

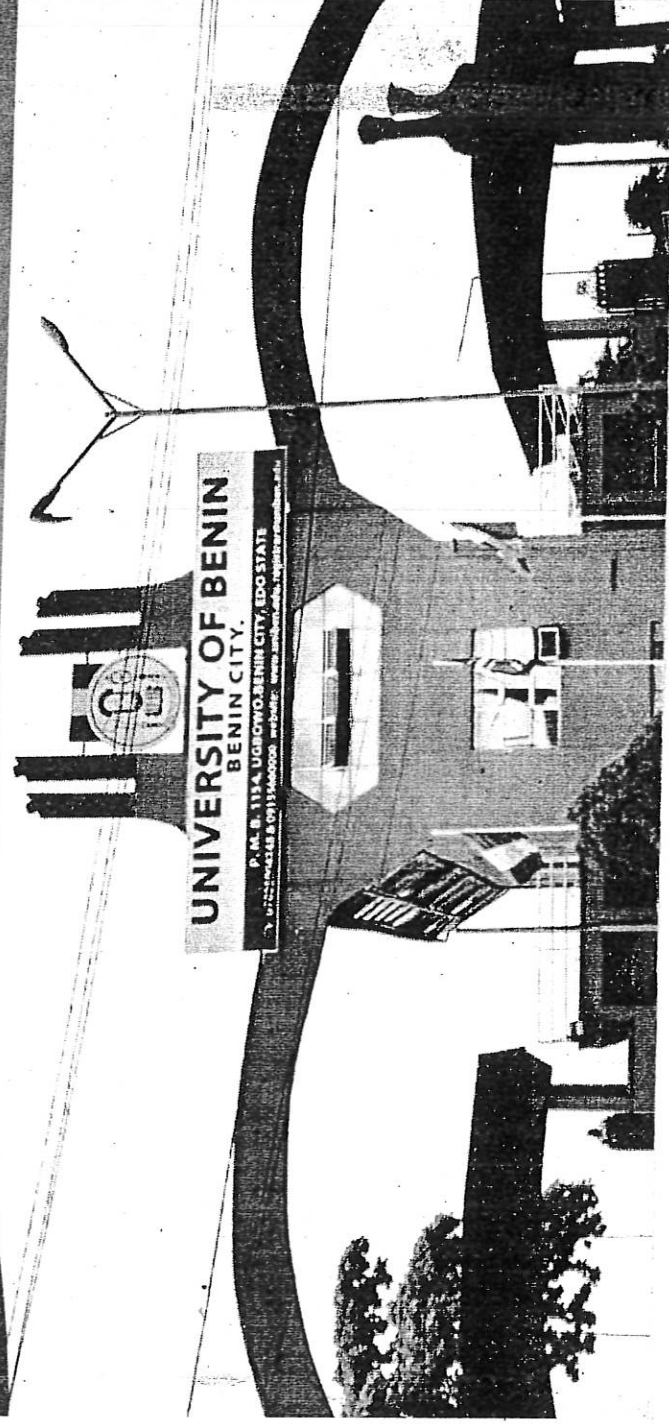


ISSN: 978-35468-9-9

Nigerian Journal of Educational Management

NUEM

VOLUME 6, NUMBER 1
MAY 2022



Department of Educational Management, University of Benin. Benin City, Nigeria
Nigerian Journal of Educational Management (NJEM)
Vol. 6, No. 1, MAY 2022

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THE EFFECTS OF SOCIAL-EMOTIONAL LEARNING AND CYBER BULLYING ON ADOLESCENTS ACHIEVEMENT IN ENGLISH LANGUAGE IN ROMAN CATHOLIC MISSION SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA.

