Higher scores indicate higher involvement as a bully in the bullying dynamics. The range of scores is 17 to 68. Mean score for pre-treatment assessment is 40.13 while it is 34.97 at post-treatment assessment.

Section D:

Since the past four weeks in this school, **I have watched/seen or heard about someone who was made to feel bad and or get physically hurt** in the following ways:

- hitting (punching, kicking, shoving, pinching.)........................ 1 2 3 4
- teased someone in very unfriendly way (mean teasing)........ 1 2 3 4

**Scoring:** All the numbers circled by the respondent were totalled. Higher scores indicate higher involvement as a bystander in the bullying dynamics. The range of scores is 17 to 68. Mean score for pre-treatment assessment is 41.73 while it is 44.77 at post-treatment assessment. The post-treatment scores are higher with respect to bystanders. This may be due to their increased awareness sensitivity to bullying behaviour going on around them and not because the bullying became more prevalent after the treatment than before.
Attitude to Bullying Rating Scale (ABRS)

Section E of the questionnaire is the ABRS. It contains 20-items in a 4-point Likert scale of measurement which provides information on the attitude of participants to the various types of bullying behaviour. The content validity was ascertained by the researcher’s supervisors and test-re-test was carried out. The reliability coefficient obtained at three weeks interval was 0.75.

Administration of ABRS:

The following instruction was read out and properly explained to participants:

For each of the following statements, consider the option that best describes your feelings and / or opinion. Tick (✓) SA for STRONGLY AGREE, A for AGREE, D for DISAGREE and SD for STRONGLY DISAGREE. Please do not tick more than once for any item.

<table>
<thead>
<tr>
<th>No.</th>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There is nothing wrong with teasing or calling a fellow student abusive names.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>It is not proper to tease or call a fellow student abusive names.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring: After reverse-scoring negatively worded items, the scores for the items were summed using the following scale: SD = 1, D = 2, A = 3, SA = 4. Items 2, 4, 6, 7, 11, 12, 13, 15, 16, 17 and 19 are reverse scored. Total scores are the sum of all the items. The higher the scores, the higher the inappropriate attitude to bullying behaviour that is manifested. The range of scores is 20 to 80. Mean score for pre-treatment assessment is 44.36 while it is 28.40 at post-treatment assessment.
**The Check –List for Environment of Bullying (CLEB)**

Section F is the check-list for environment of bullying (CLEB) in schools. This was used to get information from the participants about the commonest place(s) that bullying occurs in their various schools to enable the researcher drive home illustrations on stimulus control (refusal skills) during treatments and also to help sample schools with information about danger zones in their schools.

**Assertiveness Scale for Adolescents (ASA)** - Section G of the instrument for data collection is a 33- items instrument authored by Dong Yul Lee, Ernest T. Hallberg, Alan G. Slemon and Richard F. Hasse (Corcorrum and Fisher, 1987) to measure the assertiveness of adolescents in specific situations. It describes 33 interpersonal situations and provides the respondent with three options as to what he/she would usually do in each situation. The scoring was also provided by the author. The higher scores depict higher assertiveness. A four week interval test-retest reliability of ASA was 0.84 and its concurrent validity based on correlations with two other instruments (selected items from the Cambrill-Richey Assertiveness Inventory and Children Action Tendency Scale) were said to be statistically significant, but for the purpose of this study, the researcher’s supervisors ascertained the content validity of this instrument and test-retest was carried out after some of the items in the ASA were re-worded to make the instrument culture fair. e.g. A segment of item 16 which read as:

"Your best friend has continually borrowed money from you for several days and hasn’t paid you back. Today you don’t have the money and need a dollar to buy lunch. You asked your best friend for some money and are refused." was re-worded as:
“Your best friend has continually borrowed money from you for several days and hasn’t paid you back. Today you don’t have any money and need fifty naira to pay for a bottle of fanta. You asked your best friend for fifty naira and he refused to give you.”

**Administration of the ASA:** The instructions provided in the ASA text form were thoroughly explained to the participants. The researcher and her assistants went round to explain the meaning of some of the items to some of the participants who had difficulty in understanding English Language. The instruction and sample of the ASA items are as follow:

Please read the following statements. Each one describes a situation and a response. Try to imagine a situation in your life that is as close to the one described as possible, then read the response according to its similarity with what you would actually do in the real situation. Circle the letter that bears the response of your choice.

1. A school friend of yours has been spreading lies about you. As a result, most of other friends now avoid you and talk about you behind your back. Today you happen to run into your school friend in the corridor during break. You are greeted as if nothing has happened.

   (A) You talk with your friend and pretend that you do not know about the lies your friend has told.

   (B) You say, “Well, well, I’m glad I have finally caught up with you. We have a little matter to settle, liar.”
(C) You say, "I am hurt by the rumours that you have been spreading about me. If you have a reason, I would like you to tell me so that we can get this matter sorted out."

**Scoring:** One of each of the three options for each situation has been designed as the ("appropriate") assertive response. Each of these responses is assigned 1 point and the scores were summed producing an overall assertiveness score that can range from 0 – 33 (higher scores reflect greater assertiveness). “A” is the assertive response for items 6, 10, 14, 20, 21, 23, 26, 28, 29, 31, 32; “B” is assertive for items 1, 7, 9, 12, 15, 18, 19, 22, 25, 27, 30, 33; and “C” is assertive for items 2, 3, 4, 5, 8, 11, 13, 16, 17, and 24. The range of scores is (zero) 0’ to 33. Mean score for pre-treatment assessment is 18.34 while it is 22.67 at post-treatment assessment.

**Hare’s Self-esteem Scale (HSES) -** Section H of the instrument for data collection. The Hare’s Self-esteem Scale (HSES) is a 30-item instrument designed by Bruce R. Hare (Corcorum and Fisher, 1987) that measures self-esteem of school age children 10 years old and above. The HSES consists of three 10-item subscales that are arena-specific (peer, school, and home) and presented as distinct units. The sum of all 30- items is viewed as a general self-esteem measure. Items were chosen to include both self-evaluative and other-evaluative items. The items are also intended to induce respondents to report a general sense of the self-feeling within each arena. The rationale for concluding that the sum of the three subscales produces an overall measure of self-esteem is that peer, home, and school are the major areas of interaction for the child in which he or she develops a sense of self-
worth. Thus, they represent something close to the child’s universe for self-evaluation.

Test-retest correlations indicate fair stability with three-month correlations ranging from 0.56 to 0.65 for the three subscales and 0.74 for the general scale. The HSES general scale correlated 0.83 with both the Coopersmith Self-Esteem Inventory and the Rosenberg Self-Esteem Scale indicating excellent concurrent validity. The HSES subscales also correlate significantly with changes in life status and with predicted arena-specific activities (e.g. reading achievement scores with school subscale). The researcher’s supervisors ascertained the content validity of this instrument for the study and test-retest was carried out after a few amendments were made to make the instrument culture fair. The reliability coefficient obtained at three weeks interval was 0.61.

**Administration of HSES:** The instruction is as follows:

*In the blank provided please tick under the letter of the answer that best describes how you feel about the statements. There is no right or wrong answer.*

**SD= Strongly Disagree**  D= Disagree  A= Agree  **SA= Strongly Agree**

A sample of the items is as follows:

<table>
<thead>
<tr>
<th>S/No.</th>
<th>STATEMENT/ SESAC (h1)</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have at least as many friends as other people of my age.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I am an important person to my family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring:** After reverse-scoring negatively worded items, the items for the subscales were summed using the following scale: SD = 1, D = 2, A = 3, SA = 4. The three subscales scores are totaled to produce the score for the general self-esteem scale. Higher scores indicate higher self-esteem. The range of scores is 30 to 120. Mean
score at pre-treatment assessment is 81.00 while it is 91.21 at post-treatment assessment.

(C) Liking People Scale (LPS) – Part of Section H of the instrument for data collection. This is a 15-item instrument designed by Erik Filsinger (Corcorm and Fisher, 1987) to measure one aspect of interpersonal orientation, the general liking of other people. Interpersonal orientation plays a significant role in one’s social development and adjustment. The theoretical point of departure of the LPS is that the degree of liking people influences whether one approaches or avoids social interaction. The instrument has utility then, for monitoring interventions in cases of social isolation, shyness and antisocial behaviour. Scores on the instrument do not appear to be significantly different for males and females, although females score slightly higher than males.

The reliability of the LPS was estimated using Cronbach’s alpha to test internal consistency. The LPS had very good internal consistency from two samples of college students (0.85 and 0.75 respectively). Coefficient alpha was 0.78 from the random sample of adults. The instrument generally has good validity evidence. In three separate samples the LPS was shown to have good criteria validity, correlating with the amount of time spent alone. The number of close friends: scores on a misanthropy measure and social anxiety. The instrument has also been shown to correlate with four measures of affiliation motivation. The LPS correlates with social self-esteem and with the ability to judge others. The researcher’s supervisors ascertained the content validity of this instrument for the study and test-retest was
carried out after a few amendments were made to make the instrument culture fair. The reliability coefficient obtained at three weeks interval was 0.67.

**Administration of LPS:**

The instruction from LPS is as follows:

*The following questions ask your feeling about a number of things. Since we are all different, some people may think and feel one way; other people think and feel another way. There is no such thing as a ‘right’ or ‘wrong’ answer. The idea is to read each question and then fill out your answer. Try to respond to every question, even if it does not apply to you very well. The possible answers for each question are:*

**SD= Strongly Disagree D= Disagree A= Agree SA= Strongly Agree.**

In the blank provided please tick under the letter of the answer that best describes how you feel about the statements. A sample of the items is as follows:

<table>
<thead>
<tr>
<th>S/No.</th>
<th>LPS</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sometimes when people are talking to me, I find myself wishing that they would leave.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My happiest experiences involve other people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring:** After reverse-scoring negatively worded items, the items for the subscales were summed using the following scale: SD = 1, D = 2, A = 3, SA = 4. Items 4, 6, 8,9,10 and 15 are reverse scored. Total scores are the sum of all the items. High scores indicate more tendencies to like people. The range of scores is 15 to 60. Mean score at pre-treatment assessment is 41.96 while it is 44.73 at post-treatment assessment.
3.6 Pilot Study

A pilot study was carried out in order to try out the experiments on a smaller sample of students, find out the workability of the treatment packages and make amendments where necessary. It was also used to determine the reliability and validity of the instruments that were used for the main study. The sample for the pilot study was made up of one hundred and twenty (120) SS 2 students (65 boys and 55 girls) from four intact classes of four schools in the outskirts of Owerri which were not part of the main study. Each of the four schools was randomly assigned to social skills training, inhibitory modelling, persuasion or waiting-list control. The researcher handled all the trainings by herself. The counsellors of the schools and the form teachers of each class served as the research assistants after adequate briefing by the researcher. The research instruments used were Assertiveness Scale for Adolescents, Hare’s Self-esteem Scale (HSS), Liking People Scale (LPS), Involvement and attitude to bullying rating scale (IABRS) and Check-list on environments/places of bullying in the school (CLEB). Observations made were utilised to improve the main study.

3.7 Validity and Reliability of the instruments

The psychological tests were standardised instruments. The researcher’s supervisors ascertained the content validities of all the instruments for the study. Test-retest was carried out after a few amendments were made to make the instruments culture fair. The reliability coefficients obtained at three weeks interval for the various instruments are shown in table two. Inter correlation matrices were also carried out.
for the pre-treatment and post-treatment assessment scores obtained from pilot study and are displayed in tables three and four respectively.

Table 2

Test-Retest Reliability Coefficients of the Research Instruments Obtained at three Weeks Interval (N=40)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Instruments</th>
<th>Reliability Coefficients</th>
<th>Original Reliability Coefficients by the Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitude to Bullying (ABRS)</td>
<td>0.75</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>Involvement in Bullying (IBRS)</td>
<td>0.63</td>
<td>--</td>
</tr>
<tr>
<td>3</td>
<td>Assertiveness Scale for Adolescents (ASA)</td>
<td>0.76</td>
<td>0.84</td>
</tr>
<tr>
<td>4</td>
<td>Hare’s Self-Esteem Scale (HSES)</td>
<td>0.61</td>
<td>0.56 - 0.65</td>
</tr>
<tr>
<td>5</td>
<td>Liking People Scale (LPS)</td>
<td>0.67</td>
<td>0.75 - 0.85</td>
</tr>
<tr>
<td>6</td>
<td>Check-list for Environment of bullying (CLEB)</td>
<td>0.92</td>
<td>--</td>
</tr>
</tbody>
</table>

Source: researcher’s Test-Retest Reliability Coefficients and Corcorrum and Fisher (1987)

Table 2 above reveals that test-retest reliability coefficients of 0.75, 0.63, 0.76, 0.67 and 0.92 were obtained for Attitude to bullying rating scale (ABRS), Involvement in Bullying rating scale (IBRS), Assertiveness Scale for Adolescents (ASA), Hare’s Self-esteem Scale (HSES), Liking People Scale (LPS) and Check-list on environments/places of bullying in the school (CLEB) respectively. All the values are more than 0.50 and are, therefore, considered to be high and consequently reliable. This is in agreement with Egbule (2003), who asserted that a correlation co-efficient of 0.50 and above shows that a relationship is high on the positive side.
Table 3.
Inter-correlation Matrix of the pre-test Assessment measures used for the Pilot Study (N=120)

<table>
<thead>
<tr>
<th></th>
<th>Attitude to Bullying</th>
<th>Involvement in Bullying</th>
<th>Assertion</th>
<th>Self-esteem</th>
<th>Liking People Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude to Bullying</td>
<td>1</td>
<td>0.251**</td>
<td>-0.251**</td>
<td>-0.164**</td>
<td>-0.171**</td>
</tr>
<tr>
<td>Involvement in Bullying</td>
<td>1</td>
<td></td>
<td>0.003</td>
<td>-0.165**</td>
<td></td>
</tr>
<tr>
<td>Assertion</td>
<td>1</td>
<td></td>
<td>0.231**</td>
<td>0.196**</td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>0.251**</td>
</tr>
</tbody>
</table>

Liking People Scale    1

Source: researcher’s pre-test inter-correlation matrix.
** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

Table 4.
Inter-correlation Matrix of the post-test Assessment measures used for the Pilot Study (N=120)

<table>
<thead>
<tr>
<th></th>
<th>Attitude to Bullying</th>
<th>Involvement in Bullying</th>
<th>Assertion</th>
<th>Self-esteem</th>
<th>Liking People Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude to Bullying</td>
<td>1</td>
<td>0.780**</td>
<td>-0.409**</td>
<td>-0.271**</td>
<td>-0.221**</td>
</tr>
<tr>
<td>Involvement in Bullying</td>
<td>1</td>
<td>-0.329**</td>
<td>-0.200**</td>
<td>-0.211**</td>
<td></td>
</tr>
<tr>
<td>Assertion</td>
<td>1</td>
<td></td>
<td>0.441**</td>
<td>0.316**</td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>0.384**</td>
</tr>
</tbody>
</table>

Liking People Scale    1

Source: researcher’s post-test inter-correlation matrix.
** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)
Tables 3 and 4 above reveal that attitude to bullying questionnaire correlated significantly and positively with involvement in bullying rating scale and negatively with assertiveness scale for adolescents, Hare’s self-esteem and liking people scale with coefficients of 0.25, -0.25, -0.16 and -0.17 respectively at the pre-test stage. At the post-test, the correlations increased much significantly to 0.78, -0.41, -0.27 and -0.221 respectively. Similarly, the involvement in bullying questionnaire correlated significantly and positively with attitude to bullying questionnaire and negatively with assertiveness scale for adolescents and liking people scale with coefficients of 0.25, -0.06, and -0.17 respectively at the pre-test stage. At the post-test, the correlations increased much significantly to 0.78, -0.33 and -0.221 respectively. Furthermore, the tables show that there are significant positive correlations between assertiveness scale for adolescents, Hare’s self-esteem and liking people scale both at the pre-test and the post-test stages of the pilot study.

3.8 Description of the Treatment Packages

The three treatment packages used for the study were designed by the researcher based on the theories and related literature. They are:

1) Social Skills Training
2) Inhibitory Modelling
3) Persuasion

They are described as follows:
3.8.1 Social Skills Training (SST)

**Objectives:** The objectives of this treatment were to inculcate social skills in the participants in order to help them to cultivate/develop, maintain or terminate relationships with other peers without causing any hurt, pains or misunderstanding; help participants appreciate the core values necessary for the attainment of responsible citizenship in the community; and help them to strive for wholesome social interaction in order to gain lasting acceptance and respect from their peers.

**Programme for the training:**

**Session One:**

1. Creation of awareness of programme at school with principal, staff and students.
2. Explanation of bullying as deviant, anti-social and self-defeating behaviour.
3. Identification of bullying behaviours and their consequences on the bullies, victims, bystanders and the entire school programme by the participants in small groups.
4. Identification of the characteristics of bullies, victims and bystanders and their various roles in small groups.
5. Summarizing bullying behaviours and their consequences on the bullies, victims, bystanders and the entire school programme; and characteristics of bullies, victims and bystanders and their various roles.

**Session Two**

1. Reviewing previous day’s activities.
2. Identification of potential friendship problems among students in small sub-
groups.

(3) Identification and explanation of Social Skills that enhance interpersonal relationships among students.

(4) Highlighting the importance of common social skills such as courtesy/politeness, friendliness, comforting, sharing, giving, co-operating, reassuring, support, listening, empathy, cheerfulness, appreciating, liking, helping, affirming, defending, refusing, creating personal space, forgiving, assertiveness and self-respect among students.

**Session Three**

(1) Reviewing previous day’s activities.

(2) Discussions on the differences between aggression, assertiveness and passivity.

(3) Practicing changing aggressive statements to assertive statements in small sub-groups.

**Session Four**

(1) Reviewing previous day’s activities.

(2) Identification of the core values.

(3) Discussions on the importance of respect for the core values in the attainment of responsible citizenship.

**Session Five**

(1) Reviewing previous day’s activities

(2) Role playing the social skills in short play-lets by sub-groups to show practical Steps to stop any unkindness or tendency towards bullying, whether verbal or physical.
(3) Role-plays on the use of social skills to attract attention and win the respect of your peers in hypothetical bullying situations.

Session Six

(1) Reviewing previous day’s activities.

(2) Role-plays on the use of social skills to attract attention and win the respect of your peers in hypothetical bullying situations continues.

(3) Evaluative discussion of the programme.

3.8.2 Inhibitory Modelling

Objective: To provide an avenue for the participants to have the opportunity to listen to, or observe some of the terrible experiences of person(s), prison inmates and ex-cultist(s) who bullied in the past in order to restrain or inhibit bullying behaviours in the participants. The person(s), prison inmates and ex-cultist(s) were the inhibitory models.

Programme for the Training:

Session One:

(1) Awareness of programme at school with principal, staff and students.

(2) Explanation of bullying as deviant, anti social and self-defeating behaviour.

(3) Identification of bullying behaviours and their consequences in the schools by the participants.

Session Two

(1) Presentation of the first models, undergraduate ex-bullies (ex-cultists) to share their experiences to elicit the inhibitory modelling effect.
(2) Interactive time with the model(s)

(3) Reflective discussions on the consequences of bullying on the model(s)

Session Three

(1) Review of previous day’s activities

(2) Presentation of the second model(s), undergraduate ex-bullies (ex-cultists) to share their experiences to elicit the inhibitory modelling effect.

(3) Interactive time with the second model

(4) Reflective discussions on the consequences of bullying on the model

Session Four

(1) Excursion to the Nigerian Prisons, Owerri to listen to the teenage prisoners with particular reference to the reactive bully who hit his classmate to death in one of the secondary schools in Owerri, 1998 (permission and his consent were already gotten).

Session Five

(1) Reflective discussions on the consequences of bullying on the prison inmates (inhibitory models).

(2) Individualised work on the training manual-worksheet.

Session Six

(1) Video show portraying lasting consequences of bullies who are school dropouts.

(2) General discussions, questions and answers on bullying.
3.8.3 Persuasion

**Objective:** The objective of this treatment was to help the participants to thoughtfully weigh the pros and cons of bullying behaviours, bring to their awareness, their numerous illogical thoughts and irrational belief systems that trigger and maintain bullying behaviours and inappropriate attitude to bullying in them; help them appreciate that bullying is an evil wind that blows no man any good (consequences of bullying); help participants understand that no one deserves to be bullied; guide them to embrace effective philosophy of life which will ultimately produce more responsible behaviours through "appeals" to reason, faith and emotions (using debate, seminars, discussions, display of various write-ups, posters) rather than coercion.

**Programme for the Training:**

**Session One:**
(1) Awareness of programme at school with principal, staff and students.
(2) Explanation of bullying as deviant, anti social and self-defeating behaviour.
(3) Identification of bullying behaviours and the characteristics of bullies.

