EFFECTS OF SELF-MANAGEMENT AND SOCIAL SKILLS COUNSELLING TECHNIQUES ON BULLYING BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN KATSINA STATE, NIGERIA.

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A Ph.D THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY, ZARIA. IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY (GUIDANCE AND COUNSELLING)

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
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ZARIA.

APRIL, 2016.

Declaration

I hereby declare that the work in the thesis entitled: "Effects of Self-Management and Social Skills Counselling Techniques on Bullying Behaviour Among Secondary School Students in Katsina State", has been undertaken by me in the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria, under the supervision of Professor Sani Sambo, Dr. Mustapha Ibrahim Abdullahi and Dr. Reverend Father Dominic Oliagba. All the sources of information obtained have been acknowledged in the body of the work and in the references. No part of this thesis was presented for another certificate at any institution of higher learning.

	.....	.....
Lawal Isiyaku	Signature	Date

Certification

This thesis entitled "Effects of Self-Management and Social Skills Counselling Techniques on Bullying Behaviour Among Secondary School Students in Katsina State" by Lawal Isiyaku meets all the rules and regulations governing the conferment of the degree of Doctor of Philosophy (Guidance and Counselling) of Ahmadu Bello University, Zaria and thus, approved for its humble contribution to the body of scientific knowledge and literary presentation.

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Dedication

This dissertation is hereby dedicated to my beloved parents namely; Alhaji Isiyaku Suleiman and hajiya Aminatu Abubakar, members of my family and brothers and sisters.

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All praise be to Almighty Allah whose unquantifiable assistance has made it possible for the work to see the light of the day. May the peace and blessings of Allah be upon the Prophet Muhammad, his family members, his companions and those who have followed the right path up to the Day of Judgment.

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Operational Definition of Terms

For the purpose of this study, the following terms are operationally defined:

Students' Bullying Behaviour: This refers to repeatedly aggressive acts by one or more students against another student together with difference in power between the perpetrator and the victim with the intention of inflicting hostile physical, verbal or cyber harm on the victim.

Self-Management Counselling Technique: This is the school bullies' self-belief of efficacy restored by the collective support among the researcher, their parents/guardians, siblings and other primary care-givers during the weekly counselling interactive sessions that led to positive behavioural change.

Social Skills Counselling Technique This is a counselling technique which involves assisting the school bullies to acquire skills for healthy and effective social interaction e.g starting conversation, eye contact, tone of voice etc.

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Abstract

This study examined the effects of self-management and social skills counselling techniques on bullying behaviour among secondary school students in Katsina State. Five objectives, five research questions and five hypotheses were raised to guide the study. The design of the study was a quasi-experimental involving pretest and posttest control group procedures. The total population of the study was one hundred and eighty (180) school bullies identified from a total of thirty thousand, three hundred and ninety two (30,392) secondary school students of three public secondary schools in Katsina metropolis. Out of this number, a total of one hundred and eighty (180) school bullies were identified with the help of the schools' management and their staff members. The researcher used purposive sampling technique in selecting thirty six (36) bullies to participate in the study. It was this number of bullies that were assigned to two treatment groups i.e the self-management and social skills counselling groups and one control group. The researcher used a researcher developed questionnaire titled: Students' Bullying Behaviour Questionnaire (SBBQ) for data collection. The researcher validated the instrument in Funtua Senatorial District using sample of students drawn from Funtua and Malumfashi secondary schools. The researcher established face and content validity for the instrument. The reliability coefficient of the instrument is 0.70 out of the five hypotheses of the study, three (3) were rejected while two (2) were retained. Both self-management and social skills counselling techniques were found to have effects on bullying behaviour of both male and female school bullies. Based on the findings, it was recommended that counsellors could use self-management and social skills counselling techniques for influencing positive behaviour change among school bullies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In Nigeria, secondary school students experience an increase in the rate of repeated acts of disturbances among them. On daily basis, there are a lot of media reports on students hurting their fellow students on several occasions through physical, verbal or cyber means that lead to suicide action by the victims to escape the seemingly endless negative relational behaviours. This situation or scenario indicates the daunting need for the study of negative relational acts among secondary school students that adversely affect their well being and academic performances and how they could be properly managed to ensure safety of students and other school community members.