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Abstract

Without a doubt, cases of cyber bullying plague students, mostly of adolescent age within the education system. Hence, there is an urgent need to salvage the situation. The employment of social-emotional learning becomes key in arriving at a safe haven for adolescent students to enable them attain their desired academic goal. Based on this premise, this study examines the impact of social-emotional learning and cyber bullying on achievement in English Language among adolescent students in some selected Catholic mission schools in Lagos State. The descriptive survey research design was adopted in carrying out the study. Multi-stage sampling technique was used in selecting 200 respondents in some selected Catholic Mission Secondary Schools in Lagos State. The instruments for the study were titled "Impact of Social-Emotional Learning and Cyber bullying" questionnaire (ISELC) and an "English Language Achievement Test" (ELAT), with a reliability coefficient of $r = 0.76$ and 0.83 . Four hypotheses guided the study at 0.05 level of significance. The results obtained among others showed that there is significant impact of social-emotional learning and cyber bullying on the achievements of students in English Language. Based on these findings, it was recommended that, government should equip teachers' by providing skills and capacity building workshops instructions, that will create positive teaching-learning environments, and address multiple risks as protective factors to tackle problem behaviours and mental health issues. Also, government, should make Social-Emotion Learning (SEL) competencies a promotion criterion for teachers.

Keywords: Social-Emotional Learning, Cyber bullying, Achievement, English Language, Adolescents

Introduction

The 21st century, which has come to be known as the "jet-age", is one era that has seen the gradual yet beautiful interventions in education. It is one era where education has taken a leap in the right direction. This is due to the emancipation of the internet, the cyberspace, and its likes that have made prominent the creation of the media platforms where human beings now interact with one another, making the world a broader yet interconnected hemisphere. We have seen innovations that have attracted many. Farhangpour, Maluleke, and Mutshaeni (2019) assert that it was not long ago that the world was introduced to the internet and cyber technology, yet these have crept into the lives of people from every corner of the world, surpassing any other form of technology in speed of expansion and popularity. With this, the most common device that has given popularity and accessibility of the internet and cyber technology to ordinary men and women is the mobile phone.

According to Statista (2016), in 2014 about 60% of the entire world's population already owned a mobile phone and it predicted that in 2017 this number would reach 4.77 billion. In another report on Statista on how many people have smartphones worldwide, between 2016 and 2021 as published by O'Dea (2020), it was reported that the number of smartphone users worldwide today surpasses three billion and it is forecast to further grow by several hundred million in the next few years. China, India, and the United States are the countries with the highest number of smartphone users, with each country easily surpassing the 100 million user mark. However, the statistic depicts the number of mobile-cellular subscriptions in Nigeria from 2000 to 2019. In 2019, the number of mobile subscriptions in Nigeria was 172 million. On the other hand, Skiba (2014) estimates that 79% of young adults aged 18-24 years have smartphones that allow them to connect to the internet.

Like almost all good things available to humanity, there have been negative sides and as such there is no gainsaying that the introduction of the jet age and all it came with has not had burgeoning effects on the life and wellbeing of humans, both young and old. Put in another perspective, it can be said that the overwhelming penetration of the mobile technology and increasing access to the internet has presented to its users a basket of good and bad fruits; there are many advantages as well as challenges which contribute to the effects of the use of the cyberspace. As aforementioned, one of the many key areas where the internet, the cyberspace has the most grandiose effects is the education sector, with students having access to unlimited array of information and fostering interactions with peers at any place and time (Ortega-Baron, Buelga, Ayllon, Martinez-Ferrer and Cava, 2019). With the outbreak of the COVID-19 in 2019 and its christening as a global pandemic on March 11, 2020 (Ridwan, Ajide and Julius, 2020), the world societies were forced into

recesses, the safety of homes and the confinements to distancing with a bid to curb the spread of the virus that has become deadly, claiming the lives of over two (2) million people from over 106 million cases (worldometer, 2021).

This being the case, there was therefore the need for parents and students working with school managements to find alternative ways to enhance learning in the absence of the conventional physical learning. Nonetheless, this occasioned that students spend more time online than ever. This gave rise to the abuse of the technology and enabled new forms of violence with keen reference to cyberbullying, to emerge. For Michel and Heirman (2011), modern technology is like a double-edged sword; on the one hand it gives connectivity, on the other hand it increases emotional stress, exposing young internet users, adolescents, including students, to the mercy of cyber bullies. These victims under great emotional stress, are unable to concentrate on their studies, and thus their academic progress and achievement are adversely affected (Juliana, 2010). It is quite unfortunate that little attention is paid to this global problem of cyberbullying by institutions of learning, teachers, parents and emergency service providers. In sum, the depressing effect of cyberbullying prevents students from excelling in their studies (Lauren & Ratliffe, 2011).