**Session Two**
(1) Display of various write-ups, posters and pictures against bullying behaviours.
(2) Discussions on the consequences of bullying with more emphases on the consequences of bullying on the perpetrators.
(3) Seminar-1 on the topic: “Irrational Thoughts and Bullying behaviours.”
(4) Selection of Debaters and Assignment of debate topic “**Bullies have more gains than losses from the act of bullying**” to the debaters.
Session Three
(1) Display of various write-ups, posters and pictures against bullying behaviours.
(2) Display of various write-ups, posters and pictures portraying pro-social behaviours at strategic positions in the school premises.
(3) Debate on the topic “Bullies have more gains than losses from the act of bullying”
(4) Guided group discussions on ”Ways to dispute irrational thoughts that trigger bullying behaviours”.

Session Four
(1) Display of various write-ups, posters and pictures against bullying behaviours.
(2) Seminar-2 on the topic: “Meekness is not Weakness”.
(3) Selection of debaters and assignment of debate topic “Bullying other students is the surest way of attracting recognition and respects” to debaters.

Session Five
(1) Display of various write-ups, posters and pictures against bullying behaviours discontinues.
(2) Debate on the topic “Bullying other students is the surest way of attracting recognition and respects.”
(3) Questions and Answers on the proper ways of winning respects and recognitions among one’s peers.

Session Six
(1) Display of various write-ups, posters and pictures portraying pro-social
behaviours.

(2) Impromptu speeches on the topics: (a) “Bullying - evil wind that blows no man any good”, (b) “Being my brother’s keeper”.

(3) Evaluative discussions on the programme.

(4) Making paradigm shift.

3.9 Procedure for Data Collection

3.9.1 Permission

The researcher obtained a letter of introduction from the Department of Educational Foundations, University of Lagos, Akoka, Lagos and with it, she obtained a letter from the Permanent Secretary, Secondary Education Management Board, Owerri, Imo State. She visited each of the secondary schools selected for the study with the two letters and obtained permission to use their schools for the study.

3.9.2 Appointment and Training of Research Assistants.

The researcher appointed the form teachers of the classes she used, the guidance counsellors of the schools and also recruited two young University graduates as research assistants. They were trained on how to administer the instruments, informed of the general objectives of the research and the type of assistance that would be required from them in the course of the research. However, the exact treatment programmes assigned to the specific school were not disclosed to them in order to protect the research from “John Henry effect”, a condition in which the control group or their teachers feel threatened by being in competition with a new programme and go ahead to out-do themselves resulting to their performance being
much more than could be expected (Ilogu, 2005). Some of the research assistants were given financial rewards for the work.

3.9.3 Treatment Procedure

The study was carried out in three (3) phases.

Phase i - Pre-Treatment Assessment

Phase ii - Treatment

Phase iii - Post-Treatment Assessment

PHASE 1: Pre-Treatment Assessment

Two weeks before the commencement of the treatments, the researcher administered the following pre-treatment assessment instruments:

a. Involvement in Bullying Rating Scale (IBRS)
b. Attitude to Bullying Rating Scale (ABRS)
c. Check-List on Environments/places of Bullying in schools (CLEB)
d. Assertiveness Scale for Adolescents (ASA)
e. Hare’s Self-Esteem Scale (HSES)
f. Liking People Scale (LPS)

PHASE II: Treatment

There were three treatment groups and one waiting-list control group. The twelve selected schools were randomly assigned to treatment and control groups, making sure that each experimental group consists of a single senior boys’ school, a single senior girls’ school and a co-educational senior school. The selected intact class in each of the schools was treated separately. The intact classes were used for the treatment, but about thirty five students in each of the classes who met the baseline
score were the focus of the treatment. The intact class was used for three main reasons: (1) to avoid labelling the participants by their classmates, (2) it did not appear proper to send the non-participating students out of the class because they may loiter about and attract the principal’s disfavour. Moreover, most of the students exhibited certain degree of bullying behaviour and stand to benefit from the treatment packages, (3) the students were enthusiastic to participate and the researcher believed that even the victims and bystanders stand to benefit from the treatment packages. The three treatments ran almost concurrently, except for some cases where some groups were ahead of others in the administration of some treatment packages due to certain logistics. Every treatment group met once every week for six weeks and each session lasted for 60 minutes.

**Phase Three: Post Treatment Assessment**

Two weeks after the treatments, the researcher re-administered the instruments used earlier for pre-treatment assessments.

### 3.9.4 Administration of the Instruments:

The involvement in bullying rating scale (IBRS), the attitude to bullying rating scale (ABRS) and the Check-list on environments/places of bullying in the school (CLEB) were administered first to the initial sample of five hundred and ninety two (592) students in the twelve secondary schools selected for the study by the researcher with the help of the trained research assistants. Thereafter, Assertiveness Scale for Adolescents (ASA), Hare’s Self-esteem Scale (HSS) and Liking People Scale (LPS) were also administered. These were for the purpose of behavioural assessment to identify the bullies and at the same time obtain the pre-test scores. After the
treatments, the instruments were re-administered by the researcher with the help of the trained research assistants in order to obtain the post-test scores. The researcher did not let the participants know that the tests would be re-administered to them to reduce the impact of test-wisdom on the data. The participants were reassured that the inventories/questionnaires were not examinations and that their responses would be handled with utmost confidentiality.

Much care was taken to ensure that there was no loss of the questionnaire or undue exposure of the questionnaire to non-participants. This was achieved by numbering the questionnaire and ensuring that the identity numbers of the participants were the same with the numbers on their individual questionnaire. To ensure that all the sections were completed by individual respondents, the researcher went through the questionnaire with the whole class section by section. In order to maximize the response rates of the participants, the researcher received the questionnaire from individual student by exchanging the completed questionnaire and the pencil provided by the researcher for completing the questionnaire with a biro. In this way, no single questionnaire was lost because the participants were eager to submit their questionnaire in order to receive a biro.

3.10 Detailed treatment procedure

The actual detailed procedure for the administration of the treatment packages to the participants are as follows:
3.10.1 Social Skills Training (SST)

Session One:

a) The objectives of the training programme, its procedures, duration and the participants’ roles were explained to the participants in the following statements:

“One of the greatest challenges facing many teenagers is lack of adequate social skills for interpersonal relationships. This has provoked several quarrels, fights, enmities, formation of groups and all manner of misgivings among students who are supposed to operate as members of the same family. Many of you are involved in bullying behaviour because you lack appropriate skills to relate to other people and win their love and respect. This training programme –Social Skills Training –is designed to equip you with appropriate social skills which will help you to cultivate/develop, maintain or terminate a relationship with other peers without causing any hurt, pains or misunderstanding. The training will also help you to appreciate the core values necessary for the attainment of responsible citizenship in the community and help you to strive for wholesome social interaction in order to gain acceptance and respect from your peers.

“Your teachers and school mates who may have labelled you “bad boy/girl” because of your bullying behaviour, which you may have been displaying because you have not learnt better ways of behaving, will see reasons to start calling you “good boy/girl” when you begin to practice what you will learn in this programme. Moreover, you will be able to escape from the consequences of bullying when you wholeheartedly receive the training you will be given in this programme. We shall have an hour session for a day per week for six weeks to do this training. Make up your mind to participate and be serious with any assignment you shall be given, so
that you will fully benefit from the programme as expected. You are welcome on board.” (10 minutes)

b) Understanding Bullying Behaviour: It is important that from the onset, you get a comprehensive understanding of the meaning of bullying, a bully, a victim and a bystander, the ugly consequences of bullying on all and sundry and most especially, on the bullies themselves. It is believed that this understanding will help you to begin to dislike bullying and consequently desire to acquire the skills which will help you to interact better with your peers.

What is bullying? Bullying is a Deviant, Anti social, Self-defeating and Aggressive Behaviour (DASAB). Note the key words: deviant (a behaviour that is not usual and is generally considered to be unacceptable), anti social (harmful to society), self-defeating (a way of making a situation worse to oneself instead of proffering solution to a problem) and aggressive (behaving in an angry and violent way towards another person) are elaborated upon. Bullying is any manipulative, aggressive and violent behaviour which is intentionally and repeatedly meted out to cause physical, emotional or psychological hurt on a student or group of students by other student(s). Try to internalise the meaning of bullying with the acronym, DASAB. (8 minutes)

c) Some acts which are considered as bullying among students include the following: hitting (punching, kicking, shoving, pinching.), use of knife on someone, teasing someone in very unfriendly way (mean teasing), sideline or purposefully leaving someone out of thing(s), horrible abuse, curse, harassing someone sexually, making a nasty racial remark on someone, sending nasty letter(s)/stinker(s) to someone, sending nasty texts message(s) to someone, saying nasty things to make
others dislike someone, spreading false/untrue and mean gossip about someone, threatening someone, making rude gestures or mean faces at someone, get fellow students do what they don’t want to do through threat and intimidation. (10 minutes)

d) The triangular relationship that exists in bullying dynamics between the bully, victim and bystander:

**Bully**: the initiative perpetrator of the bullying behaviour.

**Victim**: the person that is targeted and is hurt.

**Bystander**: any person, who watches, supports, laughs at victim, hails the bully or defends the victims.

Bullying dynamism consists of these three. The diagram is displayed and explained. (5 minutes)

e) Consequences of bullying on the bullies, victim, bystanders and the entire school programme in small groups: In groups of ten, write down four consequences of bullying. The leader of each group was asked to read out their answers. (15 minutes)

f) Summary of the consequences of bullying on the bully, victim, bystander and the entire school programme written out by the researcher in the training manual is read through by the participants.

**Consequences on bullies**: They often graduate into criminal behaviour that require the use of weapons; may be highly distracted from serious academic work since they spend much of their times scheming and strategizing on whom, how, and
when to bully; often drop out of school; become socially misfit; may also sustain injuries; may lose their own lives.

**Consequences on Victims:** The victims are made to feel hurt, worry, disturbed, depressed, insecure, lose property, have lower level of self-esteem, drop out of school, commit suicide, murder the bully or react to the whole environment in unfriendly way like general shooting.

**Consequences on Bystanders:** The bystanders who frequently observe bullying may also imbibe bullying culture as a result of social learning (imitation); physical bullying often involves use of weapons among adolescents in such ways that bystanders get injured, bullying endemic schools hinders learning, creates a climate of fear among students.

**The entire school programme:** it affects the social environment of a school, distracts teachers from teaching and makes teachers to feel insecure, inhibits the ability of students to learn and leads to other anti social behaviour (Ericson, 2008). Bullying behaviour create frustrating environments which easily trigger off violence.

**(10 minutes)**

**g) Take Home Assignment:** Participants were asked to list as many potential friendship problems that trigger bullying among students as they know (each group leader was asked to read out his/her group’s answers the following week.

**(2 minutes)**
**Session Two**

**a) Reviewing previous week’s activities:**

Participants were asked to write down ten acts which are considered to be bullying behaviour and underline the ones that are applicable to them as individuals. Also write down four consequences of bullying on a bully. They were called by name to stand up and read out their responses. **(10 minutes)**

**b) Participants were asked to list five major things that easily cause friendship problems that trigger bullying among secondary school students in their small groups. **(10 minutes)**

**c) Group leaders were asked to read out each group’s responses and a total list of the friendship problems were written down for all to see. **(10 minutes)**

**d) Identification and explanation of Social Skills that enhance interpersonal relationships among students:**

**Definition of ‘social skills’:** This refers to the various ways and qualities which a person uses to cultivate/develop, maintain or terminate a relationship with other peers without causing any hurt, pains or misunderstanding. Some common social skills addressed in this training include: courtesy/politeness, friendliness, comforting, sharing, giving, co-operating, reassuring, support, listening, empathy, cheerfulness, appreciating, liking, helping, affirming, defending, refusing, creating personal space, forgiving, assertiveness, self-control, respect for self and feelings of other and high self-esteem among others.(each one is explained with illustrations or role play). **(20 minutes).**

**e) Participants were asked to select appropriate skills that they consider best for handling any of the friendship problems identified in number ‘c’ above. They were**
randomly called by names to stand up and mention the friendship problems and the corresponding skills that can be best used to handle them. (8 minutes).

f) Participants were told that they were required to start practicing these skills and write down any situation where they rightly applied any one of them within the week, whether at home, school or outside the school in the worksheet provided. (2 minutes).

Session Three

a) **Reviewing previous day’s activities:** participants were called by name to stand up and read out the situations where they rightly applied or failed to apply any of the social skills within the week, whether at home, school or outside the school. (10 minutes).

b) **Discussions on the differences between aggression, assertiveness and passivity:** Focus was placed on the hub of bullying behaviour which is aggression, often mistaken by many people as assertion. The two statements below were reproduced from the Assertiveness Scale for Adolescents. Carefully study each one and identify which of the statements that is aggressive, passive and assertive.

1. Your teacher singles you out in class by saying loudly, “your answers to these problems are very similar to those of one of your classmates. I’ll let it pass this time, but don’t let it happen again.” You didn’t copy anybody’s work and your teacher is wrong in suggesting that you cheated.

   (A) You don’t say anything, pick up a book, and start reading it as if you had never been spoken to.

   (B) You say, “I didn’t cheat and I resent the suggestion that I did.”
(C)You are angry. You say, “See trouble. What have I done to you? You are always accusing me.”

2. You and your classmate have just completed a school project together. You however, have done most of the work. The teacher is very pleased, especially with the drawings you did. The teacher asks which one of you did the drawings. Before you can say anything, your classmate claims credit for doing them.
A. You say, “That’s not true. I did the drawings.”
B. You ignore what has been said because you don’t want to embarrass your classmate in front of your teacher.
C. You say to your teacher, “He is a liar,” and you say to your friend, “I will never work on another project with you again.” (10 minutes).

3. Everyone was told to carefully study the five other scenarios in the worksheet and underline the assertive statements and cross the aggressive statements. Participants were called by name to mention the statements they underlined as assertive statements and the ones they crossed as aggressive statements. Then, the researcher read out the assertive statements in the work sheet and asked for reactions from the participants. (15 minutes).

c) Each group was required to examine the aggressive statements in the work sheet and change them to assertive statements. (10 minutes) (Group members were encouraged to finish the assignment before next meeting when group leaders read out their group’s responses.)
Session Four

a) **Reviewing previous week’s activities:** Beginning with group one, every leader was asked to read their responses to previous week’s assignment. (10 minutes)

b) **Identification of the core values:**

   **Values:** the beliefs people have about what is right and wrong and what is most important in life that controls their behaviour.

   **Core Values:** the values and beliefs which are basic and more important than any other. The following are some of the core values we have: respect for other people’s feelings, respect for human life, greeting, hard work, sharing, forgiveness, sincerity. What does each one mean to you? Discuss. (10 minutes).

c) Discussions on, “the importance of respect for the feelings of other people”, in the attainment of responsible citizenship. Participants were asked to identify some social skills that can be used to portray respect for one another. (18 minutes).

d) Discussions on, “importance of forgiveness”, in the attainment of responsible citizenship. Participants were asked to identify some social skills that can be used to portray forgiveness in a social setting. (18 minutes).

e) **Assignment:** Each group was asked to prepare a short play let to demonstrate how some of the social skills we highlighted could be used to -

i. stop any unkindness or tendency towards bullying, whether verbal or physical.

ii. attract attention and respect from one’s mates in hypothetical bullying situation.
Session Five

a. Reviewing previous week’s activities. Participants were called by name to stand up and explain two core values we discussed last week. (**10 minutes**)

b. Each group presented short play-lets to role play (demonstrate) assertiveness as a social skill they can employ to stop any tendency towards bullying, whether verbal or physical. (**20 minutes**)

c. Each group presented short play-lets to role play the social skills they can employ to attract attention and win the respect of their peers in hypothetical situations that would have triggered bullying. (**20 minutes**)

d. Comments, commendations and corrections were made on the play-lets. (**10 minutes**)

Session Six

a. **Reviewing previous week’s activities.** (**10 minutes**)

b. Role-plays on the use of social skills to attract attention and win the respect of peers in hypothetical situations that would have triggered bullying continued. (**20 minutes**).

c. Evaluative discussions of the programme were carried out. (**20 minutes**)

d. Vote of thanks. (**10 minutes**).
3.10.2 Inhibitory Modelling (IHM)

Session One:

a) The objectives of the training programme, its procedures, duration and the participants’ roles were explained to the participants in the following statements:

“This training is expected to provide avenues whereby every one of you will be given opportunities to listen to, or observe some of the unpleasant and terrible experiences of person(s), prison inmates and ex-cultist(s) who bullied in the past in order to restrain or inhibit your bullying behaviour. (5 minutes).

All that were discussed in session one, numbers b, c, d, e and f of the first treatment package were repeated here. (50 minutes).

Session Two

a) Reviewing previous week’s activities:

Participants were asked to write down ten acts which are considered to be bullying behaviour and underline the ones that are applicable to them. They were also told to write down four consequences of bullying on a bully. They were randomly called by name to stand up and read out what they wrote. (15 minutes)

b) Presentation of the first Inhibitory Model:

The first inhibitory model was presented to the students with the following statement. “Now you are going to listen to, and watch an undergraduate ex-bully (ex-cultist) who has volunteered to share his experiences in secondary school
and in the university with you in order to help you appreciate the consequences of your bullying behaviour. Remember that an Igbo adage says: “ogwu kporo onye ihu, adighi akpo onye azu”. It is only a foolish or blind person who allows his feet to hit on the same stone that just wounded the person in front of him. **(25 minutes).**

c) Reflective discussions on the consequences of bullying on the model (the number of years wasted at school; hated by lecturers, siblings and parents; received several curses; most likely going to leave school with a pass degree; the deformity on his right hand due to injury after a fight; the death of Mr. J’s mother due to hypertension; possibility of getting a good job with a pass degree and deformed hand is questionable) were carried out. **(15 minutes).**

The participants were asked to write down four lessons they learnt from the experiences of the undergraduate and submit the following week as first thing during our meeting. **(5 minutes).**

**Session Three**

a) Review of previous week’s activities. Every participant was asked to listen to the researcher while she read out what they wrote down as lessons they learnt from the experiences the undergraduates shared with them last week. Individual participants were called by name to throw more light on what he/she had written. **(15 minutes).**

b) **Presentation of the second Inhibitory Model:**

The second inhibitory model was presented to the students with the following statement. "Now you are going to listen to, and watch another undergraduate
ex-bully (ex-cultist) who has volunteered to share his experiences in secondary school and in the university with you in order to help you appreciate the consequences of your bullying behaviour. Remember that an Igbo adage says: “ogwu kporo onye ihu, adighi akpo onye azu”. It is only a foolish or blind person who allows his feet to hit on the same stone that just wounded the person in front of him. (25 minutes).

c) Reflective discussions on the consequences of bullying on the model (the number of years wasted at school; hated by lecturers, siblings and parents; received several curses; though very intelligent and attended one of the most renowned secondary schools, he could not study medicine which was his dream course, likely going to leave school with a pass degree and does not know what to do with such a degree) were carried out. (15 minutes).

d) Participants were instructed to try and consider the behaviour of some people in their neighbourhood when they got home, write down names of five of them who are bullies and identify four consequences of their bullying behaviour on them, their family and their neighbours. (5 minutes).

Session Four

a. Review of previous week’s activities.

Participants were randomly called by names to stand up and read out the names of the five bullies in their neighbourhood and the identified four consequences of their bullying on them, their family and their neighbours. (10 minutes)

b. Excursions were made to the Nigerian Prisons, Owerri to listen to teenage prisoners with particular reference to the reactive bully who hit his classmate to
death in 1998 in one of the secondary schools in Owerri town. The male participants visited first. Nine male inmates were called up by the prison official to share their experiences with them. Thereafter, the prison barrister and another social worker addressed the participants on issues of cultism and capital offences. The female participants were also taken to the prison and seven female inmates shared their experiences with them. Issues of cultism and capital offences were also highlighted to them. (50 minutes)

c. Participants were dismissed from the prison excursions with the following instructions from the researcher: “As you go home, do not forget all you have seen and heard today from your age mates in the prison. I want you to reflect over what you saw and write dawn five lessons you learnt from the experiences of the prison inmates and bring to the next meeting”. (5 minutes)

**Session Five**

a. Participants were called to submit their assignments on the five lessons they learnt from the experiences of the prison inmates. (5 minutes)

b. Reflective discussions on the consequences of bullying on the prison inmates (inhibitory models) to review previous week's activities. (25 minutes)

c. They were randomly called by names to stand up and share their impressions from the excursion. (30 minutes)

**Session Six**

a. More reflective discussions on the consequences of bullying on the inhibitory models (undergraduate ex-cultists and prison convicts). (20 minutes)
b. General discussions, questions and answers on bullying behaviour were taken. 

(15 minutes)

c. Free speeches by the participants about the training were entertained. 