Bullying behaviours among students are repeatedly aggressive acts by one or more students against another student with difference in power between the perpetrator and the victim with the intention of inflicting disturbing physical, verbal or cyber harm on the victim. Bullying behaviours among students are rampant social vices in schools today carried out through various means. Use of power to suppress the weak is the order of the day in secondary schools here in Nigeria and the world at large. Students who bully others regularly are at risk of a wide range of health, safety and educational problems, including injury requiring hospitalization, weapon carrying, setting fires and runaway episodes (Strabstein & Piazza, 2008). Students who bully others have a higher incidence of mental health problems (Kampulainen, 2008) than those students who do not bully (Zubrick, Sulburn & Gurrin, 1997). School bullies are also more likely to have low academic performance, are more unhappy at school and demonstrate an increased

likelihood of engaging in delinquent behaviours (Kumplainan & Rasanen, 2000; Vandel Wal, De-wit & Hirasing, 2003). School bullies also engage in smoking, drinking alcohol and substance use (Srabsteine & Prazza, 2008). Engaging in the above enumerated behaviours could lead to repeated negative relational behaviours exhibited by the school bullies that are inimical to the smooth running of school activities.

Bullying behaviour among students at school could adversely affect their physical, social and psychological well-being as well as their academic achievement. The victims of school bullying behaviours, tend to experience poorer health compared with those who do not have these nasty experiences. The victims of school bullying have somatic complaints and at greater risk of injury, (Gini & Pazzoli, 2009). They further have poorer self-esteem, more interpersonal difficulties, higher levels of loneliness, depression, increased anxiety and score higher on measures of suicide ideation (Kumplainen, 2008). As a result of these nasty experiences, the victims of bullying behaviours, are likely to dislike and want to avoid school. They suffer from impaired concentration in class work, subsequently their level of school attendance and academic performance tend to lower (Lumpert, 2009).

Bullying as already defined earlier can be defined as repeated aggressive behaviour within a relationship characterized by a real or perceived imbalance of power, in which the student exposed to the bullying actions cannot adequately defend him/herself (Olweus, 1999). Bullying is usually perpetrated by the older and more powerful students to disturb their weak and vulnerable school colleagues. In an effort to reduce the level of bullying behaviour among secondary school students, this study intends to use self-

management and social skills counselling techniques of behaviour modification to achieve positive behaviour change among school bullies.

The self-management counselling technique of behaviour modification originated from the work of Donald Meichenbaum in (1962) who used self-instructional now popularly known as the self-management counselling technique to help his Schzephrenic clients replace their maladaptive behaviour (maladaptive cognitions or maladaptive thought processes) with more rational and positive thoughts, particularly where they were in situations that were very challenging for them or when they were unable to control or manage themselves.

The counselling technique involves the use of positive self-talk initially overtly (loudly) and subsequently covertly (silently) until they were able to change their self-destructive thoughts that lead them to exhibit maladaptive behaviours such as bullying. Counselling in the use of such positive "self-talk" has been used to treat many problems involving achievement deficits, social anxiety and poor self-control and management. There is proving evidence to support the effectiveness of several of the cognitive behaviour therapies (Morgan, King, Weisz & Schopler, 2008). Bullying behaviour is a maladaptive behaviour that emanates from an individual's maladaptive thoughts. This is because an individual's thoughts usually lead to his/her actions and behaviours.

Self-management technique is a cognitive behavioural technique for encouraging desirable behaviours through involvement of parents, guardians and other family members in the counselling therapy sessions to ensure a collective approach towards managing the maladaptive behaviour. Training through this technique assists an individual to regulate his emotions to handle stress, control impulses and persevere in

overcoming obstacles, setting personal and academic goals and then monitoring one's progress towards achieving them and expressing emotions constructively. The skill also emphasizes establishing and maintaining healthy and rewarding relationships based on cooperation, resisting inappropriate social pressure, preventing, managing and resolving interpersonal conflict and seeking help when needed.

Self-management skills allow children to calm themselves when angry, initiate friendships, resolve relationship conflicts respectfully and make ethical and safe choice. To develop these capacities, children need to experience nurturing and well-managed environments where they feel valued and respected, to have meaningful interactions with others who are socially and emotionally competent and to receive positive and specific guidance. This is the reason why family members are involved in the treatment sessions.

The self-management counselling skill needs to be applied in helping school bullies to develop and maintain a healthy and acceptable relationship with school colleagues. This is because bullying is an intentional harm-doing, which happens repeatedly and over time. This affects wellbeing of the bully, his/her victims and those who are not directly involved but witness it regularly. This clearly shows that bullying occurs within an interpersonal relationship characterized by an imbalance of power. This therefore implies that skills of self-management that emphasize improving interpersonal relationships need to be applied to reduce the level of hurtful relationships between the powerful and the weak and vulnerable school colleagues.