Cyber bullying is defined as the intentional and aggressive behaviour repeated frequently over a period of time through the use (by any group or individual) of electronic devices against a victim who cannot easily defend him or herself (Menesini and Salmivalli, 2017). According to United Nations International Children Emergency Fund (UNICEF), it is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is a repeated behaviour, aimed at scaring, angering or shaming those who are targeted. It is pertinent to note that cyberbullying is a form of bullying which also takes the shape of either face-to-face contact or online confrontation. Cyber bullying has also been described synonymously as "cyber stalking" and in Nigeria such an action is addressed by the Cybercrimes Act of Nigeria 2015 as any course of conduct directed at a specific person that would cause a reasonable person to feel fear. By the provisions of the Act, the transmission of any communication through the means of a computer to bully, threaten or harass another person where such communication places another person in fear of death, violence or bodily harm amounts to cyber stalking (Adejoke, 2020). Cyberbullying is using the internet or cell phone to harass another person with text of pictures. As an act, it thrives electronically in the form a communication method which thrives through e-mail, instant messaging (IM), text messaging (SMS) by mobile phones, chats, websites, online web logs, online personal polling sites, and pagers (Kraft, 2006). It goes on including sending messages of threats or offensive words to the victims through different conduits. To do this, the aggressors often steal the

password or hack the social media account so as to gain access to the victim's social media account. Cyberbullying is a new type of intimidation and its varied forms of violation affect the victims and perpetrators in terms of psychosocial, affective, and academic problems (Nurfarahanah *et al*, 2019). Watts, Wagner, Valesquez, Behrens, (2017) describe seven types of cyber bullying: flaming, online harassment, cyberstalking, denigration, masquerading, trickery and outing, and exclusion. Flaming involves sending angry, rude, or vulgar messages via text or email about a person either to that person privately or to an online group. Harassment involves repeatedly sending offensive messages, and cyberstalking involves harassment online, with the offender sending threatening messages to his or her victim. Denigration occurs when the cyberbully sends blackmail messages about a person to others. Masquerading takes elements of harassment and denigration where the cyberbully pretends to be someone else and sends or posts threatening or harmful information about one person to other people. Trickery and outing occur when the cyberbully tricks an individual into providing embarrassing, private, or sensitive information and then posts or sends the information for others to view. Exclusion is deliberately leaving individuals out of an online group, thereby automatically stigmatizing the excluded individuals.

Peled (2019) offers additional types of cyberbullying such as: Fraping - where a person accesses the victim's social media account and impersonates them in an attempt to be funny or to ruin their reputation. Dissing - means sharing or posting cruel information online to ruin one's reputation or friendships with others. Trolling - is insulting an individual online to provoke them enough to get a response. Catfishing - is stealing one's online identity to re-create social networking profiles for deceptive purposes; such as signing up for services in the victim's name so that the victim receives emails or other offers for potentially embarrassing things as gay-rights newsletters or incontinence treatment. Phishing - a tactic that requires tricking, persuading or manipulating the target into revealing personal and/or financial information about themselves and/or their loved ones. Stalking - Online stalking when a person shares her personal information publicly through social networking websites. With this information, stalkers can send them personal messages, send mysterious gifts to someone's home address and more. Blackmail - Anonymous e-mails, phone-calls and private messages are often done to a person who bears secrets. Photographs & video - Threaten to share them publicly unless the victim complies with a particular demand; Distribute them via text or email, making it impossible for the victim to control who sees the picture; Publish the pictures on the Internet for anyone to view. Shunning - persistently avoid, ignore, or reject someone mainly from participating in social networks. Sexting - sending sexually explicit photographs or messages via mobile phone.

Research evidence revealed that bullying in schools, especially among adolescents, is causing unimaginable problems to parents, teachers, and students and to educational institutions. Researchers agree that the stressful impact of bullying is escalating with the rapid expansion of technological advancement (Patchin, 2011). Many students who are victims of cyberbullying suffer silently; they are reluctant to complain to the authorities or their parents owing to the social stigma attached to victims of bullies (Susan, 2011). As such parents, teachers and institutional authorities have to be on the lookout for such occurrences.

Some of the characteristics of cyber bullying, taking a cue from Faryadi (2011), include but not limited to the following: Dominance and Control; Antisocial Activities;; Impulsive and Easily Angered ;Little Empathy ;Defiant and Aggressive towards Parents and Teachers;Non-Gender and Age Specific: Cyber bullies are not restricted to a certain gender as it has been found to be done by both genders (male and female) although at varying degrees (Ybarra & Mitchell, 2004b).