(15 minutes)

d. Vote of thanks. (10 minutes)

3.10.3 Persuasion (PERS)

Session One:

a. The objectives of the training programme, its procedures, duration and the participants’ roles were explained to the participants in the following statements:

“The act of students bullying others is one that involves planning. This is why bullying is regarded as proactive aggression. Normal students are calculating, active and make rational decision after a process of weighing the pros and cons of various possible acts, thoughtful assessment of the pros and cons and then adopting the best alternative that maximizes their gains. In the same way, every wise person who wants to engage in a business would first and foremost calculate the possible risks/losses he/she may encounter vis-à-vis the profits before deciding whether to go into it or not. Once the risks/losses outweigh the profits, a wise person will automatically shun the particular business. However, several of you are involved in the acts of bullying because of certain very temporary incentives you get from it. You have not thoughtfully considered the consequences/disadvantages of bullying on your present and future lives nor have you considered all the things you stand to benefit by not bullying.”
“In this training programme, persuasion, you will be helped to discover the cancerous nature of bullying behaviour; appreciate that bullying is an evil wind that blows no man any good; thoughtfully weigh the pros and cons of bullying behaviour, come to the awareness of your numerous illogical thoughts and irrational belief systems that kick-start bullying behaviour and inappropriate attitude to bullying; embrace effective philosophy of life which will ultimately produce more responsible behaviour that are fully rewarding and packed with benefits for your present and future lives. Every one of you will have roles to play as we debate, discuss, take seminars and display various write-ups and posters. You are implored to be committed to this training in order to benefit maximally by the end of it all. You are welcome on board.” (10 minutes)

All that were discussed in session one, numbers b, c, d, e and f of the first treatment package were repeated here. (50 minutes)

Session Two

a) Display of various write-ups, posters and pictures against bullying behaviour on the walls of the classroom throughout the period of the session. E.g. “Bullying is an evil wind that blows no man any good”; “Most bullies are potential criminals, stop bullying;” “he who uses the sword, shall be slain by the sword, stop bullying”; “Bullies are not popular, they are only notorious, stop bullying”; “Bullying is anti-social behaviour, stop it”; “Bullying portrays frustration, bullies are deviants, stop the act”; “Students study, while bullies bully, who are you?; “Bullies are maladjusted human beings, stop bullying”; “He who destroys
others, will be destroyed; save others and save yourself; stop bullying”; “Bullies are not respected, they are avoided”; “Why are you a bully? etc. (5 minutes)

b) Reviewing previous week’s activities: Participants were instructed to write down ten acts which are considered to be bullying behaviour and underline the ones that are applicable to them. Also write down four consequences of bullying on a bully. They were called by name to stand up and read out what they wrote. (10 minutes).

c) Seminar-1- on the topic: “Irrational Thoughts and Bullying behaviour”. Participants were told to pay rapt attention as we elaborated on how irrational thoughts trigger bullying behaviour among teenagers. Examples of such irrational thoughts that were highlighted included:

- Bullying is a normal school culture that passes from cohort to cohort.
- It is our own regime to bully junior students - a time of revenge.
- If I do not bully them, they will not respect me - power struggle.
- Bullies are tough guys - it’s just good to be tough in school jungle.
- Bullying makes one popular - attention seeking; etc. (30 minutes)

d) Participants were randomly divided into two groups. Each group leader was asked to pick to either propose or oppose the motion, “BULLIES HAVE MORE GAINS THAN LOSSES FROM THE ACT OF BULLYING”. Each group was told to present three speakers to represent them the following week for a serious debate. They were told that there would be reward for winners and consolation prize for losers.
Session Three

a) Display of various write-ups, posters and pictures against bullying behaviour.

b) Disputing irrational thoughts that trigger bullying behaviour (guided group discussions).
   i. Participants were asked to mention some of the irrational thoughts that cause and maintain bullying behaviour among students.
   ii. They were encouraged to dispute each of them. (20 minutes)

c) Debate on the topic, “**BULLIES HAVE MORE GAINS THAN LOSSES FROM THE ACT OF BULLYING**” was held. Participants on the proposing side were very reluctant to be engaged in the debate because at this stage, majority of them were agreeing that bullying was altogether self-defeating; but after some briefing by the researcher, they became very enthusiastic and even tried to win their opponents but could not. The winners were given prizes, while the losers were only clapped for. (35 minutes).

d) **Assignment:** Participants were instructed to write down five incentives or benefits they could get from bullying other students and ten things that they could benefit from keeping away from bullying and bring to the next meeting. (5 minutes).

Session Four

a) Display of various write-ups, posters and pictures against bullying behaviour. (5 minutes)
b) Participants were called by their names to stand up and read out what they wrote as five incentives or benefits from bullying and ten things that one could benefit from keeping away from bullying. (10 minutes)

c) Seminar-2 on the topic: “Meekness is not Weakness”. (30 minutes)

d) Selection of debaters and assignment of debate topic “Bullying other students is the surest way of attracting recognition and respects”. Participants were told to maintain their groups during the last debate. Group leaders were asked to pick to either propose or oppose the motion, “Bullying other students is the surest way of attracting recognition and respects”. Each group was asked to present three speakers to represent them the following week for a serious debate. (10 minutes)

Session Five

a) Display of various write-ups, posters and pictures against bullying behaviour continued.

b) Debate on the topic “Bullying other students is the surest way of attracting recognition and respects” was held. (35 minutes)

Questions and answers on the proper ways of winning respects and recognitions among one’s peers were taken.

i. When do you feel respected by others?

ii. Are there any differences between respecting, fearing and avoiding someone?

iii. Differentiate between being popular, famous and notorious. (15 minutes).

Every participant was asked to prepare a short speech on each of these two topics:
Session Six

a) Impromptu speeches on the topics:
   1) "Bullying – an evil wind that blows no man any good": Participants were called by name to read out their write-ups.
   2) "Being your brother’s keeper". Participants were called by name to read out their write-ups. (30 minutes)

b) Evaluative discussions on the programme. Participants were given opportunity to freely say how they felt about the programme. (20 minutes)

c) Vote of thanks was given by one of the students. (5 minutes)

3.9.4 Waiting List Control Group

The participants in the waiting list control group were pre-assessed alongside with the treatment groups before the commencement of the treatments. No treatment was administered to them until they were re-assessed alongside with the treatment groups during post-treatment assessment. Thereafter, the researcher administered persuasion technique on all the participants in each of the schools in the waiting list control group in order to avail them the opportunity to benefit from the study. The treatment was also carried out in the intact classes in the three schools. The choice of persuasion technique was due to its effectiveness in modifying both attitude to and involvement in bullying behaviour. Moreover, persuasion technique was both cheaper and easier to administer than Inhibitory Modelling and Social Skills Training.
3.10 Procedure for Data Analysis

The data analysis was carried out by the means of both descriptive and inferential statistical methods. The means, mean differences, standard deviations and percentages for pre- and post- treatment assessment scores were computed. All the hypotheses were tested using the 2 x 4 Analysis of Covariance (ANCOVA) and the Fisher’s protected t-test was employed to carry out the pair-wise comparisons of group means to ascertain reason for significances. Graphs were also plotted to decipher basis for interactions between experimental conditions and gender where applicable. The data raised to answer the research questions which were not subjected to the formulation of testable hypotheses were descriptively analysed. The Statistical Package for Social Sciences (SPSS), version 15, was employed to facilitate the analyses. The level of significance was determined at 0.05. The ANCOVA was very relevant as the statistical tool because of its ability to statistically correct the initial differences in the pre-test scores of the assessment instruments among the participants.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This section presents the results obtained from the various statistical analyses carried out in the study. The results of the survey carried out to answer the three research questions which were not formulated into testable hypotheses were presented first. The seven null hypotheses formulated to guide the study were tested with $2 \times 4$ Analysis of Covariance (ANCOVA) at 0.05 level of significance. The Fisher’s protected t-test was employed to carry out the post-hoc pair-wise comparisons of group means to ascertain reasons for significances where such exists. Graphs were also plotted to decipher basis for interactions between experimental conditions and gender where applicable.

4.1 Analyses of Research Questions

Question 1: How appropriate is the attitude to bullying behaviour of the senior secondary school students in Owerri Metropolis?

The data presented in table 4 shows the scores of measures of attitude to bullying behaviour of senior secondary students in Owerri Metropolis. The higher the scores, the more the inappropriateness of the attitude.
Table 5: Attitude to bullying (N = 592)

<table>
<thead>
<tr>
<th>Range of Scores</th>
<th>No. of Male participants/ (%)</th>
<th>No. of Female participants/ (%)</th>
<th>No. of participants/(%)</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 39</td>
<td>97 (32.55%)</td>
<td>95 (32.53%)</td>
<td>192 (32.43%)</td>
<td>Appropriate</td>
</tr>
<tr>
<td>40 and above</td>
<td>201 (67.45%)</td>
<td>199 (67.47%)</td>
<td>400 (67.57%)</td>
<td>Inappropriate</td>
</tr>
<tr>
<td>Total</td>
<td>298 (100%)</td>
<td>294 (100%)</td>
<td>592 (100%)</td>
<td></td>
</tr>
<tr>
<td>Mean scores</td>
<td>43.25</td>
<td>43.50</td>
<td>43.38</td>
<td></td>
</tr>
<tr>
<td>Standard deviation</td>
<td>7.32</td>
<td>7.18</td>
<td>7.25</td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher’s pre-treatment assessment.

The results in table 5 show that whereas 32.43% of the total number of participants exhibited appropriate attitude to bullying behaviour, 67.57% of them exhibited inappropriate attitude to bullying behaviour. Careful examination of the results also show that approximately equal percentages of the number of the male and female participants scored the same range of scores. 32.55% of the male participants and 32.53% of the female participants scored between 20-39 which is considered to be appropriate attitude to bullying behaviour. 67.45% of the male participants and 67.47% of the female participants scored 40 and above which indicated that both sexes equally exhibited poor or inappropriate attitude to bullying behaviour.

**Question 2: To what extent are the senior secondary students involved in bullying behaviour?**

The data presented in table 6 shows the scores of measures of bullying behaviour of the senior secondary school students who participated in the study.
Table 6
Measures of Bullying Behaviour among Senior Secondary School Students in Owerri, Nigeria.

<table>
<thead>
<tr>
<th>Type of bullying</th>
<th>Range of scores</th>
<th>No. involved as Victims</th>
<th>No. involved as Bullies</th>
<th>No. involved as Bystanders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Bullying</td>
<td>4-7</td>
<td>39 95 134</td>
<td>66 117 183</td>
<td>45 67 112</td>
</tr>
<tr>
<td></td>
<td>8-16</td>
<td>259 199 458</td>
<td>232 177 409</td>
<td>253 227 480</td>
</tr>
<tr>
<td></td>
<td>S.D.</td>
<td>2.04 2.62 2.38</td>
<td>2.18 2.46 2.42</td>
<td>2.60 3.13 2.88</td>
</tr>
<tr>
<td>Verbal Bullying</td>
<td>5 – 9</td>
<td>222 238 460</td>
<td>201 135 336</td>
<td>117 96 213</td>
</tr>
<tr>
<td></td>
<td>10-20</td>
<td>76 56 132</td>
<td>97 159 256</td>
<td>181 198 379</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>10.01 11.16 10.58</td>
<td>11.70 13.07 12.38</td>
<td>13.51 14.60 14.05</td>
</tr>
<tr>
<td></td>
<td>S.D.</td>
<td>3.16 3.69 3.48</td>
<td>2.54 3.92 3.37</td>
<td>4.20 4.48 4.37</td>
</tr>
<tr>
<td>Social Bullying</td>
<td>4-7</td>
<td>111 88 199</td>
<td>14 67 81</td>
<td>56 45 101</td>
</tr>
<tr>
<td></td>
<td>8-16</td>
<td>187 206 393</td>
<td>284 227 511</td>
<td>242 249 491</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>6.92 7.10 7.01</td>
<td>7.51 7.23 7.37</td>
<td>7.94 8.55 8.24</td>
</tr>
<tr>
<td></td>
<td>S.D.</td>
<td>2.79 2.48 2.64</td>
<td>2.01 2.60 2.32</td>
<td>2.57 2.52 2.57</td>
</tr>
<tr>
<td>Emotional Bullying</td>
<td>4-7</td>
<td>173 137 310</td>
<td>205 181 386</td>
<td>164 124 288</td>
</tr>
<tr>
<td></td>
<td>8-16</td>
<td>125 157 282</td>
<td>93 113 206</td>
<td>134 170 304</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>7.67 8.44 8.05</td>
<td>7.44 8.07 7.75</td>
<td>8.35 9.51 8.93</td>
</tr>
<tr>
<td></td>
<td>S.D.</td>
<td>2.88 3.01 2.97</td>
<td>2.68 2.82 2.76</td>
<td>2.75 3.30 3.08</td>
</tr>
<tr>
<td>Total Bullying</td>
<td>17 – 33</td>
<td>136 116 252</td>
<td>84 100 184</td>
<td>71 79 150</td>
</tr>
<tr>
<td></td>
<td>34-68</td>
<td>162 178 340</td>
<td>214 194 408</td>
<td>227 215 442</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>34.60 35.76 35.17</td>
<td>32.20 37.58 37.42</td>
<td>40.32 42.65 41.47</td>
</tr>
<tr>
<td></td>
<td>S.D.</td>
<td>6.76 8.16 7.51</td>
<td>5.62 8.28 7.06</td>
<td>9.04 10.82 10.03</td>
</tr>
<tr>
<td>Total Participants</td>
<td>No. Of</td>
<td>298 294 592</td>
<td>298 294 592</td>
<td>298 294 592</td>
</tr>
</tbody>
</table>

Source: researcher’s pre-treatment assessment.

The results displayed in table 6 above show that bullying behaviour are very prevalent among senior secondary school students in Owerri Metropolis, Imo State. In general, 340 students out of 592 or 57.43% of the participants were involved as victims, 408 students out of 592 or 68.92% of the participants were involved as bullies, while 442 students out of 592 or 74.66% of the students were involved as bystanders in one form of bullying behaviour or the other. Social bullying is most prevalent with a total of 491 students out of 592 students or 82.94% of the students who reported to have been involved in social bullying as victim, bully and/or as bystander. This is closely followed by physical bullying with a total of 480 students out of 592 students or 81.08% of the students who reported to have been involved
in physical bullying as victim, bully or bystander. 379 students out of 592 or 64.02% of the students were involved in verbal bullying as victim, bully or bystander, while 304 students out of 592 or 51.35% of the students were involved in emotional bullying as victim, bully or bystander.

The results also show that the victims of social bullying were more of female students. Only 88 out of 294 or 29.93% of the female participants scored 3-5 indicating absence of being victims. A total of 206 out of 294 or 70.06% of the female respondents scored 8 – 16 which signifies a high manifestation of presence of female social bullying victimisation in the bullying dynamics. A total of 187 or 62.75% of the 298 male participants also reported to have experienced social bullying victimisation.

The male participants are leading the female counterparts in the action initiative perpetration of the social bullying. A total of 284 out of 298 or 95.30% of the male participants reported to have bullied other students socially, while 227 out of 294 or 77.21% of the female participants also reported to have bullied other students socially. These show that appreciable high percentage of both male and female participants reported to have bullied other students socially. A total of 242 or 81.21% of the male participants showed to be involved as bystanders, while 198 or 63.35% of the female participants showed to be bystanders. Therefore both the male and female students reported to have experienced high degrees of social bullying victimisation as victims, bullies and/or bystanders.
Closer examination of the results in table six also reveals that the male participants are more predominantly involved in physical bullying as victims, bullies and/or bystanders than the female participants. A total of 259 out of 298 or 86.91% of the male participants reported to be victims of physical bullying, 232 out of 298 or 77.85% reported to be bullies, while 253 out of 298 or 84.90% showed to be bystanders. The female participants also exhibited great involvement in physical bullying, though they are not as high as the male counterparts. Whereas 199 out of 294 or 67.69% of the female participants are victims, 177 out of 294 or 60.20% reported to have been involved as physical bullies, while 227 out of 298 or 77.72% reported that they were involved as bystanders.

With regard to verbal bullying, the results portray more female participants than the male participants as bullies. However, both the involvement of the female and the male participants as victims and bystanders appear to be equal. A total of 159 out of 294 or 54.08% of the female students reported as verbal bullies, while only 97 out of 298 or 32.54% of the boys were verbal bullies. This is similar to the results shown in emotional bullying where 113 out of 294 or 38.43% of the girls showed higher involvement as bullies than the boys who were 93 out of 298 or 31.21%.

From the above proceedings, one could easily deduce that various types of bullying behaviour are extremely prevalent among the senior secondary school students in Owerri Metropolis. The male students are the leading initiative perpetrators of the two highly prevalent types of bullying - social and physical bullying - reported among the participants, while the female students are the leading initiative perpetrators of verbal and emotional bullying.
Question 3: What are the variations in the environments of bullying among the selected schools in Owerri Metropolis?

The data in Table 7 presents the environments indicated by participants as places where students harass other students in their schools.

Table 7: Environments indicated by students as places where bullying occur in schools

<table>
<thead>
<tr>
<th>Identified Area</th>
<th>No. of participants indicating the areas in each of the schools A to L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Classroom (with teacher in class)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom (without teacher in class)</td>
<td>49</td>
</tr>
<tr>
<td>School field/playground</td>
<td>49</td>
</tr>
<tr>
<td>Stair ways</td>
<td>46</td>
</tr>
<tr>
<td>Corridors</td>
<td>49</td>
</tr>
<tr>
<td>Toilets end</td>
<td>49</td>
</tr>
<tr>
<td>Hostels</td>
<td>49</td>
</tr>
<tr>
<td>School canteens/kiosks</td>
<td>49</td>
</tr>
<tr>
<td>Way going to school</td>
<td>0</td>
</tr>
<tr>
<td>Way home from school</td>
<td>49</td>
</tr>
<tr>
<td>In the bush / bush paths</td>
<td>49</td>
</tr>
<tr>
<td>In uncompleted / Old out of use classroom</td>
<td>49</td>
</tr>
<tr>
<td>In other schools during competitions</td>
<td>0</td>
</tr>
<tr>
<td>During night prep</td>
<td>12</td>
</tr>
<tr>
<td>During match past</td>
<td>0</td>
</tr>
<tr>
<td>School farm</td>
<td>49</td>
</tr>
<tr>
<td>Behind all buildings/ school walls</td>
<td>49</td>
</tr>
<tr>
<td>Outside the School / At the gate</td>
<td>49</td>
</tr>
<tr>
<td>School Laboratory</td>
<td>0</td>
</tr>
<tr>
<td>In the field</td>
<td>49</td>
</tr>
<tr>
<td>Under hidden trees</td>
<td>0</td>
</tr>
<tr>
<td>Market near the school</td>
<td>46</td>
</tr>
<tr>
<td>&quot;Ama Hausa&quot;</td>
<td>35</td>
</tr>
<tr>
<td>At the water tap</td>
<td>25</td>
</tr>
<tr>
<td>After school hours in the school compound</td>
<td>49</td>
</tr>
</tbody>
</table>

Source: researcher’s pre-treatment assessment.
The results in table 7 evidences that bullying can take place anywhere in and outside the school compound in all the schools. It could be observed that the least indication that bullying would occur include when students are on the way to school and when they are with teachers in the classes. The numbers in bold show areas which are peculiar to individual schools.

### 4.2 Testing of Hypotheses

**Hypothesis One:** There is no significant difference in post-test mean scores on the attitude to bullying behaviour among participants in the four experimental groups.

Note: The results presented in Tables 8, 9 and 10 which pertain to the testing of hypothesis one are also used for the testing of hypotheses six and seven.