Bullying behvaiour is also perpetrated by both male and female students. Male students are usually associated with physical and cyber form of bullying while female students are most often linked with verbal and cyber form of bullying. Bullying

behaviour no matter how it is exhibited, physical, verbal or through cyber means, it is hurtful and affects health and well-being of students in schools.

On the other hand, the social skills counselling technique is also a cognitive-behaviour technique that originated from the work of Bandura (1986), who combined both cognitive and behavioural philosophies in developing social-cognitive theory. In this theory, Bandura emphasizes the self-efficacy of every individual in surmounting problems that affect academic and personality development of individuals. Although this technique supports the role of model in exhibiting and teaching socially desirable behaviours, it lays more emphasis on the self-capability of the observer to observe, imitate and maintain the socially desirable behaviours manifested by the role model as their second nature.

1.2 Statement of the Problem

The study was carried out to examine bullying behaviour among secondary school students and how it could be properly managed or reduced. Bullying behaviour is a potentially damaging form of disturbance among school students in Nigeria and elsewhere throughout the world. This is because bullying affects health and wellbeing of students in schools. Some weak students are damaged physically while others are disturbed psychologically through verbal or cyber harm. For this reason, bullying behaviours affect smooth running of school activities. Teachers spend a large part of their working hours on attending to cases related to bullying acts among school students. Bullies at primary school grow up to become hostile later in adolescence and adulthood. Uncontrolled bullying at childhood endures for a long period of time and affects the personality development of bullies throughout their life. Repeated bullying of weak and

vulnerable students leads to anxiety, low self-esteem and depression problems among the victimized students. There is also a close link between repeated bullying of victimized students and their behavioural and personality development. Students who are targeted by the bullies often have difficulty concentrating on their school work and participating at social interaction among students. Those who are not directly involved but regularly witness it, suffer from a less secure learning environment and the fear that the bullies may target them next and the knowledge that the teachers, school administrators and other adults are either unable or unwilling to control the bullies and their behavioural manifestations leads to psychological wound that endures for years! This is because the powerful school students fail to use their power appropriately to assist the weak and vulnerable school-mate but rather use it wrongly by inflicting physical and psychological harm on the weak school-mate.

Guidance counsellors are trained to use various counselling techniques in order to help students manage their personality characteristics appropriately. This is the reason why this study intends to use self-management and social skills counselling techniques to find out if they can reduce the behaviour to the barest minimum. The self-management and the social skills counselling techniques are both cognitive-behavioural techniques for encouraging desirable behaviours. They entail the involvement of parents, guardians and significant others in the treatment procedures. This is because bullying behaviour is usually modeled by these significant figures which their wards emulate and behave in the same way to disturb their weak school colleagues.

1.3 Objectives of the study

This study has the following objectives:

1. To examine the effect of self-management counselling technique on bullying behaviour.
2. To identify the effect of social skills counselling technique on bullying behaviour.
3. To find out the effect of self-management counselling technique on bullying behaviour of male and female students in the treatment groups.
4. To find out the effect of social skills counselling technique on bullying behaviour of male and female students in the treatment groups.
5. To find out the relative effect of self-management and social skills counselling techniques on bullying behaviour among secondary school students.

1.4 Research Questions

The following questions are raised to guide this study:

1. What is the effect of self-management counselling technique on bullying behaviour?
2. What is the effect of social skills counselling technique on bullying behaviour?
3. What is the difference in the effect of self-management counselling technique on bullying behaviour of male and female students in the treatment groups?
4. What is the difference in the effect of social skills counselling technique on bullying behaviour of male and female students in the treatment groups?
5. What is the relative effect of self-management counselling and social skills counselling techniques on bullying behaviour among secondary school students?

1.5 Hypotheses

The following hypotheses are formulated to guide this study:

1. There is no significant effect of self-management counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores.
2. There is no significant effect of social skills counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores.
3. There is no significant difference in the effect of self-management counselling technique on bullying behaviour of male and female secondary school students from their posttest scores.
4. There is no significant difference in the effect of social skills counselling technique on bullying behaviour of male and female secondary school students from their posttest scores.
5. There is no relative effect of self-management and social skills counselling technique on bullying behaviour of secondary school students from their posttest scores and those of the control group.