1. **Anonymity:** This is a characteristic provided by the internet services and electronic devices which hide the identity of the cyberbully. It gives room for deindividuation and protects the bully from possible retaliation. On this, it has been found that students indicated text messaging as the most common form of cyberbullying due to one being able to remain anonymous (Smith et al., 2008), and accessing the internet in private (that is, at home) was found to differentiate between harassers and non-harassers online (Ybarra & Mitchell, 2004b).
2. **ICT Abilities and Availability:** Another prerequisite for cyberbullying others is the ability to use and the availability of the technologies in question. Cyberbullies state that these provide a means to display their technological skills, or to hold high information and communication technology (ICT) ability beliefs. High ICT ability beliefs as well as time spent online are also associated with harassing others online (Go`rzig & O`lafsson, 2021; Ybarra & Mitchell, 2004b).

Cyber bullying exudes certain characteristics but it is also known to be propelled by certain causes. Some of these causes include pertinent social and individual issues such as family dynamics; poor parental management and less family security and engagement ;domestic violence; adolescent's zest for power and control ;peer group pressure; negative school environment: community and cultural influences.

As these findings point, cyberbullying does not occur in isolation. It stems from complex interactions among individuals and the context in which they function. These characteristics and causes can be found within and among the cyberbullies albeit with degrees of differences.

From this, teachers and educators need to tackle this teething menace, and one good way to curb it according to scholars is through social-emotional learning, which is a process by which students are taught to comprehend and manage their feelings (Emma, 2020). It is a step taken to improve school climate and encourage positive interactions; it also fosters an overall climate of inclusion, warmth, and respect, and promotes the development of core social and emotional skills among students and staff. From the Collaborative for Academic, Social, and Emotional Learning (CASEL) briefs (2007), we deduce that social-emotional learning is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging social situations constructively. These competencies are sometimes described using other labels, such as character or non cognitive skills (Grant, Hamilton, Wrabel, Gomez, Whitaker and Tamargo, 2017). Going by a 2012 report from the National Research Council(NRC) of the United States of America, which provides a summary on these competencies in view, there are three broad areas which portend successful experiences for students in school in their quest for academic excellence and achievements. These areas include:

1. **Cognitive Competencies:** This area captures issues such as mastery of academic content in subjects such as mathematics, language arts, sciences, etc and skills related to critical thinking, creativity and argumentation.
2. **Intrapersonal competencies:** This area includes attitudes and behaviours, such as conscientiousness, initiative, flexibility, emotional regulations, and grit, which can affect how students apply themselves in school and in other places.
3. **Interpersonal competencies:** This area deals with needful skills on how to relate with and to other people, such as communication, collaboration, conflict resolution, and leadership.

Albeit the categories adumbrated above, what is of concern to us in relation to social emotional learning are the intrapersonal and interpersonal competencies. This is so because these are most often described as having a more direct link with social emotional learning.

One of the champions of this is the Collaborative for Academic, Social, and Emotional Learning (CASEL) whose development of the nature of social emotional learning as birthed five dimensions which include:

- **Self-Awareness:** This emphasizes the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behaviour's. Put differently, it is the ability to accurately access one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mind-set'.
- **Self-Management:** This category is concerned with the ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. It is summed up as the ability to set and work toward personal and academic goals.
- **Social Awareness:** This deals with the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It is also the ability to understand social and ethical norms for behaviours and to recognize family, school, and community resources and supports.
- **Relationship Skills:** This is the ability to establish and maintain a healthy and rewarding relationship with diverse individuals and groups. It is said to be the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible Decision-Making:** This is the ability to make constructive choices about personal behaviours and social interactions based on ethical standards, safety concerns, and social norms such as appropriate standards of conduct, respect for others and likely consequences of various actions. It involves applying decision making-skills to academic and social situations; and contributing to the wellbeing of one's school and community.

Based on the above, it is imperative to state that on the one hand, CASEL's categories of self-awareness and self-management, can be situated within the intrapersonal framework stemming from National Research Council(NRC), while on the other hand the social awareness and relationship skills fall within spectrum of interpersonal dimensions of the NRC report. Conversely, the responsible decision-making category has aspects of both intrapersonal and interpersonal dimensions and competencies. Without doubt, these skills as stated above help adolescent students stay calm in moments of anger, initiate friendships, resolve relationship conflicts respectfully and make ethical and safe choices.