Table 8 presents the means, standard deviation and mean differences for the pre-test and post-test scores of the participants’ attitude to bullying based on experimental conditions and gender. Table 9 presents the 2x4-Analysis of Covariance (ANCOVA) summary data on the effects of experimental conditions and gender on the post-test scores in attitude to bullying behaviour using the pre-test scores as covariate. Table 10 presents the pair wise comparisons of the experimental conditions on the adjusted post-test means of attitude to bullying behaviour.
Table 8
Pre-test and Post-test mean scores on the Participants’ Attitude to Bullying Based on Experimental Conditions and Gender

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>Gender</th>
<th>N</th>
<th>Pre-test Mean</th>
<th>Pre-test SD</th>
<th>Post-test Mean</th>
<th>Post-test SD</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills Training</td>
<td>Male</td>
<td>50</td>
<td>45.10</td>
<td>8.49</td>
<td>22.60</td>
<td>1.50</td>
<td>22.50</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>55</td>
<td>44.11</td>
<td>7.40</td>
<td>23.95</td>
<td>1.64</td>
<td>20.16</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>44.58</td>
<td>7.75</td>
<td>23.30</td>
<td>1.70</td>
<td>21.28</td>
</tr>
<tr>
<td>Inhibitory Modelling</td>
<td>Male</td>
<td>59</td>
<td>42.20</td>
<td>6.67</td>
<td>22.00</td>
<td>1.74</td>
<td>20.20</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>46</td>
<td>45.37</td>
<td>6.85</td>
<td>21.91</td>
<td>1.56</td>
<td>23.46</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>43.60</td>
<td>6.90</td>
<td>21.96</td>
<td>1.65</td>
<td>21.64</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Male</td>
<td>60</td>
<td>45.88</td>
<td>7.25</td>
<td>21.72</td>
<td>1.25</td>
<td>24.16</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>45</td>
<td>45.04</td>
<td>7.17</td>
<td>21.80</td>
<td>1.32</td>
<td>23.24</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>45.52</td>
<td>7.20</td>
<td>21.75</td>
<td>1.28</td>
<td>23.77</td>
</tr>
<tr>
<td>Waiting List Control</td>
<td>Male</td>
<td>46</td>
<td>42.89</td>
<td>7.96</td>
<td>43.22</td>
<td>7.94</td>
<td>-0.33</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>59</td>
<td>44.56</td>
<td>8.09</td>
<td>48.85</td>
<td>7.42</td>
<td>-4.29</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>43.83</td>
<td>8.04</td>
<td>46.38</td>
<td>8.12</td>
<td>-2.55</td>
</tr>
<tr>
<td>Total</td>
<td>Male</td>
<td>215</td>
<td>44.05</td>
<td>7.64</td>
<td>26.62</td>
<td>9.54</td>
<td>17.43</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>205</td>
<td>44.73</td>
<td>7.35</td>
<td>30.18</td>
<td>12.63</td>
<td>14.55</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>420</td>
<td>44.38</td>
<td>7.50</td>
<td>28.37</td>
<td>11.28</td>
<td>16.01</td>
</tr>
</tbody>
</table>

Source: researcher’s pre-treatment and post-treatment assessments.

Table 9
2x4-Analysis of Covariance (ANCOVA) on Influence of experimental conditions and Gender on Attitude to Bullying Behaviour among Participants

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F –cal</th>
<th>Sig. of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main effects</td>
<td>46753.94</td>
<td>5</td>
<td>9350.79</td>
<td>645.41</td>
<td>*</td>
</tr>
<tr>
<td>Covariate</td>
<td>813.55</td>
<td>4</td>
<td>203.39</td>
<td>56.15</td>
<td>*</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>45092.99</td>
<td>3</td>
<td>15030.10</td>
<td>1037.47</td>
<td>*</td>
</tr>
<tr>
<td>Gender</td>
<td>267.66</td>
<td>1</td>
<td>267.66</td>
<td>18.47</td>
<td>*</td>
</tr>
<tr>
<td>2 Way Interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Groups and Gender</td>
<td>35537.04</td>
<td>3</td>
<td>11845.67</td>
<td>12.36</td>
<td>*</td>
</tr>
<tr>
<td>Residual</td>
<td>5940.16</td>
<td>411</td>
<td>14.90</td>
<td>14.49</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>53231.13</td>
<td>419</td>
<td>127.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher’s ANCOVA analysis.

* Significant, p < 0.05

\( F_{critical} \) at 0.05 (1,411) = 3.86, \( F_{critical} \) at 0.05 (3,411) = 2.62, \( F_{critical} \) at 0.05 (5,411) = 2.23,
From the results in Table 9, there is significant difference in the post-test mean scores in attitude to bullying behaviour among the four experimental groups (F-cal = 1037.47, F-critical = 2.62, p<0.05). Hypothesis one is therefore rejected. Since the F-value for the experimental groups was statistically significant, it was necessary to determine where the significance between them lies. In order to achieve this, post hoc comparisons were conducted using the Fisher’s protected t-test. The results are shown in table 9 that follows.

Table 10
Pair-wise Comparison of the Influence of experimental Conditions on the Attitude of the Participants to Bullying Behaviour

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>SST n = 105</th>
<th>IHM n = 105</th>
<th>PERS n = 105</th>
<th>WAIT n = 105</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST</td>
<td>23.30</td>
<td>2.55*</td>
<td>2.95*</td>
<td>-43.88*</td>
</tr>
<tr>
<td>IHM</td>
<td>1.34</td>
<td>21.96</td>
<td>0.40</td>
<td>-46.43*</td>
</tr>
<tr>
<td>PERS</td>
<td>1.55</td>
<td>0.21</td>
<td>21.75</td>
<td>-46.83*</td>
</tr>
<tr>
<td>WAIT</td>
<td>-23.08</td>
<td>-24.42</td>
<td>-24.63</td>
<td>46.38</td>
</tr>
</tbody>
</table>

Source: researcher’s pair-wise comparison.
Key: SST= Social Skills Training, IHM= Inhibitory Modelling, PERS= Persuasion, WAIT= Waiting-list control.
Group means (x) are in the diagonal; mean differences are below the diagonal, while protected t-values are above the diagonal.
* Significant at 0.05; df = 208, Critical t = 1.96

Table 10 shows the pair-wise comparisons between Social Skills Training and Waiting-list control (t = -43.88; df = 208; p < 0.05), Inhibitory Modelling and Waiting-list control (t = -46.43; df = 208; p < 0.05) and Persuasion and Waiting-list control (t = -46.83; df = 208; p < 0.05). All these values are much higher than the t-critical of 1.96. Hence the three treatment groups differed significantly from the waiting group in favour of the treatment groups. Therefore, they are all effective in modifying the attitudes of the participants to bullying behaviour. Comparisons of the pairs reveal that between Social Skills Training and Inhibitory Modelling groups
(t = 2.55; df = 208; p < 0.05), Inhibitory Modelling evidenced superiority over Social Skills Training; between Social Skills Training and Persuasion groups (t = 2.95; df = 208; p < 0.05), Persuasion technique proved superior to Social Skills Training technique; while no significant difference exists between Inhibitory Modelling group and Persuasion group (t = 0.40; df = 208; p < 0.05). Therefore, Persuasion and Inhibitory Modelling groups are homogeneous and both are superior to Social Skills Training group in modifying the attitudes of the participants to bullying behaviour.

Hypothesis Two: There is no significant difference in post-test mean scores of the participants’ involvement in bullying behaviour in the four experimental groups.

Note: The results in tables 11, 12 and 13 which pertain to the testing of hypothesis two are also used for the testing of hypotheses six and seven.

Table 11 presents the means, standard deviation and mean differences for the pre-test and post-test scores of the participants’ involvement in bullying based on experimental conditions and gender. Table 12 presents the 2x4-Analysis of Covariance (ANCOVA) summary data on the effects of experimental conditions and gender on the post-test scores on the involvement in bullying behaviour using the pre-test scores as covariate. Table 13 presents the pair wise comparisons of the experimental conditions on the adjusted post-test means of involvement in bullying behaviour.
Table 11
Pre-test and Post-test mean scores on the Participants’ Involvement in Bullying Behaviour Based on Intervention Type and Gender

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>Gender</th>
<th>N</th>
<th>Pre-test</th>
<th>Mean</th>
<th>SD</th>
<th>Post-test</th>
<th>Mean</th>
<th>SD</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>Male</td>
<td>50</td>
<td>Pre-test</td>
<td>39.02</td>
<td>7.26</td>
<td>Post-test</td>
<td>23.34</td>
<td>3.29</td>
<td>15.68</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>55</td>
<td></td>
<td>41.04</td>
<td>7.02</td>
<td></td>
<td>26.00</td>
<td>4.50</td>
<td>15.04</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td></td>
<td>40.08</td>
<td>7.17</td>
<td></td>
<td>24.73</td>
<td>4.17</td>
<td>15.35</td>
</tr>
<tr>
<td>Inhibitory Modelling</td>
<td>Male</td>
<td>59</td>
<td></td>
<td>37.83</td>
<td>5.27</td>
<td></td>
<td>21.07</td>
<td>4.03</td>
<td>16.76</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>46</td>
<td></td>
<td>43.04</td>
<td>7.97</td>
<td></td>
<td>21.98</td>
<td>3.86</td>
<td>21.06</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td></td>
<td>40.11</td>
<td>7.05</td>
<td></td>
<td>21.47</td>
<td>3.97</td>
<td>18.64</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Male</td>
<td>60</td>
<td></td>
<td>39.17</td>
<td>4.52</td>
<td></td>
<td>23.08</td>
<td>3.19</td>
<td>16.09</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>45</td>
<td></td>
<td>39.49</td>
<td>5.47</td>
<td></td>
<td>23.64</td>
<td>4.20</td>
<td>15.85</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td></td>
<td>39.30</td>
<td>4.93</td>
<td></td>
<td>23.32</td>
<td>3.65</td>
<td>15.98</td>
</tr>
<tr>
<td>Waiting List Control</td>
<td>Male</td>
<td>46</td>
<td></td>
<td>40.39</td>
<td>4.80</td>
<td></td>
<td>42.02</td>
<td>4.36</td>
<td>-1.63</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>59</td>
<td></td>
<td>41.54</td>
<td>5.67</td>
<td></td>
<td>38.63</td>
<td>5.01</td>
<td>2.91</td>
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<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td></td>
<td>41.04</td>
<td>5.31</td>
<td></td>
<td>40.12</td>
<td>5.01</td>
<td>0.92</td>
</tr>
<tr>
<td>Total</td>
<td>Male</td>
<td>215</td>
<td></td>
<td>39.02</td>
<td>5.56</td>
<td></td>
<td>26.65</td>
<td>9.53</td>
<td>12.37</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>205</td>
<td></td>
<td>41.29</td>
<td>6.64</td>
<td></td>
<td>28.21</td>
<td>12.63</td>
<td>13.08</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>420</td>
<td></td>
<td>40.13</td>
<td>6.24</td>
<td></td>
<td>27.41</td>
<td>11.28</td>
<td>12.72</td>
</tr>
</tbody>
</table>

Source: researcher’s pre-treatment and post-treatment assessments.

Table 12
2x4-Analysis of Covariance (ANCOVA) on Influence of Experimental Conditions and Gender on Involvement in Bullying Behaviour among Participants

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F –cal</th>
<th>Sig. of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main effects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariate</td>
<td>23764.27</td>
<td>5</td>
<td>4752.85</td>
<td>305.85</td>
<td>*</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>573.97</td>
<td>1</td>
<td>573.97</td>
<td>36.94</td>
<td>*</td>
</tr>
<tr>
<td>Gender</td>
<td>22352.80</td>
<td>3</td>
<td>7450.93</td>
<td>479.47</td>
<td>*</td>
</tr>
<tr>
<td>Gender</td>
<td>5.43</td>
<td>1</td>
<td>5.43</td>
<td>0.35</td>
<td>n.s</td>
</tr>
<tr>
<td>2 Way Interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Groups and Gender</td>
<td>478.49</td>
<td>3</td>
<td>159.50</td>
<td>10.26</td>
<td>*</td>
</tr>
<tr>
<td>Residual</td>
<td>6386.98</td>
<td>411</td>
<td>15.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30629.74</td>
<td>419</td>
<td>73.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher’s ANCOVA analysis.

* Significant, p < 0.05,  n.s = not significant

F_{critical} at 0.05 (1,411) = 3.86 ; \ F_{critical} at 0.05 (3,411) = 2.62

F_{critical} at 0.05 (5,411) = 2.23,
Table 12 shows that there is significant difference in the post-test scores on involvement in bullying among the four experimental groups ($F_{\text{cal}} = 479.47$, $F_{\text{critical}} = 2.62$, $p<0.05$). Hypothesis two is, therefore, rejected. In order to determine where the significance between experimental groups lies, post hoc comparisons were conducted using the Fisher’s protected $t$-test. Table 13 shows the result of the post hoc comparisons.

**Table 13**

*Pair-wise Comparison of the Influence of Experimental Conditions on the Involvement of the Participants in Bullying*

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>SST $n = 105$</th>
<th>IHM $n = 105$</th>
<th>PERS $n = 105$</th>
<th>WAIT $n = 105$</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST</td>
<td>24.73</td>
<td>5.60*</td>
<td>2.59*</td>
<td>-28.29*</td>
</tr>
<tr>
<td>IHM</td>
<td>3.30</td>
<td>21.43</td>
<td>-3.40*</td>
<td>-34.28*</td>
</tr>
<tr>
<td>PERS</td>
<td>1.41</td>
<td>0.21</td>
<td>23.32</td>
<td>-30.88*</td>
</tr>
</tbody>
</table>

Source: researcher’s pair-wise comparison.

Key: SST= Social Skills Training, IHM= Inhibitory Modelling, PERS= Persuasion, WAIT= Waiting-list control.

Group means $(\bar{x})$ are in the diagonal; mean differences are below the diagonal, while protected $t$-values are above the diagonal.

* Significant at $0.05$; df = 208, Critical $t = 1.96$

From table 13, the comparisons between Social Skills Training and Waiting-list control ($t = -28.29$; df = 208; $p < 0.05$), Inhibitory Modelling and Waiting-list control ($t = -34.28$; df = 208; $p < 0.05$) and Persuasion and Waiting-list control ($t = -30.88$; df = 208; $p < 0.05$) show that all the calculated $t$-values are much higher than the $t$-critical of 1.96. Hence the three treatment groups differed significantly from the waiting group in favour of the treatment groups. Therefore, they are all effective in modifying the involvement of the participants in bullying behaviour. Comparisons of the pairs reveal that between Social Skills Training and Inhibitory Modelling groups ($t$
= 5.60; df = 208; p < 0.05), Inhibitory Modelling evidenced superiority over Social Skills Training; between Social Skills Training and Persuasion groups (t = 2.59; df = 208; p < 0.05), Persuasion evidenced superiority over Social Skills Training; while between Inhibitory Modelling and Persuasion (t = -3.40; df = 208; p < 0.05), Inhibitory Modelling proved superior to Persuasion. Therefore, Inhibitory Modelling emerged the most superior technique for modifying participants’ involvement in bullying, followed by Persuasion and finally by Social Skills Training.

**Hypothesis Three:** There is no significant difference in post-test mean scores on the interpersonal orientation of participants in the four experimental groups.

Note: The results for the testing of hypothesis three which are presented in Tables 14, 15 and 16 are also used for the testing of hypotheses six and seven.

Table 14 presents the pre-test and post-test means, and mean differences for male and female participants in the four experimental conditions. Table 15 presents the summary data of the 2x4 Analysis of Covariance (ANCOVA) on the effects of experimental conditions and gender on the post-test scores on the participants’ interpersonal orientation using the pre-test score as covariate. Table 16 presents the pair wise comparisons of the adjusted post-test mean scores of the participants’ interpersonal orientation based on the experimental conditions.
### Table 14
Pre-test and Post-test mean scores on the Participants’ Interpersonal Orientation Based on Experimental Conditions and Gender

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>Gender</th>
<th>N</th>
<th>Pre-test Mean</th>
<th>Pre-test SD</th>
<th>Post-test Mean</th>
<th>Post-test SD</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>50</td>
<td>41.64</td>
<td>4.71</td>
<td>49.18</td>
<td>4.78</td>
<td>-7.54</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>55</td>
<td>40.96</td>
<td>5.03</td>
<td>48.95</td>
<td>4.21</td>
<td>-7.99</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>41.29</td>
<td>4.87</td>
<td>49.06</td>
<td>4.47</td>
<td>-7.77</td>
</tr>
<tr>
<td>Social Skills Training</td>
<td>Male</td>
<td>59</td>
<td>42.71</td>
<td>4.96</td>
<td>45.29</td>
<td>4.11</td>
<td>-2.58</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>46</td>
<td>42.35</td>
<td>5.88</td>
<td>44.17</td>
<td>4.74</td>
<td>-1.82</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>42.58</td>
<td>5.36</td>
<td>44.80</td>
<td>4.41</td>
<td>-2.25</td>
</tr>
<tr>
<td>Inhibitory Modelling</td>
<td>Male</td>
<td>60</td>
<td>42.67</td>
<td>4.66</td>
<td>43.00</td>
<td>4.64</td>
<td>-0.33</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>45</td>
<td>40.53</td>
<td>5.85</td>
<td>42.16</td>
<td>5.53</td>
<td>-1.63</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>41.06</td>
<td>5.29</td>
<td>42.64</td>
<td>5.03</td>
<td>-1.59</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Male</td>
<td>46</td>
<td>41.93</td>
<td>5.11</td>
<td>42.00</td>
<td>5.15</td>
<td>-0.07</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>59</td>
<td>42.64</td>
<td>4.81</td>
<td>42.81</td>
<td>4.77</td>
<td>-0.17</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>42.33</td>
<td>4.93</td>
<td>42.46</td>
<td>4.93</td>
<td>-0.13</td>
</tr>
<tr>
<td>Waiting List Control</td>
<td>Male</td>
<td>215</td>
<td>42.28</td>
<td>4.84</td>
<td>44.85</td>
<td>5.34</td>
<td>-2.57</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>205</td>
<td>41.66</td>
<td>5.39</td>
<td>44.62</td>
<td>5.49</td>
<td>-2.96</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>420</td>
<td>41.98</td>
<td>5.32</td>
<td>44.74</td>
<td>5.40</td>
<td>-2.76</td>
</tr>
</tbody>
</table>

Source: researcher’s pre-treatment and post-treatment assessments.

### Table 15
2x4-Analysis of Covariance (ANCOVA) on Influence of Experimental Conditions and Gender on Interpersonal Orientation among Participants

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F –cal</th>
<th>Sig. of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main effects</td>
<td>7404.90</td>
<td>5</td>
<td>1480.98</td>
<td>126.73</td>
<td>*</td>
</tr>
<tr>
<td>Covariate</td>
<td>4424.22</td>
<td>1</td>
<td>4424.22</td>
<td>378.58</td>
<td>*</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3434.69</td>
<td>3</td>
<td>1144.90</td>
<td>97.97</td>
<td>*</td>
</tr>
<tr>
<td>Gender</td>
<td>0.24</td>
<td>1</td>
<td>0.24</td>
<td>0.02</td>
<td>n.s</td>
</tr>
<tr>
<td>2-Way Interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n.s</td>
</tr>
<tr>
<td>Experimental Groups and Gender</td>
<td>31.16</td>
<td>3</td>
<td>10.39</td>
<td>0.89</td>
<td>n.s</td>
</tr>
<tr>
<td>Residual</td>
<td>4803.14</td>
<td>411</td>
<td>11.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12239.19</td>
<td>419</td>
<td>29.21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher’s ANCOVA analysis.

* Significant, p < 0.05,  n.s = not significant

F critical at 0.05 (1,411) = 3.86;  F critical at 0.05 (3,411) = 2.62
F critical at 0.05 (5,411) = 2.23,
The calculated F-value in Table 15 suggests that there is significant difference in the post-test scores in the participants’ interpersonal orientation among the four experimental groups \((F_{\text{cal}} = 97.97, F_{\text{critical at 0.05 (3,411)}} = 2.62, p<0.05)\). Hypothesis three is therefore rejected. This F-value for experimental groups was statistically significant. Therefore, post hoc comparisons were conducted using the Fisher’s protected t-test in order to determine where the significance between the groups lies. The number of pair wise comparisons for the experimental groups taken two at a time is six. The results are presented in Table 16.

**Table 16**

Pair-wise Comparison of the Influence of Experimental Conditions on the Interpersonal Orientation of Participants

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>SST (n = 105)</th>
<th>IHM (n = 105)</th>
<th>PERS (n = 105)</th>
<th>WAIT (n = 105)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST</td>
<td>49.06</td>
<td>9.03*</td>
<td>13.60*</td>
<td>13.98*</td>
</tr>
<tr>
<td>IHM</td>
<td>4.26</td>
<td>44.80</td>
<td>4.58*</td>
<td>4.99*</td>
</tr>
<tr>
<td>PERS</td>
<td>6.42</td>
<td>2.16</td>
<td>42.64</td>
<td>0.38</td>
</tr>
<tr>
<td>WAIT</td>
<td>6.60</td>
<td>2.34</td>
<td>0.18</td>
<td>42.46</td>
</tr>
</tbody>
</table>

Source: researcher’s pair-wise comparison.

Key: SST= Social Skills Training, IHM= Inhibitory Modelling, PERS= Persuasion, WAIT= Waiting-list control.

Group means (x) are in the diagonal, mean differences are below the diagonal, while protected t-values are above the diagonal.