1.6 Basic Assumptions

The basic assumptions of this study are:

1. That self-management counselling technique would have effect on bullying behaviour of secondary school students.
2. That social skills counselling would also have effect on the bullying behaviour of secondary school students.
3. That the bullying behaviour of male and female students treated with the social skills counselling would reduce after their exposure to the treatment technique.

4. That the bullying behaviours of students that underwent self-management counselling would differ after the treatment.
5. That the bullying behaviours of students exposed to social skills counselling technique would have effect on those exposed to social skills counselling technique.

1.7 Significance of the Study

It is hoped that the findings of this study would help school teachers by finding effective techniques for the minimizing of bullying behaviour through less coercive and punitive methods that do not inflict any injury requiring hospitalization on the students. This means that school teachers would be offered the opportunity for replacing corporal punishment with safe behaviour modification techniques for managing behaviour problems among students such as bullying. School teachers could join hands with professional counsellors for proper handling of the cases related to bullying. Teachers would apply effective techniques of behaviour management.

Parents/guardians and other primary care givers would have the opportunity to interact with their wards on issues affecting their wellbeing in schools and life generally. This is because the study would reveal the adverse effects of bullying on the school adjustment and progress of their children so that they would be made to understand the relevance of paying attention to issues affecting the wellbeing of their children and henceforth contribute in ensuring the provision of enabling environment at home and school for the smooth running of school activities including the social interactions among students. Parents would understand the need for exhibiting acceptable behaviours at home to their children while moulding their behaviour at tender age to serve as role models worthy of being emulated. The parents would learn to watch their utterances and

actions as this could have influence on the development of their children. The primary care givers would understand the relevance of cooperating with other stakeholders in the education industry for devising means of preventing bullying and other emotional and behavioural problems through their child-rearing practices and the upbringing of their children.

The school counsellors on the other hand would be sensitized on the need for them to place more emphasis during their counselling sessions towards assisting school bullies to replace their hurtful behaviours with more prosocial behaviours that are acceptable in the society with a view to enhance the capability of the bullies to develop and maintain peaceful co-existence among their colleagues and the rest of the members of school community. The school counsellors would observe the need for them to attend seminars, conferences and workshops on various behaviour management techniques that aim at equipping the participants with the required skills of handling problem behaviours among students. School counsellors would be offered the opportunity to select the most effective counselling techniques for behaviour management. The findings of the study would make school counsellors more productive in the discharge of their primary responsibility for behaviour management.

The school administrators would be awaken to their primary responsibilities of caring for the welfare of both the strong and the weak among the students. The study would expose school administrators to the happenings of negative relational behaviours among the strong and the weak. It would expose them to the negative consequences of such behaviours on the health and wellbeing of the perpetrators and that of the victims. School administrators would be convinced of the daunting need for establishing

functional guidance programme in schools with befitting counselling centres. They would understand the need for them to join hands with school counsellors in identifying and managing problem behaviours like bullying which affect the smooth running of school and its activities. The school administrators would be sensitized to the need for mutual cooperation among stakeholders in the education industry for managing behaviour problems capable of jeopardizing the attainment of the set goals and objectives of education. School administrators would be persuaded about issues related to the students safety and security that are among the primary human needs for survival.

The educational policy-makers would also be awaken to their responsibility of making budgetary allocations to the activities of guidance and counselling. This is because current high rate of insecurity is attributed to the abuse and neglect suffered by the children at home and schools due to the insufficient care for their primary needs. More professional counsellors would be trained and posted to schools for the prevention and management of crises to ensure safety of lives and properties in schools and the society at large.

The students would also benefit from the findings of this study because the stakeholders in the education industry would be awaken to their primary responsibility of caring for the children's health, wellbeing and other basic needs for their survival. The students would be awaken to their duty of watching their utterances and actions against others. They would be convinced of the need to develop feeling of empathy to their colleagues who are weak and vulnerable. The less punitive and coercive methods of handling problem behaviours are less dangerous and harmful to the perpetrators and would be more appealing to them to achieve positive behaviour change. The weak and

vulnerable school students would be convinced that the school is interested in their welfare and thus would help in reducing dropout rates among them that adversely affect them and their development.

This is because the issue of safety and security in the society, can be traced back to the history of neonates in the womb of their mothers and how both of them were cared for through the provision of their needs for survival. It can also be linked to how the new baby was welcomed into the world and provided with all its basic needs for survival.