To bring this to bear, it is necessary that adolescent students are groomed in an academic and social environment that is safe, nurturing, and well-managed; where they feel loved, valued, and respected; where they can have meaningful and respectful interactions with others who are socially and emotionally competent; and to receive positive and specific guidance. To put this simply, the environment must be one which is bereft of bullying in all its forms.

This is imperative seeing that the objective is the enhancement of the levels of achievements of students and adolescents especially in their attainment of success in English Language. The is based on the assumption that for any child to attain positive achievements in his or her intellectual discipline, the adolescent must be emotionally and socially stable. This points out that there is a link between cyber bullying and its effects on adolescents, as well as the use of social emotional learning and the achievements of the adolescents. Farhangpour *et al* (2019) opined that learners need to concentrate during lessons to perform at their best in school, but being bullied makes it hard for them to concentrate and pay attention in class. Going on, he avowed a study conducted by Hureva (2012) which shows that 62% of learners who are victims of bullying did not pay attention to schoolwork, and 5% said they were always thinking of the bullies. In the same vein, Shariff (2008), Myburgh and Poggenpoel (2009) and Hixon (2009) maintain that bullying often leaves victims with mental anguish and destroys their self-esteem, which leads to a drop in academic performance.

This connection between cyber bullying and the academic performance *cum* achievement of students is harped by the relevance of social emotional learning as a potent antidote to the menace. Hence, Weissberg (2016), referencing Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011), asserts that research shows that social emotional learning not only improves achievement by an average of 11 percentile points, but it also increases pro-social behaviours (such as kindness, sharing, and empathy), improves students' attitudes towards school, and reduces depression and stress among students. To achieve this and bring about positive achievements in their studies and relationships among adolescents, the Collaborative for Academic, Social, and Emotional Learning, as opined by Zins and Elias (2019), offers five core categories: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are core Social, Emotional Learning skills that are foundational competencies students need in order to deal with bullying.

The adolescents under study are students within the ages of 10 and 19 years old. These, according to the World Health Organization, are people who fall within the range of young people, individuals between 10 and 24 years old. These are the young people who are keen on the use of digital technology, and with the integration of technology into the education system, expanding beyond the school yard, they tend to

become aggressive online, a learned behaviour that develops as youth interact with others in both school and family cultures (Vygotsky, 1978). These adolescents are students and this learned behaviour has a way of prevailing on their studies, particularly their core subjects such as English Language. They also exist within the Catholic Mission Secondary Schools and College, and thus are worthy of being examined.

Without doubt, bullying is a complex situation within the academic milieu. It is a social menace which has links to the cultural, social, familial, and personal aspects of lives of its victims. As such, this study attempts a revelation of the nature between cyber bullying and the achievements of adolescents, and, with the use of social-emotional learning techniques, examine whether the achievements of adolescents can be impacted by the frequency of cyber bullying in some selected Catholic Mission Schools in Lagos State. Impact here would mean according to the Cambridge English Dictionary, the force or action of one object hitting another. It is also a powerful effect that something, especially something new, has on a situation or person. Subtly put, it is the strong force of impression of one thing on another. It is also a significant or major effect of somebody or something on another. While achievement will be used in terms of something that a person, company, or a group has done or finished successfully. It is against this backdrop that this study attempts to assess the effect of social-emotional learning and cyber bullying on adolescents achievement in English Language in some selected Roman Catholic Mission Secondary Schools in Lagos State.

Statement of Problem

The academic performance of students is a major concern for teachers, students as well as their parents. School administrators and teachers spend resources to assist the adolescents in their charge especially to ensure that their achievement status does not nosedive. This is because today's schools are increasingly becoming multicultural and multilingual, teeming with adolescents who hail from diverse social and economic backgrounds, with adolescents who have been exposed to a lot courtesy of the cyberspace due to their constant use and exposure to it.

Some researcher evidenced revealed that bully-victims and students exposed to more than one type of violence such as sexual abuse, or cyber bullying, scored lower on measures of academic achievement which has a negative impact on their grades.