* Significant at 0.05; df = 208, Critical t = 1.96

Table 16 shows the comparisons between Social Skills Training and Waiting-list control \((t = 13.98; df = 208; p < 0.05)\), Inhibitory Modelling and Waiting-list control \((t = 4.99; df = 208; p < 0.05)\) and Persuasion and Waiting-list control \((t =0.38; df = 208; p < 0.05)\). These values show that Social Skills Training and Inhibitory Modelling groups evidenced significant treatment effect on helping the participants’ interpersonal orientation compared with the Waiting-list control group since their t-
values are greater than the t-critical of 1.96. There is no significant difference between Persuasion group and the Waiting-list control group since the t-value is less than the t-critical of 1.96. Therefore, Persuasion technique did not have any significant effect on the post-test mean scores of the participants’ Interpersonal Orientation. Comparison between Social Skills Training and Inhibitory Modelling (t = 9.03; df = 208; p < 0.05) shows that Social Skills Training proved to be superior to Inhibitory Modelling in improving participants’ interpersonal orientation.

**Hypothesis four: There is no significant difference in post-test mean scores on the self-esteem of participants in the four experimental groups.**

Note: Results displayed in tables 17, 18 and 19 which are related to the testing of hypothesis four, are also used to test hypotheses six and seven.

Table 17 presented the pre-test and post-test mean scores on the participants’ self-esteem based on experimental conditions and gender. Table 18 presented the 2 x 4 analysis of covariance (ANCOVA) summary data for post-test scores on participants’ self-esteem using the pre-test scores on self-esteem as covariate. Table 19 presented the pair wise comparisons of the experimental conditions on the adjusted post-test means of participants’ self-esteem.
### Table 17
Pre-test and Post-test mean scores on the Participants’ Self-esteem Based on Experimental Conditions and Gender

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>Gender</th>
<th>N</th>
<th>Pre-test Mean</th>
<th>SD</th>
<th>Post-test Mean</th>
<th>SD</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills Training</td>
<td>Male</td>
<td>50</td>
<td>82.96</td>
<td>8.28</td>
<td>103.66</td>
<td>4.15</td>
<td>-20.70</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>55</td>
<td>82.95</td>
<td>7.36</td>
<td>104.04</td>
<td>4.56</td>
<td>-21.09</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>82.95</td>
<td>7.77</td>
<td>103.86</td>
<td>4.36</td>
<td>-20.91</td>
</tr>
<tr>
<td>Inhibitory Modelling</td>
<td>Male</td>
<td>59</td>
<td>87.39</td>
<td>6.83</td>
<td>91.53</td>
<td>6.18</td>
<td>-4.14</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>46</td>
<td>84.43</td>
<td>6.73</td>
<td>87.65</td>
<td>5.23</td>
<td>-3.22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>86.10</td>
<td>6.91</td>
<td>89.83</td>
<td>6.07</td>
<td>-3.73</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Male</td>
<td>60</td>
<td>82.65</td>
<td>7.68</td>
<td>84.28</td>
<td>7.83</td>
<td>-1.63</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>45</td>
<td>80.40</td>
<td>8.62</td>
<td>86.64</td>
<td>7.84</td>
<td>-6.24</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>81.67</td>
<td>8.13</td>
<td>85.30</td>
<td>7.89</td>
<td>-3.63</td>
</tr>
<tr>
<td>Waiting List Control</td>
<td>Male</td>
<td>46</td>
<td>85.61</td>
<td>7.06</td>
<td>86.60</td>
<td>7.01</td>
<td>-0.99</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>59</td>
<td>85.31</td>
<td>7.23</td>
<td>84.80</td>
<td>7.31</td>
<td>0.51</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>85.44</td>
<td>7.12</td>
<td>85.62</td>
<td>7.21</td>
<td>-0.18</td>
</tr>
<tr>
<td>Total</td>
<td>Male</td>
<td>215</td>
<td>84.66</td>
<td>7.69</td>
<td>91.29</td>
<td>9.78</td>
<td>-6.63</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>205</td>
<td>83.40</td>
<td>7.65</td>
<td>91.00</td>
<td>10.18</td>
<td>-7.60</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>420</td>
<td>84.04</td>
<td>7.69</td>
<td>91.15</td>
<td>9.97</td>
<td>-7.11</td>
</tr>
</tbody>
</table>

Source: researcher’s pre-treatment and post-treatment assessments.

### Table 18
2x4-Analysis of Covariance (ANCOVA) on Influence of Experimental Conditions and Gender on Self-Esteem of Participants

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F –cal</th>
<th>Sig. of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main effects</td>
<td>25968.14</td>
<td>5</td>
<td>5193.63</td>
<td>141.15</td>
<td>*</td>
</tr>
<tr>
<td>Covariate</td>
<td>1960.14</td>
<td>1</td>
<td>1960.14</td>
<td>53.27</td>
<td>*</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>24632.13</td>
<td>3</td>
<td>8210.71</td>
<td>223.14</td>
<td>*</td>
</tr>
<tr>
<td>Gender</td>
<td>12.87</td>
<td>1</td>
<td>12.87</td>
<td>0.35</td>
<td>n.s</td>
</tr>
<tr>
<td>2 Way Interactions</td>
<td>0.54</td>
<td>3</td>
<td>180.73</td>
<td>4.91</td>
<td>*</td>
</tr>
<tr>
<td>Experimental Groups and Gender</td>
<td>15123.22</td>
<td>411</td>
<td>36.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>41633.55</td>
<td>419</td>
<td>99.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher’s ANCOVA analysis.

* Significant, p < 0.05, n.s = not significant

F_{critical} at 0.05 (1,411) = 3.86; F_{critical} at 0.05 (3,411) = 2.62
F_{critical} at 0.05 (5,411) = 2.23,
From table 18, the calculated F ratio for the experimental groups was significant (F-cal = 223.14, p<0.05). This suggests that there is a significant difference in the post-test scores on participants’ Self-esteem in the four experimental groups. Consequently, hypothesis four is rejected. Post hoc analysis using Fisher’s protected t-test was carried out to ascertain which pairs of the intervention groups witnessed significant difference in self-esteem. This is shown in table 19.

Table 19
Pair-wise Comparison of the Influence of Experimental Conditions on the Self-Esteem of Participants

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>SST n = 105</th>
<th>IHM n = 105</th>
<th>PERS n = 105</th>
<th>WAIT n = 105</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST</td>
<td>103.86</td>
<td>16.76*</td>
<td>22.17*</td>
<td>21.79*</td>
</tr>
<tr>
<td>IHM</td>
<td>4.26</td>
<td>89.83</td>
<td>5.44*</td>
<td>5.03*</td>
</tr>
<tr>
<td>PERS</td>
<td>18.56</td>
<td>4.55</td>
<td>85.30</td>
<td>0.38</td>
</tr>
<tr>
<td>WAIT</td>
<td>18.24</td>
<td>4.21</td>
<td>0.18</td>
<td>85.62</td>
</tr>
</tbody>
</table>

Source: researcher’s pair-wise comparison.
Key: SST= Social Skills Training, IHM= Inhibitory Modelling, PERS= Persuasion, WAIT= Waiting-list control.

Group means (x) are in the diagonal, mean differences are below the diagonal, while protected t-values are above the diagonal.
* Significant at 0.05; df = 208; Critical t = 1.96

Table 19 shows the comparisons between Social Skills Training and Waiting-list control (t= 21.79; df = 208; p < 0.05), Inhibitory Modelling and Waiting-list control (t = 5.03; df = 208; p < 0.05) and Persuasion and Waiting-list control (t =0.38; df = 208; p < 0.05). These values show that the groups treated with Social Skills Training and Inhibitory Modelling evidenced significant difference in post-test mean scores in self esteem when compared to the Waiting-list control group since their t-values are greater than t-critical of 1.96. The Persuasion group did not witness any significant difference with the Waiting-list control group since t-value is less than t-critical.
Therefore Social Skills Training and Inhibitory Modelling are effective in enhancing the participants’ self esteem, while Persuasion is not effective. However, comparison between Social Skills Training and Inhibitory Modelling groups (t = 16.72; df = 208; p < 0.05) shows that Social Skills Training is superior to Inhibitory Modelling technique in improving the participants’ self-esteem.

**Hypothesis five: There is no significant difference in post-test mean scores on the assertive behaviour of participants in the four experimental groups.**

Note: The results presented in Tables 20, 21 and 22 which pertain to the testing of hypothesis five, are also used to test hypotheses six and seven.

Table 20 presents the pre-test and post-test mean scores on the participants’ assertiveness based on experimental conditions and gender, table 21 presents the 2x4-analysis of covariance (ANCOVA) on influence of experimental conditions and gender on assertiveness of participants, while table 22 presents the pair-wise comparison of the influence of experimental conditions on the participants’ assertiveness.
### Table 20
Pre-test and Post-test mean scores on the Participants’ Assertiveness Based on Experimental Conditions and Gender

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>Gender</th>
<th>N</th>
<th>Pre-test Mean</th>
<th>SD</th>
<th>Post-test Mean</th>
<th>SD</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills Training</td>
<td>Male</td>
<td>50</td>
<td>17.60</td>
<td>4.13</td>
<td>27.42</td>
<td>2.81</td>
<td>-9.82</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>55</td>
<td>19.02</td>
<td>4.89</td>
<td>27.04</td>
<td>2.86</td>
<td>-8.02</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>18.34</td>
<td>4.58</td>
<td>27.22</td>
<td>2.83</td>
<td>-8.88</td>
</tr>
<tr>
<td>Inhibitory Modelling</td>
<td>Male</td>
<td>59</td>
<td>18.46</td>
<td>4.65</td>
<td>21.17</td>
<td>4.81</td>
<td>-2.71</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>46</td>
<td>20.30</td>
<td>6.39</td>
<td>24.41</td>
<td>5.12</td>
<td>-4.11</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>19.27</td>
<td>5.53</td>
<td>22.15</td>
<td>5.05</td>
<td>-2.88</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Male</td>
<td>60</td>
<td>17.52</td>
<td>5.16</td>
<td>22.65</td>
<td>4.52</td>
<td>-5.13</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>45</td>
<td>18.02</td>
<td>5.11</td>
<td>22.67</td>
<td>3.78</td>
<td>-4.65</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>17.73</td>
<td>5.12</td>
<td>22.66</td>
<td>4.20</td>
<td>-4.93</td>
</tr>
<tr>
<td>Waiting List Control</td>
<td>Male</td>
<td>46</td>
<td>18.43</td>
<td>4.21</td>
<td>18.67</td>
<td>4.49</td>
<td>-0.24</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>59</td>
<td>17.84</td>
<td>4.41</td>
<td>18.76</td>
<td>4.51</td>
<td>-0.92</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>18.10</td>
<td>4.31</td>
<td>18.72</td>
<td>4.48</td>
<td>-0.62</td>
</tr>
<tr>
<td>Total</td>
<td>Male</td>
<td>215</td>
<td>17.99</td>
<td>4.59</td>
<td>22.50</td>
<td>5.22</td>
<td>-4.51</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>205</td>
<td>18.75</td>
<td>5.24</td>
<td>22.88</td>
<td>5.14</td>
<td>-4.13</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>420</td>
<td>18.36</td>
<td>4.92</td>
<td>22.69</td>
<td>5.18</td>
<td>-4.33</td>
</tr>
</tbody>
</table>

Source: researcher’s pre-treatment and post-treatment assessments.

### Table 21
2x4-Analysis of Covariance (ANCOVA) on Influence of Experimental Conditions and Gender on Assertiveness of Participants

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F –cal</th>
<th>Sig. of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main effects</td>
<td>4984.65</td>
<td>51</td>
<td>996.93</td>
<td>66.43</td>
<td>*</td>
</tr>
<tr>
<td>Covariate</td>
<td>1123.90</td>
<td>1</td>
<td>1123.90</td>
<td>74.89</td>
<td>*</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3821.53</td>
<td>3</td>
<td>1273.84</td>
<td>84.88</td>
<td>*</td>
</tr>
<tr>
<td>Gender</td>
<td>5.02</td>
<td>1</td>
<td>5.02</td>
<td>0.33</td>
<td>n.s</td>
</tr>
<tr>
<td>2 Way Interactions</td>
<td>85.18</td>
<td>3</td>
<td>28.39</td>
<td>1.89</td>
<td>n.s</td>
</tr>
<tr>
<td>Experimental Groups and Gender</td>
<td>6168.31</td>
<td>411</td>
<td>15.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>11238.14</td>
<td>419</td>
<td>26.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>419</td>
<td>26.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher’s ANCOVA analysis.

* Significant, p < 0.05, n.s = not significant

\[ F_{critical \ at \ 0.05} (1,411) = 3.86; \ F_{critical \ at \ 0.05} (3,411) = 2.62 \]
\[ F_{critical \ at \ 0.05} (5,411) = 2.23, \]
From table 21, the calculated F-ratio for the intervention type was significant (F-cal = 84.88, p<0.05). This suggests that there is a significant difference in the post-test scores on participants’ assertiveness in the four experimental conditions. Consequently, hypothesis five is rejected. Post hoc analysis using protected t- test was carried out to ascertain which pairs of the intervention groups witnessed significant difference in assertiveness. The results are shown in table 22.

Table 22
Pair-wise Comparison of the Influence of Experimental Conditions on the Participants’ Assertiveness

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>SST n = 105</th>
<th>IHM n = 105</th>
<th>PERS n = 105</th>
<th>WAIT n = 105</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST</td>
<td>27.22</td>
<td>9.48*</td>
<td>8.52*</td>
<td>15.89*</td>
</tr>
<tr>
<td>IHM</td>
<td>5.07</td>
<td>22.15</td>
<td>-0.93</td>
<td>2.17*</td>
</tr>
<tr>
<td>PERS</td>
<td>4.56</td>
<td>0.50</td>
<td>22.66</td>
<td>-0.60</td>
</tr>
<tr>
<td>WAIT</td>
<td>8.50</td>
<td>1.16</td>
<td>-0.32</td>
<td>18.72</td>
</tr>
</tbody>
</table>

Source: researcher’s pair-wise comparison.  
Key: SST= Social Skills Training, IHM= Inhibitory Modelling, PERS= Persuasion, WAIT= Waiting-list control.

Group means (x) are in the diagonal, mean differences are below the diagonal, while protected t-values are above the diagonal.  
* Significant at 0.05; df = 208, Critical t = 1.96

Table 22 above shows the comparisons between Social Skills Training and Waiting-list control (t = 15.89; df = 208; p < 0.05), Inhibitory Modelling and Waiting-list control (t = 2.17; df = 208; p < 0.05) and Persuasion and Waiting-list control (t =- 0.60; df = 208; p < 0.05). These values show that the groups treated with Social Skills Training and Inhibitory Modelling evidenced significant difference in post-test scores in assertiveness compared to the Waiting-list control group because the t-values are greater than the t-critical of 1.96. While the Persuasion group did not witness any significant difference with the Waiting group since t-value is less than t-critical. Therefore Social Skills Training and Inhibitory Modelling are effective in
enhancing the participants’ assertiveness. Comparison between Social Skills Training group and Inhibitory Modelling group ($t = 9.48; \text{df} = 208; p < 0.05$) shows that Social Skills Training group was superior to Inhibitory Modelling group.

**Hypothesis six: There is no significant gender difference in post-test mean scores on the assessment measures of participants in the four experimental groups.**

Table 9 shows that there is significant difference in the post-test mean scores in attitude to bullying due to gender difference of the participants ($F_{\text{cal}} = 18.47, F_{\text{critical}} = 3.86; p < 0.05$). A quick glance at the descriptive table (table 8) reveals that the female participants (mean difference $= 23.46$) appear to have benefitted significantly more from the Inhibitory Modelling treatment package than the male participants (mean difference $= 20.20$). Hence, treatments had a manifest significant difference in attitude to bullying due to gender.

Table 12 shows also that the calculated $F$ value ($F_{\text{cal}} = 0.35, p < 0.05$) was less than the critical $F$ value ($F_{\text{critical}} = 3.86; p < 0.05$) on gender. This implies that there is no significant difference in the post-test scores on involvement in bullying due to gender difference of the participants.

Table 15 reveals that the calculated $F$ value ($F_{\text{cal}} = 0.02, p < 0.05$) was less than the critical $F$ value ($F_{\text{critical}} = 3.86; p < 0.05$). Hence, there is no significant difference in post-test scores on interpersonal orientation due to gender difference.

Table 18 shows that the calculated $F$ value ($F_{\text{cal}} = 0.35, p < 0.05$) was less than the critical $F$ value ($F_{\text{critical}} = 3.86; p < 0.05$) on gender. This implies that there is
no significant difference in post-test scores on participants’ Self-esteem due to gender difference.

In terms of assertiveness due to gender, table 21 shows that the calculated F value (F-cal = 0.33, p < 0.05) was less than the critical F value (3.86). This implies that gender did not make any significant difference in the post-test scores on participants’ assertiveness.

**Hypothesis seven: There is no significant difference in post-test mean scores on the assessment measures due to interaction effect of experimental conditions and gender.**

Table 9 shows that the calculated F value (F-cal = 12.36, p<0.05) is greater than the critical F value (F-critical = 2.62, p < 0.05). Hence, there is significant difference in the post-test mean scores in attitude to bullying due to the interaction of gender and experimental conditions. To test the basis for the significance of interaction effect due to gender and experimental conditions on the attitude to bullying behaviour of the participants, the mean scores for the male and female participants in the four experimental conditions were plotted. Figures 2a and 2b below show the full graph and abridged one respectively.

Figure 2b was plotted to emphasise and magnify the points of intersection for the purpose of clarity. From Figures 2a and 2b below, it could be observed that the male and female curves intersected at two points of the graph, making it to appear dis-ordinal in nature. These intersections imply that certain experimental conditions have effect on the female participants which differed significantly from the effect the
same experimental conditions have on the male participants and vice versa. Taking the co-ordinates of the curves at the three treatment points, the graph shows that whereas Social Skills Training had greater effect on the male participants than the female participants in modifying their inappropriate attitude to bullying behaviour (male =1, 22.6; female =1, 23.95), Inhibitory Modelling technique was more effective in modifying the female participants’ inappropriate attitude to bullying behaviour than that of the male participants (male =2, 22.0; female =2, 21.91). On the other hand, Persuasion technique was more effective in modifying the inappropriate attitude of the boys to bullying behaviour than that of the girls (male =3, 21.72; female =3, 21.80).

The above observations are buttressed by the mean differences shown in table 8. For Social Skills Training, we have 22.50 for boys and 20.16 for girls; for Inhibitory Modeling, we have 20.20 for boys and 23.46 for girls; while we have 24.16 for boys and 23.24 for girls in the case of Persuasion. Hence, gender composition in the experimental groups likely explains the reason for the significance in the interaction effect of gender and experimental conditions.
Fig. 2a: Interaction Effect of gender and experimental conditions on Attitude to Bullying Behaviour

Key: SST = Social Skills Training; IHM = Inhibitory Modelling; PERS = Persuasion
WAIT = Waiting list control
Fig. 2b: Abridged graph of Interaction Effect of gender and experimental conditions on Attitude to Bullying Behaviour highlighting points of intersections

Key: **SST** = Social Skills Training; **IHM** = Inhibitory Modelling; **PERS** = Persuasion; **WAIT** = Waiting list control

With regard to gender and experimental conditions interaction effects on the involvement in bullying behaviour, table 12 shows that the calculated F value (F-cal = 195.00, p<0.05) was greater than the critical F value (F-critical = 2.62; p < 0.05). This implies that there is significant difference in the post-test scores on involvement.
in bullying due to gender and experimental conditions’ interaction effects. This is buttressed by plotting the mean scores for the male and female participants in the four experimental groups against the experimental conditions. Figures 3a and 3b show the full graph and abridged one respectively.
Fig. 3a: Interaction Effect of gender and Experimental Conditions on Involvement in Bullying Behaviour

Key: SST= Social Skills Training; IHM= Inhibitory Modelling; PERS= Persuasion
WAIT= Waiting list control
**fig. 3b**: Abridged graph of Interaction Effect of Gender and Experimental Conditions on Involvement in Bullying Behaviour highlighting the point of intersection.

**Key:** SST = Social Skills Training; IHM = Inhibitory Modelling; PERS = Persuasion; WAIT = Waiting list control

Fig. 3a and 3b show that the intersection of the male and female curves occurred at Waiting group series after the treatments points. This suggests that the gender
constitution of the group exposed to Social Skills Training, Inhibitory Modelling and Persuasion techniques did not affect their responses to the treatment packages. Hence, the interaction effect is evidenced only in the Waiting group and not in the treatment groups. Taking the co-ordinates of the curves at the point of intersection on the waiting-list group (male =4, 42.02; female =4, 38.63), one observes that the female participants’ involvement in bullying behaviour decreased more than that of the male counterparts.

With regard to interaction effect of gender and experimental group on post-test scores on interpersonal orientation, table 15 shows that the calculated F value (F-cal = 0.89, p<0.05) was less than the critical F value (F-critical = 2.62; p < 0.05). This clearly evidences that there is no significant difference in post-test scores on interpersonal orientation due to gender and experimental group interaction.