Adolescents have continued to develop covert ways of misusing digital technology and this has led to many youngsters being placed in the position of victims of cyber bullying and sexual harassment. Some adolescents have become victims of Facebook depression as well, which is defined by some psychologists as the result of spending too much time on the internet and on social media sites. Some adolescents

experienced online aggression while they interacted with other people on such media sites such as Facebook, Instagram messengers, WhatsApp, and other sites and suffer from the menace as injuries sustained are psychological and do not typically escalate to a physical conflict.

However, it has been found that self-harming behaviours (suicide tendencies) resulting from cyber bullying have increased over the last couple of years with the number of victims and perpetrators growing, while the victims suffer silently, indicating attempts to cover up the psychological ramifications of their pain. In the area of their academics, and under great emotional stress, victims of cyberbullying are unable to concentrate on their studies, and thus their academic progress is adversely affected due to its depressive effect. Since, victims are often hurt psychologically, the depressive effect of cyber bullying prevents students from excelling academically. The harmful effect cyberbullying on the academic achievements of adolescent students includes depression and anxiety, emotional, psychological and intellectual stress, truancy, low self-esteem, lack of or difficulty with concentration, insomnia, feeling insecure in school, absenteeism, substance abuse, drug abuse, dropout of school, social isolation, and the hatred for the school environment among others.

Based on this, the study examined the effect of cyber bullying on achievements in English Language among adolescents in some selected Catholic Mission Secondary Schools in Lagos State as a veritable path towards the attainment of self-preservation for the students and ensure a holistic development. Bearing in mind that the emotional state of students contributes in some ways to the academic output of students

Purpose of Study

The purpose of this study is to evaluate the effects of social-emotional learning and cyber bullying on the achievement in English Language of adolescents in some selected Catholic Mission Secondary Schools in Lagos State. Other objectives include:

1. Determine the effects of social-emotional learning on achievement in English Language.
2. Determine the effects of cyber bullying on achievement in English Language.
3. Determine if there is any difference of social-emotional learning and cyber bullying and their effects on achievement in English Language.
4. Determine the relationship between social-emotional learning and cyber bullying and their effects on achievement in English Language.

Hypotheses

The following hypotheses will be tested:

Ho₁: There are no significant effects of social-emotional learning on the achievements of students in English Language.

Ho₂: There are no significant effects of cyber bullying on the achievements of students in English Language.

Ho₃: There is no significant difference between social-emotional learning and cyber bullying and their effects on the achievements of adolescents in English Language.

Ho₄: There is no significant relationship between social-emotional learning and cyber bullying and their effects on the achievement of adolescents in English Language.

Methodology

Research Design

The descriptive survey research design was adopted in carrying out the study. Nwadinigwe (2012) explained that descriptive survey design is a research method which enables the researcher to obtain the opinions of a representative sample of a target population so as to infer the perception or view of the entire population.

Population of Study

The population for the study comprised all secondary schools students 'in the Directorate of Education of Catholic Archdiocese of Lagos.

Sample and Sampling Technique

Multistage simple random sampling technique was used to select participants for the study. Firstly, the Directorate was divided into 3 deaneries/districts (Lagos Island, Epe and Yaba). Secondly, purposive sampling method was used to select 5 secondary schools and colleges from the deaneries/districts and lastly, simple random sampling technique was employed in the selection of two hundred (200) secondary school students, with forty (40) students coming from each of the schools as the sample size across the 5 secondary schools and colleges

Research Instruments

The instruments used for this study were a questionnaire titled: "Impact of Social-Emotional Learning and Cyber bullying" questionnaire (ISELC), and an "English Language Achievement Test" (ELAT). The section dubbed "ISELC" comprises two sections A, and B. Section A contains data on the demographic characteristics of the respondents. Section B dwells on structured statements aligning with the research questions in the study. It contains items patterned along four Likert scale format of

“strongly agreed (SA)”, “agreed (A)”, “strongly disagreed (SD)”, and “disagreed (D)” .A twenty (20)-item multi-choice type English Language Achievement Test (ELAT) was constructed using past question papers of West Africa Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) 2016-2020 and given to the students.