Concerning the effect of interaction due to gender and experimental conditions on post-test scores of participants’ self-esteem, table 18 shows that the calculated F value (F-cal = 4.91, p<0.05) was greater than the critical F value (F-critical = 2.62; p < 0.05). This implies that there is significant difference in post-test scores on participants’ self-esteem due to gender and experimental group interaction. This is buttressed by plotting the mean scores for the male and female participants in the four experimental groups against the experimental conditions. Fig. 4 shows the full graph.
Figure 4 shows intersections at Social Skills Training group and Waiting group giving a seeming wide gap between male and female mean scores at persuasion group.

In terms of interaction due to gender and experimental conditions on post-test scores of participants’ assertiveness, Table 21 shows that the calculated F value (F-cal = 1.89, p<0.05) was less than the critical F value (F-critical = 2.62; p < 0.05). This implies that there is no significant difference in post-test scores on participants’ assertiveness due to interaction between gender and experimental conditions.
4.3 Summary of Findings

1. High percentage of the participants exhibited poor or inappropriate attitude to bullying behaviour. Whereas 32.43% of the total number of participants exhibited appropriate attitude to bullying behaviour, 67.57% exhibited inappropriate attitude to bullying behaviour.

2. Bullying behaviour is very prevalent among senior secondary school students in Owerri Metropolis. A total number of 340 students out of 592 or 57.43% of the participants were involved as victims, 408 students out of 592 or 68.92% of the participants were involved as bullies, while 442 students out of 592 or 74.66% of the students were involved as bystanders in one form of bullying behaviour or the other. The male students are the leading action-initiative perpetrators of social and physical bullying, while the female students are the leading action-initiative perpetrators of verbal and emotional bullying.

3. Bullying can take place anywhere in the school compound and outside the school in all the schools. The places with the least indication that bullying would occur are way to school and classrooms with teachers.

4. Social Skills Training, Inhibitory Modelling and Persuasion are all significantly effective in modifying the attitudes of the participants to bullying behaviour. Persuasion and Inhibitory Modelling groups are homogeneous and both are superior to Social Skills Training group in modifying the attitudes of the participants to bullying behaviour. In addition, the graph of the interaction effect of gender and treatment conditions on attitude to bullying reveals that whereas Inhibitory Modelling technique was more effective in modifying the female
participants’ inappropriate attitude to bullying, Social Skills Training and Persuasion were more effective for the male participants.

5. Social Skills Training, Inhibitory Modelling and Persuasion are all significantly effective in modifying the involvement of the participants in bullying behaviour. The Inhibitory Modelling proved to be the most superior technique for modifying the involvement of the participants in bullying behaviour, followed by Persuasion and lastly by Social Skills Training.

6. Both the Social Skills Training and Inhibitory Modelling are effective intervention techniques for boosting the participants’ interpersonal orientation, but social skills training was superior. Persuasion technique did not have any significant effect on the post-test mean scores of the participants’ Interpersonal Orientation.

7. Social Skills Training and Inhibitory Modelling are effective intervention techniques for boosting the participants’ self-esteem, but social skills training is superior. Persuasion technique did not have any significant effect on the post-test mean scores of the participants’ self-esteem.

8. Social Skills Training and Inhibitory Modelling are effective intervention techniques for boosting the participants’ assertiveness, but social skills training is superior. Persuasion technique does not have any significant effect on the post-test mean scores of the participants’ assertiveness.

9. Gender had significant effect on post-test scores of participants’ attitude to bullying behaviour, but had no significant effect on post-test scores of the participants’ involvement in bullying behaviour, interpersonal orientation, self-esteem and assertiveness.
10. The interaction effects of gender and experimental conditions made significant difference in the post-test mean scores of the participants’ attitude to bullying behaviour, involvement in bullying behaviour and self-esteem. However, the interactions between gender and experimental conditions made no significant difference in post-test scores on interpersonal orientation and assertiveness of the participants.
CHAPTER FIVE
DISCUSSION, SUMMARY AND RECOMMENDATIONS

5.0 Introduction
This chapter presents the discussion of the findings of this study, the implications of the findings for counselling, contributions of this study to Knowledge, recommendations which are made based on the findings of this study, some suggestion for further studies, summary of the study and conclusion.

5.1 Discussion of Findings
The study revealed that high percentage of the participants exhibited inappropriate attitude to bullying behaviour. Whereas 32.43% of the total number of participants exhibited appropriate attitude to bullying behaviour, 67.57% exhibited inappropriate attitude to bullying behaviour. The researcher is not surprised with this finding because of the prevalence of various kinds of bullying behaviour observable among the participants since it is said that attitudes have more influence on behaviour than other factors (Brehm, Kassin and Fein, 2002).

That bullying behaviour is very prevalent among senior secondary school students in Owerri, Nigeria with 57.43% of the participants as victims, 68.92% as bullies and 74.66% as bystanders in the various types of bullying behaviour is in agreement with the findings of Badejo and Ubangha (2002) who reported that over 60% of their respondents in Lagos, Nigeria agreed to have been involved in one form of bullying or the other. Omoteso (2010) and Egbochukwu (2007) came out with similar figures from Ile-Ife and Benin respectively. Apart from the Cyber bullying statistics which indicated that 77% of the students said they had been bullied in the
U.S., these figures are outrageously high compared to the world bullying statistics. For instance, in Hong Kong, Wong (2004) reports that 17.2% of the secondary school sample agreed to have been involved in bullying; in the U.S., Lumsden (2002), citing Bowman says that 30 percent of the students reported bullying others, being the target of bullies, or both; while Ando, Asakura, and Simons-Morton (2004) reports that the prevalence of bullying in the past 6 months among junior high school students in Japan was 17.2%, that of damaging properties was 29.4%, and that of violence toward others was 35.2%. All these suggest that Nigeria is one country in the world that requires bullying intervention.

This study also revealed that the male students are the leading action-initiative perpetrators of physical bullying while the female students are the leading action-initiative perpetrators of verbal bullying. This is consistent with Olweus (2003), Wong (2004), Badejo and Ubangha (2002) and Sullivan, Cleary and Sullivan (2005) among others whose researches show that boys are more aggressive physically than girls. However, it should be pointed out that both the boys and girls who participated in this study were highly involved in physical bullying. Contrary to the report of Bureau of Justice School Bullying Statistics and Cyber Bullying Statistics which says that 46% of male students and 26% of female students reported they had been in physical fights, this study shows that 77.85% of the male participants and 60.20% of the female participants are involved in physical bullying.

The finding that bullying can take place anywhere in the school compound and outside the school in all the schools is consistent with Obe (2009)'s report. However, the finding that the place which ranked the least indication that bullying would occur
is way to school while the way back from school ranked the highest indication that bullying would occur may be further investigated.

This study also found that Social Skills Training, Inhibitory Modelling and Persuasion are all significantly effective in modifying the attitudes of the participants to, and their involvement in bullying behaviour. That Social Skills Training was found to be effective in modifying the attitude and involvement of the participants in bullying behaviour supports the prescription of Wong (2004), who embarked on exploring effective ways to tackle bullying problems in Hong Kong. He referred to the elements adopted by National Education Protocol against Bullying initiated in the Netherlands which included social skills training for bullies and victims among others. He recommended from his findings that providing students with social skills and emotional-control training packages, among other elements are essential for dealing with problems of school violence. Though, Wong (2004) used all the students in the junior classes of secondary schools in Hong Kong, this study focussed on all senior secondary two students in Owerri, Nigeria. There still exists a great deal of agreement between the results of his work and the present one with regard to the efficacy of Social Skills Training in modifying bullying behaviour.

Social Skills Training provided special feelings of connectedness that appeared to have worked against aggression. Some of the scenarios created during the training offered the students some unique opportunities to ask for forgiveness from classmates, pledged their love and respect for one another, and took firm decisions to be more courteous to fellow students. A touching case was that of a boy who was nick-named “monkey” by his classmates, but in the course of the training, the whole
class asked him for forgiveness and pledged never to call him the name again. It was like a “miracle” as the boy reported two weeks later that his classmates had stopped calling him “monkey”. He was very happy and expressed feelings of connectedness with his classmates. The experience of this boy is supported by Owens and Black (as cited by Raskauskas and Stoltz, 2004) that programmes which provide youths with prosocial and empowering opportunities within their school and community can promote feelings of connectedness in order to reduce relational aggression - a form of bullying that is a problem for adolescent girls. The findings also supported Ando, Asakura, Ando and Simons-Morton (2007), who tested the efficacy of a school-based, social-skills training programme in preventing aggressive behaviour (violence toward others, damaging property, and bullying) among early adolescents in Japan. Based on their study of 104 students drawn from four seventh-grade classes (age range =12 to 13 years) in one public junior high school in Tokyo, they found out that there was a significant effect of the programme from Time 1 to Time 2 in the FT (first treatment) group but no effect in the DT (delayed treatment) group from Time 2 to Time 3. They concluded that their study provided some promising evidence for the potential of social-skills training to increase classmate relationships.

It is expected that when classmates relationships are improved, the individual’s social environments are enhanced positively and in keeping with the Social Learning theory of Bandura (1977), which says that an individual’s environment affects the development of personal characteristics as well as the person’s behaviour, and an individual’s behaviour may change their environment as well as the way the individual thinks or feels. It follows, therefore, that when the social climate of the
participants (environment) were affected by the activities they were exposed to during the Social Skills Training, their attitudes (thinks or feels) were also affected, and in turn their involvement (overt response) to bullying behaviour was affected.

Inhibitory Modelling was found to be effective in modifying the attitude to, and involvement of the participants in bullying behaviour. This finding evidences the assertion of Corey (2008), which says that behaviour of an individual or a group (the model) acts as a stimulus for similar attitudes, and behaviour on the part of observers. It is a generally accepted fact that people often learn social attitude and behaviour simply by watching other people, known technically as “models” (Cardwell and Flanagan, 2003; Haralambos and Holborn, 2008; Taylor, Peplau and Sears, 2006). Many of the students imbibed bullying attitude and behaviour from observing the seniors who serve as dis-inhibitory models bullying others, they tend to imitate them. This was more facilitated when the seniors’ bullying behaviour was not punished but they were rather hailed by their peers and the bullies were accorded much ‘respect’ by both their mates and the juniors.

However, when the students were presented with inhibitory models (ex-cultists, well known miscreants in their environments and teenage prison inmates) in the treatment package, the paradigm appeared to have shifted from hailing and respecting the bullies to feelings of disgust, regrets and pity. The use of teenage prison inmates was very captivating because the students were apt to identify with them. This may have influenced the observed change in attitude and behaviour towards bullying by the participants in this study. It is not therefore surprising that
Inhibitory Modelling emerged the most superior technique among the three for modifying the involvement of the participants in bullying behaviour.

The effectiveness of Persuasion in modifying the attitude of the participants to, and involvement in bullying behaviour is not surprising because the Persuasion technique involved such elements which stimulated and tasked the students’ thoughtful involvement and contributions in the treatment package. The debates and group assignments seriously engaged their minds and those who spoke in favour of bullying decided to change their stands half-way in the debate in order not to lose woefully. Persuasion technique also appears to have intensely drawn the participants’ attention to the numerous irrational thoughts and illogical beliefs that kick-start and maintain bullying among students. At the same time, participants were helped to appreciate what they stand to benefit when they desist from bullying. The method was similar to cognitive restructuring technique used by Badejo and Ubangha (2002) to help bullies and victims acquire insight into their problems and to apply the knowledge to the resolution of the problem. According to them, cognitive restructuring procedure, derived from Rational Emotive Therapy which included teaching, tutoring, rational emotive imagery and homework was applied to the two treatment groups of twelve students each. Persuasion technique did not have any significant effect on the post-test mean scores of the participants’ Interpersonal Orientation, self-esteem and assertiveness. This may require more investigations.

Social Skills Training appears to be the most effective technique in helping the participants to increase their interpersonal orientation, self-esteem and assertiveness. This is not surprising to the researcher as social skills training had
been known to be effective in improving various coping skills that promote interpersonal relationships in social settings (Raskauskas and Stoltz, 2004).

The significant difference in the post-test scores in attitude to bullying due to gender was because the female participants appeared to have gotten more appropriate post-test mean scores than the male participants. This finding supports that of Salmivalli and Voeten (2004), when they examined the connections between attitudes, group norms, and students’ behaviour in bullying situations (bullying others, assisting the bully, reinforcing the bully, defending the victim, or staying outside bullying situations) among 1220 elementary school children (600 girls and 620 boys) from 48 school classes in 16 Finnish schools. Girls on average tended to have stronger anti-bullying attitudes than boys, and there was a higher within classroom variance for boys (1.85) than for girls (0.99).

That there is no significant difference in post-test scores on interpersonal orientation, self-esteem and assertiveness due to gender difference may require more investigations. The findings also show that there is no significant difference in the post-test scores on involvement in bullying due to gender difference of the participants, while there is significant difference in the post-test mean scores on involvement in bullying due to interaction effects of gender and experimental conditions. This is equally in support of the findings of Ando, Asakura, Ando, and Simons-Morton (2007), when they tested the efficacy of a school-based, social-skills training program in preventing aggressive behaviour (violence toward others, damaging property, and bullying) among early adolescents in Japan. Their ANCOVA showed no significant gender difference between the first treatment (FT) and the
(delayed treatment) DT group, and the Group by Gender interaction and Time by Gender interaction effects were significant.

5.2 Implications for Counselling

The findings of this study have far reaching implications for practising guidance counsellors, teachers, school heads and administrators in the Nigerian schools.

1. The study revealed that bullying is highly endemic among senior secondary school students in Owerri. Considering the fact that bullying has numerous debilitating consequences on bullies, victims, bystanders, general school programmes and the entire nation, there is urgent need for counsellors to embark on awareness talks on the consequences of bullying during the weekly moral instructions in the public secondary schools, orientation weeks and other special periodic programmes of the school.

The various acts which constitute physical, verbal, social and emotional bullying and the specific pains (physical, psychological and emotional pains) they inflict on the victims may be itemised and exposed to enable the bullies to come to the awareness of the extent of their wickedness to fellow students.

2. Teachers, counsellors and school administrators can tactfully find out the hidden corners of their schools where bullying takes place, mount security in such places and engage unused spaces in the schools for useful ventures. Counsellors may also warn students about the dangers of such areas in the school and town.

3. The study proved that each of the treatments (social skills training, inhibitory modelling and persuasion) is effective in modifying the students’ inappropriate
attitude to, and involvement in bullying. Counsellors can explore varieties of proven techniques such as these ones to proactively handle bullying problems among the students. The period for counselling in the schools’ time table could be properly utilised by counsellors to organise programmes that will inculcate and enhance the students’ social skills such as assertiveness, self-esteem, friendliness, refusal skills, defending others, forgiveness, courtesy etc. Appropriate social skills enhance feelings of connectedness among them and reduce incidences of bullying.

4. Counsellors can utilise inhibitory modelling technique to help students who are highly involved in bullying and are rated as potential criminals, instead of waiting till the time such students will be arrested and put in prison cells. This could be done with video tapes, visits to prison, visits to motor parks and by bringing a willing model to the school.

5. Teachers, counsellors and school administrators can drive home the consequences of bullying vis-à-vis the benefits of staying away from bullying through the intra-class, inter-class, inter-club and inter-school debates on topics that will help to highlight the pros and cons of bullying. Seminars and symposia on anti-bullying topics could also be organised during orientation programmes and Counselling week. Posters which have write ups against bullying can be tactfully placed in strategic areas of the schools and web-sites for students.

6. Counsellors can utilise the bullying questionnaire and attitude to bullying rating scale generated and compiled for this study to assess the nature of their schools’ bullying climate.
5.3 Contributions to Knowledge

1. The study demonstrates that inhibitory modelling is a very effective technique in modifying the involvement of students in bullying behaviour.
2. Inhibitory modelling is effective in modifying students’ attitude to bullying behaviour.
3. Inhibitory Modelling technique is more effective in modifying the female participants’ inappropriate attitude to bullying, while Social Skills Training and Persuasion are more effective in modifying the male participants’ inappropriate attitude to bullying.
4. Persuasion is a very effective technique in modifying the attitude of students to bullying behaviour and also their involvement in bullying behaviour.
5. The study provides empirical data concerning the prevalence of bullying behaviour among students in senior secondary schools in Owerri, Nigeria which may serve as references for future researchers.
6. The study provides handy empirical data concerning the attitude to bullying behaviour among students in senior secondary schools in Owerri, Nigeria which may serve as references for future researchers.

5.4 Recommendations

Based on the findings of the study, the following recommendations are proffered:

1. The preponderance of bullying behaviour among secondary school students vis-à-vis the fact that bullying is an evil wind that blows no man any good calls for urgent need to mount anti-bullying campaign and policy against bullying in both the secondary and primary schools just as are the cases in most developed
societies. The government should borrow leaf from these countries and come up with a policy statement against bullying which schools will not only be mandated to uphold, but to be instituted and implemented.

2. Committees should be constituted in the various schools which should be in charge of the implementation of policies against bullying among the students, while the state government should institute monitoring team which should supervise the activities of the committees at the school level.

3. Teachers, counsellors, school heads and administrators should devote ample time to inculcate appropriate social skills into the students by deliberately teaching these social skills during moral instructions, orientation weeks and special school programmes. Counsellors should utilise the periods assigned for counselling in the schools’ time table for the dissemination of appropriate information that will aid students’ interpersonal relationships. This could also be carried out through co-curricular activities. Useful clubs and societies (such as literary and debating society, press club, JETS club, etc.) should be restored under the supervision of responsible teachers to engage the students in meaningful ventures during their leisure, since an idle mind is said to be the devil’s workshop.

4. Teachers, counsellors, school heads and administrators should educate the new students of the danger zones in the school and make every effort to eliminate such zones within the school premises.

5. Adequate class supervisions are recommended for both the junior and senior students since bullying is least experienced when teachers are in the classroom. If possible, teachers’ offices should be sandwiched between classrooms, instead of being far away and secluded from the classrooms.
6. Counsellors should ensure that they go the extra mile in finding out the social climate of their schools with regard to the inter-personal relationship of the students. With the help of teachers, school heads and administrators, they should utilise the bullying questionnaire generated in this study or any other good bullying questionnaire to assess their students’ involvement in bullying instead of falsely believing that bullying does not exist in their schools as was claimed by some of the school heads visited in the course of this study.

7. Students who are highly involved in bullying and are rated as potential criminals should be helped with special programmes that will enable them appreciate that bullying is an evil wind that blows no man any good. They should be taken to visit teenage inmates in the prisons to see for themselves some of the consequences of their present behaviour.

8. Teachers, counsellors, school heads and administrators should intervene whenever they witness any act of bullying among students and follow up reports brought to them to the end. This will encourage victims to feel better disposed to report cases of molestations by bullies and at the same time drive a point home to the bullies that bullying is not tolerated.

5.5 Suggestions for further studies

The following suggestions are made for further studies as a result of the findings from this study:

1. The present study which assessed and managed bullying behaviour among senior secondary school students in Owerri, Nigeria could be replicated in other parts of the country. The specific treatment techniques used to manage bullying in this study which include social skills training, inhibitory modelling
and persuasion could also be tried out by other researchers for modifying attitude to, and involvement in bullying.

2. The present study also reveals that whereas Inhibitory Modelling technique was more effective in modifying the female participants’ inappropriate attitude to bullying, Social Skills Training and Persuasion were more effective for the male participants. The reason behind this difference in the effectiveness of the treatment techniques due to gender could be further investigated by other researchers.

3. Assessment and management of bullying behaviour could also be extended to primary school children in both the urban and rural areas of Nigeria since there is proof from literature that bullying exist in primary schools and kindergarten.

5.6 Summary and Conclusion

This study was carried out to assess and manage bullying behaviour among senior secondary school students in Owerri, Nigeria. The attitude of the students to bullying and their involvement in bullying were assessed using the attitude to bullying rating scale (ABRS) and involvement in bullying rating scale (IBRS) compiled by the researcher. The IBRS delineated the types of bullying (physical, verbal, social and emotional bullying) prevalent among the students. The other instruments used include assertiveness scale for adolescents (ASA), Hare’s self-esteem scale (HSES) and liking people scale (LPS). All the instruments were used to obtain both the pre-treatment assessment scores and post-treatment assessment scores. The relative effectiveness of social skills training, inhibitory modelling and persuasion as intervention technique to modify bullying among students was also investigated.
All the senior secondary two students in Owerri metropolis constituted the population for the study. The initial sample for the study was 592 students drawn from 12 senior secondary schools in Owerri, while the treatment sample was 420 students. The non-equivalent control group design was used. Three research questions were raised and were descriptively answered, while seven research hypotheses were formulated and tested at 0.05 level of significance. The generated data for the testing of the hypotheses were analysed using 2x4- Analysis of Covariance (ANCOVA). All the hypotheses were rejected.