Validity and Reliability of Research Instruments

The research instruments were given to experts in the field of measurement and evaluation. The experts helped to ascertain whether the items in the instruments were well structured to measure the variables of interest in the study, thereby ensuring the content validity of the research instruments. The instruments have a reliability of 0.82 for the questionnaires and 0.785 for the English-Language Achievement Test when tested during the pilot study..

Hypotheses Testing and Results

Ho1: There are no significant effects of social-emotional learning on the achievements of students in English Language.

Table.1: ANOVA on Social-Emotional Learning on the Achievements of Students in English Language

Socio-emotional					
	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	53.651	6	19.254	20.276	.000
Within Groups	168.920	193	2.991		
Total	246.861	199			

Table 1 shows that the F-value is 20.276 which is significant at $P < 0.05$ level . This implies that there is significant effect of social-emotional learning on the achievements of students in English Language. Thus, reject the null hypothesis Ho1.

Ho2: There is no significant effect of cyber bullying on the achievements of students in English Language.

Table 2: ANOVA on Cyber bullying and Achievements of Students in English Language CYBERBULLYING

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	53.651	6	18.343	19.362	.000
Within Groups	281.136	193	3.964		
Total	334.787	199			

Table 2 shows that the F-value is 19.362 which is significant at $P < 0.05$ level of significance. This implies that there is significant effects of cyber bullying on the achievements of students in English Language. Thus, reject the null hypothesis Ho2
Ho3: There is no significant difference between social-emotional learning and cyber bullying and their effects on the achievements of adolescents in English Language.

Table 3: Significant Differences between Social-Emotional Learning and Cyber bullying and their effects on the Achievements of Adolescents in English Language

Variables	N	Mean	Std. Deviation	Std. Error	t	Df	Sig.
Social- Achievement Emotional	200	36.2345	2.94361	.40651	3.2457	198	0.001
Cyberbullying	200	35.2000	2.73355	.24954			

Table 3 shows that the mean and standard deviation of social-emotional and cyber bullying are 36.2345, 35.2000 and 2.94361, 2.73355 respectively with t – values of 3.2457 which is significant at 0.05 level. This implies that there is significant difference between social-emotional learning and cyber bullying and their effects on the achievements of adolescents in English Language. Thus, reject the null hypothesis Ho3.

Ho4: The relationship between social-emotional learning and cyber bullying and their effects on the achievement of adolescents in English Language.

Table 4: Correlation Statistics on the Relationship between Social-Emotional Learning and Cyber bullying.

Variables	N	Mean	Std. Deviation	Std. Mean	Error	r	df	Sig.
Social-Emotional	200	36.2345	2.94361	.40651		.871	198	0.00
Cyberbullying	200	35.2000	2.73355	.24954				

Table 4 shows that the mean and standard deviation of social-emotional and cyber bullying are 36.2345, 35.200 and 2.94361, 2.73355 respectively with r – values of 0.871 which is significant at 0.05 level. This implies that there is significant relationship between social-emotional learning and cyber bullying and their effects on the achievements of adolescents in English Language. Thus, reject the null hypothesis Ho4.

Discussion of Findings

Findings from hypothesis 1 reveal that there is significant effect of social-emotional learning on the achievements of students in English Language. The discussion around twenty-first century competencies has rekindled the debate about the importance of developing social and emotional competencies in our children and young people. The promotion of social and emotional competencies within the educational context has seen advances and retreats. Faria's (2011) analysis clearly presents the introduction of disciplinary areas at certain times in the last 30 years (example: Project Area, Personal, and Social Development) and their exclusion. They see a preference for performance-oriented education vs. the integration of the personal and social competencies and the search for greater understanding of their contribution to preventing academic failure (Faria, 2013). They trace these changes to political changes within the Ministry of Education. School culture must also be referred to, namely teacher resistance to innovative practices that might bring improvements to students and to the school environment. The challenges of the twenty-first century on the one hand, on the other hand, the challenges of the education reforms were the motto for the public discussion of the Profile of students at the end of compulsory schooling. According to Martins et al. (2017), the discussion is based on a "model of schooling oriented toward student learning, which aims at both individual qualification and democratic citizenship". This is an important moment in the Portuguese context that we believe may bring important changes regarding the promotion of citizenship skills in our students.