The findings from the study evidenced that 67.57% of the sample exhibited inappropriate attitude to bullying behaviour; A total of 57.43% of the participants were involved as victims, 68.92% of the participants were involved as bullies, while 74.66% of the students were involved as bystanders. In addition, the findings evidenced that Social Skills Training, Inhibitory Modelling and Persuasion are all efficacious in modifying the attitude to, and involvement in bullying by the students; though Persuasion and Inhibitory Modelling emerged superior to Social Skills Training. On the other hand, Social Skills Training proved to be the most superior technique for improving the participants’ inter-personal orientation, self-esteem and assertiveness. Furthermore, the findings evidenced that Inhibitory Modelling emerged to be the most superior technique for modifying the involvement of the participants in bullying behaviour, followed by Persuasion and lastly by Social Skills Training.
In conclusion, it is hoped that adequate attentions would be given to curb bullying activities among school children in every locality in Nigeria by teachers, counsellors, school heads, administrators of schools and the government.
REFERENCES


Wilson, C; Parry, L; Nettelbeck, T & Bell, J (2003). Conflict resolution tactics and bullying: The influence of social learning. Youth violence and juvenile Justice. An interdisciplinary Journal (YVJJ), 1 (1) 64-78


APPENDIX ONE

BATTERY OF QUESTIONNAIRE AND PSYCHOLOGICAL TESTS

Dear student,

This questionnaire is strictly for research purpose. You are required to respond to every part of it as sincere as possible. Your responses will be treated with utmost confidentiality.

Thank you.

SECTION A: DEMOGRAPHIC DATA

Please tick (✔️) or fill the gaps where applicable with the appropriate responses.

1. Name of school: ........................................ 2. Class: ...... 3. Age:......

4. Sex:  male... female... 5. Position in the family: (a) first born... (b) second... (c) last ... (d) only child... (e) others ..... (specify)

6. My parents are: (a) living together... (b) separated... (c) divorced... (d) dead... (both, mother, father).

7. Religion / Denomination ........................................ 8. Area / Place of domicile: (a) I live in the school hostel... (b) I live with only my father... (c) I live with my friends in rented apartment... (d) I live with only my mother... (e) I live with my mother and father... (f) I live with a relation... (specify .................)

9. Write down the area/street (not the street number) where you live ......................................................

10. Mode of transportation to school: (a) I walk to school ...., (b) I use public transport ... , (c) private car/bus arranged by my parent(s)/guardian brings me ..., (d) My parent(s)/guardian drives me down ...

13. Father’s occupation................................. 14.Mother’s occupation.........................

15. Highest level of education of father (a) Primary Education..... (b) Secondary Education... (c) Tertiary Education... 16. Highest level of education of mother (a) Primary Education..... (b) Secondary Education... (c) Tertiary Education...

Name of student (optional):.................................................................

FOR SECTIONS B, C & D:

**Circle** the appropriate number from **1 to 4** by the **right** hand side to indicate the **frequency** of any of acts. **Circle 1** if “never”; **2** if “once in awhile”; **3** if “about once a week”; **4** if “more than once a week”.

**SECTION B:**

Since the past four weeks in this school, **I have been made to feel bad and / or get physically hurt** in the following ways by my fellow student:

1. hitting (punching, kicking, shoving, pinching.)...................
2. use of knife or machete on me ...........................................
3. use of gun on me .................................................................
4. use of stone, wooden objects or any other weapon on me....
5. teased in very unfriendly way (mean teasing).................
6. side-lined/ purposefully left out of things /excluded........
7. had my things damaged or stole ...........................................
8. was horribly abused, cursed..............................................
9. was sexually harassed .........................................................
10. had a nasty racial remark made to me............................
11. received nasty letter(s)/stinker(s)/nasty texts message(s)....
12. was set up/arranged to enter into trouble by someone ......
13. someone said nasty things to make others dislike me......
14. had false/untrue and mean gossip spread about me ........
15 was called a ridiculous name........................................ 1 2 3 4
16 had rude gestures or mean faces made at me.............. 1 2 3 4
17 was made to do what I didn't want to do through threat and
    intimidation............................................................. 1 2 3 4

**SECTION C:**

Since I have been at school, I have made someone to feel bad and/or get **physically hurt** in the following ways:

1 hitting (punching, kicking, shoving, pinching.).............. 1 2 3 4
2 use of knife or machete on someone ............................ 1 2 3 4
3 use of gun on someone ............................................. 1 2 3 4
4 use of stone, wooden objects or any other weapon on
    someone................................................................... 1 2 3 4
5 Teased someone in very unfriendly way (mean
    teasing)..................................................................... 1 2 3 4
6 side-lined/ purposefully left out of things/excluded someone.... 1 2 3 4
7 had someone’s things damaged or stole ......................... 1 2 3 4
8 horribly abused, cursed someone.................................. 1 2 3 4
9 sexually harassed someone ........................................... 1 2 3 4
10 made nasty racial remark on someone............................. 1 2 3 4
11 sent nasty letter(s)/stinker(s)/nasty texts message(s) to someone... 1 2 3 4
12 set up/arranged for someone to enter into trouble .......... 1 2 3 4
13 said nasty things to make others dislike someone............ 1 2 3 4
14 spread false/untrue and mean gossip about someone ....... 1 2 3 4
15 called a ridiculous name at someone............................... 1 2 3 4
16 had rude gestures or mean faces made at someone me........ 1 2 3 4
17 made someone to do what he/she didn’t want to do through threat and
    intimidation............................................................. 1 2 3 4
SECTION D

Since I have been at school, I have watched/seen or heard about someone who was made to feel bad and/or get physically hurt in the following ways:

1. hitting (punching, kicking, shoving, pinching.) ................................. 1 2 3 4
2. use of knife or machete on someone ....................................................... 1 2 3 4
3. use of gun on someone ........................................................................ 1 2 3 4
4. use of stone, wooden objects or any other weapon on someone.................. 1 2 3 4
5. Teased someone in very unfriendly way (mean teasing).............................. 1 2 3 4
6. side-lined/ purposefully left out of things /excluded someone ...... 1 2 3 4
7. had someone’s things damaged or stole ................................................. 1 2 3 4
8. horribly abused, cursed someone ........................................................... 1 2 3 4
9. sexually harassed someone ......................................................................... 1 2 3 4
10. made nasty racial remark on someone ...................................................... 1 2 3 4
11. sent nasty letter(s)/stinker(s)/ nasty texts message(s) to someone... 1 2 3 4
12. set up/arranged for someone to enter into trouble ..................................... 1 2 3 4
13. said nasty things to make others dislike someone................................. 1 2 3 4
14. spread false/untrue and mean gossip about someone ............................ 1 2 3 4
15. called a ridiculous name at someone ...................................................... 1 2 3 4
16. had rude gestures or mean faces made at someone me......................... 1 2 3 4
17. made someone to do what he/she didn’t want to do through threat and intimidation................................................................. 1 2 3 4

SECTION E:

For each of the following statements, consider the option that best describes your feelings and/or opinion. Tick (✓) SA for STRONGLY AGREE, A for AGREE, D for DISAGREE and SD for STRONGLY DISAGREE.

<table>
<thead>
<tr>
<th>No.</th>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There is nothing wrong with teasing or calling a fellow student abusive names.</td>
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<td>2.</td>
<td>It is not proper to tease or call a fellow student abusive names.</td>
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<td>3.</td>
<td>The best way to get fellow students do what they don’t want to do is through threat and intimidation.</td>
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<tr>
<td>No.</td>
<td>STATEMENTS</td>
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<td>4.</td>
<td>I dislike the whole idea of bigger/older/senior students harassing the smaller/younger/junior ones.</td>
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<tr>
<td>5.</td>
<td>It is a normal school culture for the bigger/older/senior students to harass the smaller/younger /junior ones.</td>
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<td>6.</td>
<td>It is very possible for students to treat one another with respect at all times.</td>
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<td>7.</td>
<td>Schools should develop ways of punishing students who make others feel uncomfortable or scared.</td>
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<td>8.</td>
<td>Hitting or kicking a fellow student should not be frowned at because it is part of normal school life.</td>
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<td>9.</td>
<td>There is nothing wrong in extorting money from other students because mine was extorted some time ago.</td>
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<td>10.</td>
<td>It is very necessary to treat junior students in ways that should make them fear their seniors.</td>
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<td>11.</td>
<td>Teachers should intervene whenever they see students inflicting physical pain, calling abusive names, playing hurtful pranks, or publicly humiliating others.</td>
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<tr>
<td>12.</td>
<td>Students who engage in intentional, repeated hurtful acts – including hitting or kicking, inflicting physical pain, name-calling, hurtful pranks and public humiliation of others are usually in cults.</td>
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<td>13.</td>
<td>Students who engage in intentional, repeated hurtful acts – including hitting or kicking, inflicting physical pain, name-calling, hurtful pranks and public humiliation of others need to be taught better ways to behave.</td>
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<td>14.</td>
<td>Students who engage in intentional, repeated hurtful acts – including hitting or kicking, inflicting physical pain, name-calling, hurtful pranks and public humiliation of others are highly respected by others.</td>
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<td>15.</td>
<td>I hate students who engage in intentional, repeated hurtful acts – including hitting or kicking, inflicting physical pain, name-calling, hurtful pranks and public humiliation of others.</td>
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<tr>
<td>16.</td>
<td>Students who engage in intentional, repeated hurtful acts – including hitting or kicking, inflicting physical pain, name-calling, hurtful pranks and public humiliation of others are highly respected by teachers.</td>
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<tr>
<td>17.</td>
<td>Students who engage in intentional, repeated hurtful acts – including hitting or kicking, inflicting physical pain, name-calling, hurtful pranks and public humiliation of others are loved by other students.</td>
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<td>18.</td>
<td>It is fun watching students hitting, kicking, inflicting physical pain, calling abusive names, playing hurtful pranks and publicly humiliating others.</td>
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<td>19.</td>
<td>Peaceful schools give students the opportunity to learn and develop their potentials maximally.</td>
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<tr>
<td>20.</td>
<td>Any student could learn and develop their potentials maximally irrespective of whether the school environment is peaceful or not.</td>
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</table>
SECTION F

The following are likely areas in which students harass other students. Indicate whether you consider each of the areas so, by ticking (√) yes or no in the spaces provided.

(1) Classroom (with teacher in class) __yes __no
(2) Classroom (without teacher in class) __yes __no
(3) School field/playground __yes __no
(4) Stair ways __yes __no
(5) Corridors __yes __no
(6) Toilets end __yes __no
(7) Hostels __yes __no
(8) School canteens/kiosks __yes __no
(9) Way going to school __yes __no
(10) Way home from school __yes __no
(11) Other hidden corners of the school __yes __no

Please name/describe these hidden corners

(a) ........................................
(b) ..............................................(c) ..............................................

SECTION G

Please read the following statements. Each one describes a situation and a response. Try to imagine a situation in your life that is as close to the one described as possible, then read the response according to its similarity with what you would actually do in the real situation. Circle the letter that bears the response of your choice.
1. You and your best friend have four tickets for a football game. Your other two friends do not show up, leaving you both with an extra ticket. Your friend says, “If you give me your ticket, I will try to sell both”. Your best friend does sell both, but doesn’t give you your share of the money.

(A) You accept your friend’s actions because you think that your friend earned the extra money by selling the tickets.

(B) You say calmly, “Give me my money.”

(C) You say, “You crook. I am telling you now that if you don’t give me my money, it will be the end of our friendship.”

2. Your mother has sent you shopping for food. The supermarket is busy and you are waiting patiently at the counter to pay. Your mother has told you to hurry. Suddenly a woman behind you pushes you with her shopping basket and says, “Hey, you don’t mind if I go first, do you? I’m in a hurry.”

(A) You are not happy with the way she treats you, but you calm yourself down and say, “Okay,” and let the woman go first.

(B) You push the woman’s cart and say, “Why do you push in like that?” and refuse to give her your place in the line.

(C) You say, “Yes, I can see that, but I am in a hurry too. Please wait your turn or go to another counter.

3. A school friend of yours has been spreading lies about you. As a result, most of other friends now avoid you and talk about you behind your back. Today you happen to run into your school friend in the corridor during break. You are greeted as if nothing has happened.

(B) You talk with your friend and pretend that you do not know about the lies your friend has told.
(C) You say, “Well, well, I’m glad I have finally caught up with you. We have a little matter to settle, liar.”

(D) You say, “I am hurt by the rumours that you have been spreading about me. If you have a reason, I would like you to tell me so that we can get this matter sorted out.”

4. You often do favours for your friends. One of your friends, however, requests many more favours than the others. In fact, you think that some of this friend’s requests are unreasonable, and that you are being used. Today this friend again asks for a favour.

(A) You do the favour because friendship is very important to you.

(B) You tell your friend, “you are becoming a nuisance to me. Must you remain a parasite forever?”

(C) You say to your friend, “Lately you have been asking for a lot of favours and some of them have been unreasonable. This time I will say no. friendship is a two-way street”

5. You are a member of the school football or tennis ball team. The coach has promised that everyone will get a chance to play in this game. There are only ten minutes left to play in the game and the coach has not put you in yet.

(A) You get up, walk over to the coach, swear, and stomp out.

(B) You stay on the bench. You think you can learn a lot of things by watching others play.

(C) You approach the coach and remind him that you haven’t been in the game yet.

6. Today you got back your marked test paper. After talking to your classmates. You feel that one of your answers was not marked fairly. Later in the day your teacher greets you in the corridor.

(A) You say, “Please, may I come and see you. I believe one of my answers was not marked fairly. Could we go over it together?”
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(B) You say, “I think you have been very unfair to me.”

(C) You don’t think this is the time to argue about mark so you simply say, “Hi,” and continue walking.

7. A classmate of yours missed a test and asks you for your test paper when you are walking home together. You both know that the teacher is going to give the same test to those who missed the first one. You don’t think it is fair to allow your friend get a good grade by studying only the answers to the questions on the test.

(A) You refuse to give your test paper to your friend and say that you are no longer friends.

(B) You refuse to give your test paper to your friend and explain why you think it would be wrong for your friend to use it.

(C) Keeping a good friendship means a lot to you, so you give your classmate your test paper.

8. Your favourite teacher asks you to volunteer one or two hours a day to help with an extracurricular project. You are doing well in his class, but are behind in some of your other subjects and are afraid that you might fail.

(A) You say, “I don’t have that kind of time. Don’t you care that I may fail my other subjects?”

(B) You are not happy about doing it, but you are afraid that the teacher’s feeling will be hurt if you refuse. You agree to work on the project.

(C) You say “No,” and explained that you would like to help but you need the time to catch up on your other subjects.

9. You are having dinner at a friend’s house. After sitting down at the table you discover that everything is served on your plate, including a vegetable you hate. The vegetable
has made you sick in the past. Your friend’s mother says, “The rule in this house is that you eat everything on your plate.”

(A) You don’t wish to cause any embarrassment at your friend’s house, so you force yourself to eat the vegetable.

(B) You tell her that in the past this vegetable has made you sick and you don’t think that it will be wise for you to eat it now.

(C) To show your displeasure you hiss, get up, leave the table and go home.

10. You are standing in a line at the school top shop to buy sachet water during break. Your English Language teacher, who normally introduces her lessons in very interesting ways, is going to teach in your class in a few minutes and you don’t want to miss the beginning of her lesson. Finally, it gets to your turn. As the girl is about to serve you, a man behind you shouts his order and the girl starts to serve him first.

(A) You simply say, “Sorry, I was next,” and proceed to order your sachet water.

(B) You say to the man, “Why should you push in like that?” and then say to the girl, “What’s the idea of serving him first?”

(C) You are upset, but wait until the girl asks you what you want. However, you decide not to go there again.

11. You buy a game at a store. When you get home you discover that some of the pieces are missing. You go back to the store to ask for a refund or replacement. When you talk to the cashier about it, she says, “That’s too bad,” but does nothing about it.

(A) You say nothing, leave the store, and decide never to go back there again.

(B) You get angry at the cashier; throw the game on the floor, and walk out.

(C) You say, “I know it’s too bad, but I insist that the game be replaced or that a refund be given.”
12. Your teacher singles you out in class by saying loudly, “your answers to these problems are very similar to those of one of your classmates. I’ll let it pass this time, but don’t let it happen again.” You didn’t copy anybody’s work and your teacher is wrong in suggesting that you cheated.

(A) You don’t say anything, pick up a book, and start reading it as if you had never been spoken to.

(B) You say, “I didn’t cheat and I resent the suggestion that I did.”

(C) You are angry. You say, “See trouble. What have I done to you? You are always accusing me.”

13. You are travelling by a bus to another city. The bus is crowded and you are sitting in the no smoking section. The man sitting beside you is smoking one cigarette after another. You are beginning to feel sick.

(A) You do nothing, fight off the smoke and hope that the driver will come and give him a warning.

(B) You angrily stare at him and hope that he will get the message soon.

(C) You say to the man, “I would appreciate it if you would stop smoking because it is making me sick.”

14. It is Saturday and you have just finished your chores. Now you would like to go and play with your friends. Your mother, however, tells you that you are to baby-sit your younger sister for the afternoon.

(A) You say, “Mummy please, I’ve done enough work today. I would like to go out and play with my friends.”

(B) You don’t want to baby-sit, but you say, “Yes, mother.”

(C) You ignore your mother’s request and walk out of the house.
15. During an exam the student behind you asks for an eraser, you pass one back. The teacher sees this and accuses you of cheating.

(A) You are upset, but say, “I’m sorry,” and continue working on the exam.

(B) You tell the teacher that the student behind you asked for an eraser and that you passed one back.

(C) Realising that only your friend can help you, you look back at your friend hoping that he will speak on your behalf.

16. Your best friend has continually borrowed money from you for several days and hasn’t paid you back. Today you don’t have any money and need fifty naira to pay for a bottle of fanta. You asked your best friend for fifty naira and he refused to give you.

(A) Although you are hurt, you say nothing and decide that this is the end of your friendship.

(B) You say, “Isn’t it great when you continually ask me for money and I give you? Well, from now on you can forget about asking me for any money.”

(C) You say, “I’ve been lending money to you for several days and it bugs me that you can’t return the favour just once.”

17. You are waiting in line at a store, the customer in front of you has been chatting to the cashier for at least five minutes. It is almost supper time and you are in a hurry to get home.

(A) You say nothing, and walked out of the store without getting what you came for.

(B) You interrupt the cashier and the other customer and say, “Hey; don’t you people think it’s about time that you shut up? Can’t you see that I’ve been waiting here for more than five minutes?”

(C) You say, “excuse me, I have waited quite some time and would like to be served now.”
18. Today is Wednesday and your Mathematics assignment notebook is due on Friday. One of your friends who is behind in this subject asks to borrow your notebook to catch up. You need to do some more work on the notebook yourself.

(A) You lend your notebook for the sake of your friendship even though you have more work to do on it yourself.

(B) You say, “No, you may not have it. I still have work to do on it before Friday.”

(C) You say, “Impossible! This is not a friendship matter; I can’t afford to fail because of you.”

19. You are waiting at the bus stop with a lot of packages. When the bus arrives it is almost full and you are lucky to get the last seat. After you sit down you notice that you have dropped one of your packages. When you leave your seat to pick it up, someone else takes your seat.

(A) You don’t want to make a big fuss over a seat, so you say nothing and stand up in the aisle.

(B) You say, “Excuse me, that’s my seat.”

(C) You stare angrily at the person, hoping the person will get the message and give up the seat.

20. You and your classmate have just completed a school project together. You, however, have done most of the work. The teacher is very pleased, especially with the drawings you did. The teacher asks which one of you did the drawings. Before you can say anything, your classmate claims credit for doing them.

(A) You say, “That’s not true. I did the drawings.”

(B) You ignore what has been said because you don’t want to embarrass your classmate in front of your teacher.
(C) You say to your teacher, “He is a liar,” and say to your friend, “I will never work on another project with you again.”

21. Your teacher has told you that you have been doing very well in class lately, and that he will give you 10% bonus to move up the B grade you received on your first report card to an A grade. Today, you receive your final mark and discover with disbelief that it is still a B.

(A) You ask the teacher why you were given a B when you were told that your grade would be higher.

(B) You accept the fact that you received only a B, because you feel that you must have done something recently to change the teacher’s mind.

(C) You say nothing to your teacher, but spread the word among your friends that your teacher lies to you.

22. You have agreed to help wash your neighbour’s car for one hundred naira each day. You don’t really like the amount because the car is usually too dirty and always gives you a hard time to wash. Today is worse than usual. When your neighbour comes to pay you, he says he will give you only fifty naira.

(A) You say nothing, take the fifty naira, and decide that you will never wash his car again.

(B) You say, “you promised me one hundred naira. It is only fair that you give it to me.”

(C) You accept the fifty naira, throw it on the floor, stamp your feet on it and walk out on the man.

23. You are playing with your friends in the backyard. One of them accidentally breaks a neighbour’s window. Later, when the neighbour comes home, you are called over and blamed for breaking the window.

(A) You tell her that it was an accident, but that you didn’t do it.
226

(B) You say nothing, but the next day break another window on purpose.

(C) You say, “okay,” and accept the blame so that your friend will not get into trouble.

24. Your mother’s friend comes over to your house in the morning and asks you to run errands for her. It’s time to go to school and if you do this errand you will be late for your first lesson. To make matters worse, your mother supports her friend’s request.

(A) You refuse to do the errand and tell your mother’s friend to do it herself.

(B) You say nothing and do the errand, even though you’ll be late to school.

(C) You tell your mother and her friend that you have first lesson, and that you will be late if you run this errand.

25. You and your two friends are hungry, so you go to the nearest restaurant. The seller takes your order – two plates of rice with salad and one without salad. You hate salad.

When she brings the plates of rice, all three have salad on them.

(A) You say nothing, and separated the salad off the rice.

(B) You call the seller over and tell her that you ordered a plate of rice without salad.

You ask her to take back that one and get another one with no salad.

(C) You get angry at the seller and say, “you are deaf, lady, I told you I didn’t want any salad.”

26. Your best friend has asked to borrow the ring that your parents gave you for doing well in school last year. You value this ring very much and don’t want to lend it even to your best friend.

(A) You say, “No, this ring is very special to me and I wouldn’t lend it to anyone.”

(B) You don’t want to hurt your friend, so you let your best friend borrow the ring.

(C) You say, “Impossible, let me tell you, remove your eyes from this ring.”
27. You are at the stadium. It is very crowded but you find a very good spot and spread your handkerchief there while you go to get your friend. When you get back to your spot you find that someone has moved your handkerchief and two people are sitting there.

(A) You say nothing, pick up your handkerchief, and look for another spot.

(B) You tell the people that you were there first, and ask them to move to another spot.

(C) You say nothing but angrily stare at them, hoping that they get the message and move to a different place.

28. After school you stop at the corner store to buy some biscuits. As soon as you get outside, you realize that you have not been given the correct change. You go back into the store and tell the seller, but are not believed.

(A) You say to the seller, “you should believe me. I know that you don’t have to give me the five naira but I would appreciate it.”

(B) You tell the seller that you will never come back to this store again, and that you will tell your friends not to come here, either.

(C) You forget about trying to correct the error, and tell yourself that you won’t allow this happen again.

29. Your parents have just given you a new book. You proudly show it to your friend who immediately wants to borrow it for a day. You don’t want to lend it at this time because you have not had the chance to read it yourself. Your friend, however, insists on borrowing it.

(A) You tell your friend that you don’t want to lend it to her until you have had a chance to read it yourself.

(B) You say nothing and give the book to your friend, because you do not wish to argue with her.
(C) You get angry at your friend for asking to borrow your new book that you’ve not read.

30. You went with your friend to the hospital after school because your friend sprained an ankle in Physical Education class, you come back very late, and your father asks for an explanation. You tell him the truth. He calls you a liar and tells you to go to bed without a supper.

(A) You go to your room, thinking that this is the only way to keep peace in the family.

(B) You again tell your father what happened and suggest that he call the hospital and your teacher.

(C) You say to your father, “I’ve had enough. I don’t deserve this type of treatment. I won’t go to my room.”

31. You and your friend go over to a classmate’s home. You don’t know the classmate well and his/her parents are not home. While watching TV the classmate offers you and your friend cigarettes. Your friend accepts and they light up. You don’t want to smoke, but your friend and classmate tease you and laugh.

(A) You stand firm by simply saying, “No, I don’t want to smoke, but I guess you are in the mood for some jokes.”

(B) You don’t really want to, but you do because you don’t want them to laugh at you.

(C) You look at them angrily, get up and leave the house, not wanting to return.

32. A close friend of yours is nominated to be the class captain of your class. Another person, whom you believe would make a better captain, is also nominated. You are to vote by raising your hand. If you do not vote for your friend, you may hurt your friend’s feelings.

(A) You vote for the person who you believe will be the better captain.
(B) You don’t want your close friend to feel hurt, so you say, “this is nonsense, I’m not going to vote.”

(C) All of a sudden you remember that you have something else to do, excuse yourself, and say, “Go ahead and vote without me.”

33. You have been looking forward to going to your friend’s place after school to listen to a new music CD, and your mother has given you her permission. You rush home from school, drop off your books, and are about to leave when your mother says, “I would like you to tidy the sitting room. We are going to have some visitors this evening and I’m very busy.

(A) You pretend that you did not hear what your mother said and walk out.

(B) You say to your mother, “you told me I could go out. It’s not fair to ask me to stay home at the last minute.”

(C) You say to your mother, “you’re always interrupting my plans,” and rush out the door.

Section H
In the blank provided please tick ( ) the letter of the answer that best describes how you feel about the statements. There are no right or wrong answers.

SD= Strongly Disagree   D= Disagree   A= Agree   SA= Strongly Agree

<table>
<thead>
<tr>
<th>S/NO.</th>
<th>STATEMENT/ SESAC</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
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<tbody>
<tr>
<td>1</td>
<td>I have at least as many friends as other people of my age.</td>
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<td>2</td>
<td>I may not be as popular as other people of my age.</td>
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<td>3</td>
<td>The kinds of things that people my age like to do, I am at least as good as most other people.</td>
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<td>People of my age often pick on me.</td>
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<td>5</td>
<td>Other people think I am a lot of fun to be with.</td>
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<td>6</td>
<td>I usually keep to myself because I am not like other people my age.</td>
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<td>S/NO.</td>
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<td>7</td>
<td>Other people wish that they were like me.</td>
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<td>8</td>
<td>I wish I were a different kind of person because I would have more friends.</td>
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<td>9</td>
<td>If my group of friends decided to vote for leaders of their group I would be elected to a high position.</td>
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<td>10</td>
<td>When things get tough, I am not a person that other people my age would turn to for help.</td>
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<td>1</td>
<td>My parents are proud of the kind of person I am</td>
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<td>2</td>
<td>No one pays much attention to me at home</td>
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<td>3</td>
<td>My parents feel that I can be depended on.</td>
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<td>4</td>
<td>I often feel that if they could, my parents would trade me in for another child.</td>
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<td>5</td>
<td>My parents try to understand me.</td>
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<td>6</td>
<td>My parents expect too much of me.</td>
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<td>7</td>
<td>I am an important person to my family</td>
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<td>8</td>
<td>I often feel unwanted at home</td>
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<td>9</td>
<td>My parents believe that I will be a success in the future</td>
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<td>10</td>
<td>I often wish that I had been born into another family.</td>
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<tr>
<td>1</td>
<td>My teachers expect too much of me</td>
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<td>2</td>
<td>In the kinds of thing we do in school, I am at least as good as other people in my classes.</td>
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<td>3</td>
<td>I often feel worthless in school</td>
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<td>4</td>
<td>I am usually proud of my report card</td>
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<td>5</td>
<td>School is harder for me than most other people</td>
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<td>6</td>
<td>My teachers are usually happy with the kind of work I do.</td>
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<td>7</td>
<td>Most of my teacher’s do not understand me.</td>
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<td>8</td>
<td>I am an important person in my classes.</td>
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<td>9</td>
<td>It seems that no matter how hard I try, I never get the grades I deserve.</td>
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<td>10</td>
<td>All and all, I feel I’ve been very fortunate to have had the kinds of teachers I’ve had since I started school.</td>
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<td>1</td>
<td>Sometimes when people are talking to me, I, find myself wishing that they would leave.</td>
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<td>2</td>
<td>My need for people is quite low.</td>
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<td>3</td>
<td>One of the things wrong with people today is that they are too dependent upon other people.</td>
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<td>4</td>
<td>My happiest experiences involve other people.</td>
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<td>5</td>
<td>People are not important for my personal happiness.</td>
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<td>6</td>
<td>Personal character is developed in the stream of life.</td>
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<td>7</td>
<td>I could be happy living away from people.</td>
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<td>8</td>
<td>It is important to me to be able to get along with other people.</td>
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<td>9</td>
<td>No matter what I am doing, I would rather do it in the company of other people.</td>
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<td>10</td>
<td>There is no question about it—I like people.</td>
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<td>11</td>
<td>Personal character is developed in solitude.</td>
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<td>12</td>
<td>In general, I don't like people.</td>
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<tr>
<td>13</td>
<td>Except for my close friends, I don't like people.</td>
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<td>14</td>
<td>A person only has a limited amount of time and people tend to cut into it.</td>
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<tr>
<td>15</td>
<td>People are the most important thing in my life.</td>
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Understanding Bullying Behaviour:

i. Define bullying by filling the gaps:

Bullying is a d_______ , a__ ____ , s____-______ and a_______
behaviour.

ii. Define bullying in your own words:

...........................................................................................................
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iii. Classify the following acts into physical bullying, verbal bullying, emotional bullying and social bullying by simply writing either “p” for physical, “v” for verbal, “e” for emotional and “s” for social in the space provided beside each act:

Hitting (punching, kicking, shoving, pinching.) __, use of knife or machete on someone __, teasing someone in very unfriendly way (mean teasing)__ , sideline or purposefully leaving someone out of thing(s) __, horrible abuse __, curse, harassing someone sexually __, making a nasty racial remark on someone __, sending nasty letter(s)/stinker(s) to someone __, sending nasty texts message(s) to someone __, saying nasty things to make others dislike someone __, spreading false/untrue and mean gossip about someone __, making rude gestures or mean faces at someone __, get fellow students do what they don’t want to do through threat and intimidation __.
The triangular relationship that exists in bullying behaviour between the bully, victim and bystander:

Fig. 5

Bullying dynamics consists of these three participants. Bullying can only take place when the triangle is completed. The absence of one of them will dismantle the dynamics of the behaviour. Briefly explain the role of:

A bully______________________________________________________________

A victim____________________________________________________________

A bystander__________________________________________________________

Briefly explain why bullying is sustainable only when all the three characters above are present. .................................................................
........................................................................................................
............................................................................................................................

Consequences of bullying on the bullies, victim, bystanders and the entire school programme:

Bullies: If you are a bully, you will be hated by your teachers; avoided by good students; may be highly distracted from serious academic work since you spend much of your time scheming and strategizing on whom, how, and when to bully; you may continually live in fear of possible revenge by your victims, may be suspicious of movements around you and therefore may not have peace of mind, you may drop out of school; may easily graduate into criminal behaviour that require the use of weapon; may get imprisoned; become socially misfit; may also sustain injuries; may lose your own life.
Victims: If you are a victim of bulling, you may be made to feel hurt, worry, disturbed, depressed and insecure; you may lose property, have lower level of self-esteem, drop out of school, commit suicide or murder the bully. (Practical examples)

Bystanders: If you are a bystander who frequently observe bullying, you may also imbibe bullying culture as a result of social learning (imitation); physical bullying often involves use of weapons among adolescents in such ways that bystanders get injured, you may be coerced into a fighting gang or included in the list of “bad boys” and arrested when violence erupts.

The entire school programme: Bullying affects the social environment of a school, creating a climate of fear among students, inhibiting their ability to learn and leading to other anti social behaviour (Ericson, 2008). Bullying behaviour creates frustrating environments which easily trigger off violence, distract teachers from teaching, (recall what happens in the school any day there is a visit by the “The New Face Vigilante”), make teachers to feel insecure. Waste of time and money in dealing with police when violence erupts.

i. Assignment: In your small groups, list as many potential friendship problems that trigger bullying among students as you know (each group leader will read out his/her group’s answers next week).

Reviewing previous session’s activities:

Write down ten acts which are considered to be bullying behaviour and underline the ones that are applicable to you.

1. ..................2..................3...................4..........................5...........................

2. ..................2..................3...................4..........................5...........................

6. ..................2..................3...................4..........................5...........................

7. ..................2..................3...................4..........................5...........................

8. ..................2..................3...................4..........................5...........................

9. ..................2..................3...................4..........................5...........................

10. ..................2..................3...................4..........................5...........................
Also write down four consequences of bullying on a bully.

1. ..........................................................................................................................
2. ..........................................................................................................................
3. ..........................................................................................................................
4. ..........................................................................................................................

If you hear your name, you stand up and read out your responses.

**Friendship problems that trigger bullying**

List five major things that easily cause friendship problems that trigger bullying among secondary school students in your small groups.

i. ..........................................................................................................................
ii. ..........................................................................................................................
iii. ..........................................................................................................................
iv. ..........................................................................................................................
v. ..........................................................................................................................

a. Group leaders to read out each group’s responses and a total list of the friendship problems are written down for all to see.

**Identification and explanation of Social Skills that enhance interpersonal relationships among students:**

**Definition of ‘social skill’:** This is the various ways and qualities which a person uses to cultivate/develop, maintain or terminate a relationship with other peers without causing hurt, pains or misunderstanding. Some common social skills include: courtesy/politeness, friendliness, comforting, sharing, giving, co-operating, reassuring, support, listening, empathy, cheerfulness, appreciating, liking, helping, affirming, defending, refusing, creating personal space, forgiving, assertiveness, self-
control, respect for self and feelings of others, and high self-esteem among others. (each one is explained with illustrations or role play).

b. Select appropriate skills that you will like to use to best handle any of the friendship problems identified above. If you hear your name, you stand up and mention the friendship problems and the corresponding skills that can be best used to handle them.

c. Write down situations where you rightly applied or failed to apply any one of the social skills within the week, whether at home, school or outside the school.

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<th>S/N</th>
<th>Problem situation</th>
<th>Social skills applied</th>
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**Differences between aggression, assertiveness and passivity:**

**Aggression:** Aggression refers to acts that violate commonly accepted social norms proactively and manipulatively exhibited with the intention to hurt others.

Carefully study each of the following statements or acts and identify which of them is aggressive, passive and assertive.

a. You’re working on a project with a friend but you seem to be doing all the work. You say, “I’d like to see if we could finish in a different way to divide the responsibility. I feel I’m doing most of the work”.

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b. After waiting in a restaurant for 20 minutes, you loudly tell the host of your dissatisfaction and leave.

c. A very important person you have long desired comes to speak in your town. Afterwards you are too hesitant to go and meet him/her.

d. Your parents have been after you to spend more time with them; you tell them to stop nagging you.

e. Your neighbour’s music is disturbing you. You call and ask him/her “would you please turn it down?”

f. A repairman overcharged you. You explain that you feel the charges are excessive and ask for bill to be adjusted.

g. A person cuts in front of you in line, so you push him/her out of line.

h. When you’re feeling warm towards your parent/friend. It is difficult for you to express this to them.

i. You are delayed getting home because you stayed at a friend’s home too long. When your parent is angry, you tell him/her it’s none of his/her business.

Change the ones identified as aggressive and passive responses into assertive responses.

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________
a. Identification of the core values: By filling up the blank spaces define:

**Values**: the _____ people have about what is right and _____and what is most important in life that control their ____________.

**Core Values**: the values and beliefs which are basic and more important than any other.

Fill up the gaps to show six core values we have discussed: r_sp_ct for other people’s feelings, gr_ _ting, hard-w_ _k, sh_ring, f_rg_ v_ness, sinc_r_ty.

**Summary**

Briefly write down five things you benefited from this training:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

______________________________________________________________
APPENDIX THREE

WORKSHEET MANUAL FOR INHIBITORY MODELLING GROUP

Understanding Bullying Behaviour:

i. Define bullying by filling the gaps:

Bullying is a d_______ , a____, s____, and a______

ii. Define bullying in your own words:

..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................

Classify the following acts into physical bullying, verbal bullying, emotional bullying
and social bullying by simply writing either “p” for physical, “v” for verbal, “e” for
emotional and “s” for social in the space provided beside each act:

Hitting (punching, kicking, shoving, pinching.) __, use of knife or machete on
someone __, teasing someone in very unfriendly way (mean teasing)__, sideline or
purposefully leaving someone out of thing(s) __, horrible abuse __, curse, harassing
someone sexually __, making a nasty racial remark on someone __, sending nasty
letter(s)/stinker(s) to someone __, sending nasty texts message(s) to someone __,
saying nasty things to make others dislike someone __, spreading false/untrue and
mean gossip about someone __, making rude gestures or mean faces at someone
__, get fellow students do what they don’t want to do through threat and
intimidation __.
The triangular relationship that exists in bullying behaviour between the bully, victim and bystander:

Bullying dynamics consists of these three participants. Bullying can only take place when the triangle is completed. The absence of one of them will dismantle the dynamics of the behaviour. Briefly explain the role of:

A bully___________________________________________________________

A victim________________________________________________________

A bystander_____________________________________________________

Briefly explain why bullying is sustainable only when all the three characters above are present. ........................................................................................................................................................................................................

Consequences of bullying on the bullies, victim, bystanders and the entire school programme:

Bullies: If you are a bully, you will be hated by your teachers; avoided by good students; may be highly distracted from serious academic work since you spend much of your time scheming and strategizing on whom, how, and when to bully; you may continually live in fear of possible revenge by your victims, may be suspicious of movements around you and therefore may not have peace of mind, you may drop out of school; may easily graduate into criminal behaviour that require the use of weapon; may get imprisoned; become socially misfit; may also sustain injuries; may lose your own life.
Victims: If you are a victim of bullying, you may be made to feel hurt, worry, disturbed, depressed and insecure; you may lose property, have lower level of self-esteem, drop out of school, commit suicide or murder the bully. (Practical examples)

Bystanders: If you are a bystander who frequently observe bullying, you may also imbibe bullying culture as a result of social learning (imitation); physical bullying often involves use of weapons among adolescents in such ways that bystanders get injured, you may be coerced into a fighting gang or included in the list of “bad boys” and arrested when violence erupts.

The entire school programme: Bullying affects the social environment of a school, creating a climate of fear among students, inhibiting their ability to learn and leading to other anti social behaviour (Ericson, 2008). Bullying behaviour create frustrating environments which easily trigger off violence, distract teachers from teaching, (recall what happens in the school any day there is a visit by the “The New Face Vigilante”), make teachers to feel insecure. Waste of time and money in dealing with police when violence erupts.

Reviewing previous session’s activities:
Write down ten acts which are considered to be bullying behaviour and underline the ones that are applicable to you.

1. ..........................2..........................3.............................4.................................5.................................
6. ..........................7..........................8.............................9.................................10.................................
Also write down four consequences of bullying on a bully.

1. .............................................................................................................................
2. .............................................................................................................................
3. .............................................................................................................................
4. .............................................................................................................................
5. .............................................................................................................................

If you hear your name, you stand up and read out your responses.

**Summary**

Briefly write down five things you benefited from this training:

1. ................................................................................................................................
2. ................................................................................................................................
3. ................................................................................................................................
4. ................................................................................................................................
5. ................................................................................................................................
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       ........................................................................................................

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The triangular relationship that exists in bullying behaviour between the bully, victim and bystander:

![Diagram of a triangle with labels: victim, bully, bystander]

Bullying dynamics consists of these three participants. Bullying can only take place when the triangle is completed. The absence of one of them will dismantle the dynamics of the behaviour. Briefly explain the role of:

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- **A victim**
- **A bystander**

Briefly explain why bullying is sustainable only when all the three characters above are present.

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1..........................2..........................3..........................4..........................5..........................
6..........................7..........................8..........................9..........................10..........................

Also write down four consequences of bullying on a bully.

1..........................2..........................3..........................4..........................

If you hear your name, you stand up and read out your responses.
Irrational Thoughts and Bullying Behaviour.

Define the term “irrational thoughts”

Give three examples of irrational thoughts:
1.
2.
3.

Dispute each of them.
1.
2.
3.

Assignment: Write down five incentives or benefits you can get from bullying other students and ten things that you can benefit from keeping away from bullying and bring to class next meeting.

Five incentives or benefits from bullying
1. 
2. 
3. 
4. 
5. 

Ten things that you can benefit from keeping away from bullying

1. __________________________ 2. __________________________
3. __________________________ 4. __________________________
5. __________________________ 6. __________________________
7. __________________________ 8. __________________________
9. __________________________ 10. __________________________

If you hear your name, you stand up and read out what you wrote as five incentives or benefits from bullying and ten things that one can benefit from keeping away from bullying.

Questions and answers on the proper ways of winning respects and recognitions among one’s peers.

I. When do you feel respected by others? __________________________
   ___________________________________________________________________

II. Write down a major difference between respecting, fearing and avoiding someone? __________________________
   ___________________________________________________________________

III. Differentiate between being popular, famous and notorious. __________________________
   ___________________________________________________________________

Assignment: Every person should prepare a short speech on each of these two topics: (1) “Bullying – an evil wind that blows no man any good”. (2) “Being my brother’s keeper” and bring to the next meeting as your impromptu speeches on the topics.

Summary

Briefly write down five things you benefited from this training:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________