Hypothesis 2 revealed that there is significant effects of cyberbullying on the achievements of students in English Language. Today our youth are addicted to using electronic communication tools. It is an undeniable fact that electronic-based communication has transformed our lives tremendously, but unfortunately, there is a dark side to this technological advancement. Cyberspace is a potential site for violence, victimization and oppression (Faye, Cook, Saini, Wu, & MacFadden, 2011). According to Olweus (1993), "a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students." Hence, bullying is showing aggressive behaviour to a person without any prior provocation with the intention of causing harm.

It also denotes that the harm is done repeatedly over time and there is a disparity in strength and power between the victims and cyber criminals. Electronic bullying or cyber bullying, according to Kowalski & Fedina (2011) simply indicates using the Internet to cause psychological and emotional disturbances. Olthof (2011) defines cyber bullying as a strategic behaviour of an individual to dominate another individual or a group of individuals. Online Oxford Dictionary defines cyber bullying as the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Cyber bullying is defined by Wikipedia as a deliberate act of aggression using technological advances such as internet to cause harm to a person. This aggression can be repeated, deliberate hostility.

Hypothesis 3 revealed that there is a significant difference between social-emotional learning and cyberbullying and their effects on the achievements of adolescents in English Language while Hypothesis 4 revealed that there is a significant relationship between social-emotional learning and cyberbullying and their effects on the achievements of adolescents in English Language. The two hypothesis are checking on students' achievements and similarities of social emotional learning and cyber bullying of children's socio emotional skills, the study will gather information on their family, school and community learning contexts, thus aiming to provide information about the conditions and practices that foster or hinder the development of these critical skills. The study began in mid-2017 and was carried out over a three-year period, with the main fieldwork taking in 2019 and the findings released later in 2020. The study draws on a well-known framework in the field of social and emotional skills – the Big Five model – to provide a general outline of how these skills should be organised. Social and emotional skills in this model are arranged hierarchically, with five general skill categories that can be split into narrower, lower-order skills. The broad categories of the Big Five are: openness to experience (open-mindedness), conscientiousness (task performance), emotional stability (emotional regulation), extraversion (engaging with others), and agreeableness (collaboration).

Each of the dimensions or categories encompasses a cluster of mutually related social and emotional skills. For example, task performance includes achievement orientation, reliability, self-control and persistence. Apart from demonstrating their mutual similarity, these groupings also ensure systematic, comprehensive and balanced consideration of individuals' social and emotional skills.

The study also includes the so-called "compound" skills. These skills represent combinations of two or more individual skills. For example, self-efficacy represents a combination of skills from the conscientiousness, emotional stability and extraversion categories of the Big Five. Compound skills are found to be useful for describing and

understanding certain aspects of behaviour and in many cases they are shown to affect important life outcomes.

Conclusions

The study concludes that there is a significant effect of social-emotional learning, there is a significant effect of cyber bullying, on the achievements of adolescents in English Language. Also, there is a significant difference between social-emotional learning and cyber bullying, there is a significant relationship between social-emotional learning and cyber bullying, and their effects on the achievements of adolescents in English Language.

Recommendations

From the findings of the study, it is hereby recommended that government and every education stakeholder should;

1. Make Social-Emotional Learning (SEL) competency a promotion criterion in school as proactive measures by providing skills instruction and creating positive learning environments.
2. Government should provide multiple risk and capacity building workshops (using SEL programming) as a protective factor to tackle problem behaviours and mental health issues.
3. Schools should select an evidence-based programmes that matches students' needs for SE competency promotion and supports school staff in improving the school environment.
4. Expand zero tolerance approaches to violence prevention to include a focus on teaching core SE skills and creating safe, caring learning environments.
5. Implement evidence-based programmes and practices with fidelity (as they are intended). Because programmes implementation quality influences outcomes, work with programmes developers if adaptations are needed to avoid interfering with the essential components that make the programmes work.
6. Address implementation issues by proactively anticipating barriers and responding effectively when issues arise.
7. Support classroom teachers in integrating SE competency promotion into core subject areas (e.g., language arts and empathy skills; science experiments and the problem-solving framework) and using SEL instructional practices (e.g., cooperative learning, dialogic inquiry) so that SEL can become a part of routine classroom practice throughout the day.
8. Seek out opportunities to integrate and reinforce the use of key SE knowledge, skills, and concepts from the evidence-based SEL school program at home,

through after-school programmes, and in targeted supports and interventions provided by school staff or community providers.

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