From the foregoing discussion, it is clear that reduction of harmful behaviours among students would help the stakeholders in the education industry to concentrate on provision of effective teaching and learning environment. Reduction in the level of hurtful behaviours would provide an enabling environment for effective teaching and learning. The time wasted on attending to cases related to bully/victim episodes would be dedicated to effective teaching and learning as well as provision of welfare services to the students.

1.8 Scope and Delimitation of the Study

This study was restricted to three public secondary schools in Katsina metropolis. They include: Sir Usman Nagogo College of Arabic and Islamic Studies, Katsina (SUNCAIS), Government Girls' College, Katsina (GGCK) and Katsina College, Katsina (KCK). These institutions were selected because they have the largest number of students' population. There are several common assumptions about bully/victim episode and their causes. These include the claims that bullying is a consequence of large classes or school size (Olweus, 19993 and 1999). All the above stated schools are secondary schools. This implies that higher educational institutions in Katsina metropolis are

delimited from the study. Quasi-experimental research design was used that involved pretest-posttest control group procedures.

The researcher used self-management and social skills counselling techniques to help in achieving reduction in the level of bullying behaviour among the experimental group members. The researcher used cognitive-behavioural working template in conducting the treatment sessions. This working template advocates for the involvement of parents/guardians and other primary caregivers of the school bullies for their role in shaping the behaviours of their children.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviewed the literature that is related to the topic of the study. It therefore reviews the items in the following format: The conceptual framework of bullying, the definition of bullying, the causes of bullying which include emotional abuse of students by their parents, teachers and significant others are reviewed. Similarly, the contextual or environmental factors responsible for bullying behaviour, personality characteristics of bullies and reaction patterns of students and lack of appropriate resources (human and material) are reviewed. Consequences of bullying, different types of bullying, different characteristics of bullies are also discussed. Equally discussed in this chapter is the prevalence of bullying in schools and the characteristics of bullies among school students. Of immense importance are the victims of peer bullying among students. This is also highlighted in this chapter. The signs of students who are usually victimised in schools are equally not left out. Other items discussed in this chapter include empirical studies conducted for reducing bullying behaviour among students. Discussion on various items in the chapter is concluded with the detailed explanation of the counselling therapeutic techniques used in this study i.e the self-management and social skills training techniques of behaviour modification based on Cognitive Behavioural Working Template.

2.1 Conceptual Framework

2.2 The Concept of Self-Management

Self-management are cognitive behavioural skills used by individuals with the help of therapists to maintain self-motivation and achieve personal goals. Initially the skills may be learned from a therapist, text or self-help book. However, the individual is responsible for using these skills in real life situation to produce the desired changes (Susan and Raymond, 2000). There are many varieties of self-management strategies. Other terms of self-management are behavioural self-control training, cognitive self-regulation, self-instructional training or self-talk techniques. In recent years, the term "self-management" has replaced self-instructional training, self-control, self-talk etc. because self-control implies changing behaviour through sheer will power. Self-management, on the other hand, involves becoming aware of the natural processes that affect a particular behaviour and consciously attaining those processes, resulting in the desired behaviour change (Frayne and Geringer, 2000).

Most people who decide to use self-management strategies are dissatisfied with a certain aspect of their lives for example, they may feel that they bully other weak school colleagues too much and on repeated occasions or they have difficulty controlling anger. Self-management strategies are useful for a wide range of concerns including emotional and behavioural problems such as aggression, bullying, anxiety, depression, drug and alcohol abuse, smoking, gambling or eating disorders (Rokke, Judith and Zelijko, 2000). The goal of self-management strategies is to reduce emotional and behavioural deficiencies that occur when an individual does not engage in a positive, desirable behaviour frequently enough. The result may be a missed future benefit. For example, a

school bully who refuses to engage in a positive and desirable self-talk as modeled by an adult may not learn to interact with peers in socially acceptable ways. Behavioural excesses occur when an individual engages in negative, undesirable behaviours too often. This results in a negative future consequence. For example, a school bully may develop suicide ideation.

In the case of behavioural deficiencies, one may fail to engage in a desirable behaviour because it does not provide immediate gratification. For instance, a school bully who interacts in a socially desirable way may lose control over the weak school colleagues. Self-management strategies help individuals to become aware of their own patterns of behaviour and to alter those patterns (usually by creating intrinsic artificial rewards or punishments) so that the behaviour will be more or less likely to occur.

2.2.1 Theoretical Bases for Self-Management Counselling Strategies

Self-management counselling strategies are based primary on the social cognitive theory of Bandura (1986). According to Bandura, one's behaviour is influenced by a variety of factors, including one's own thoughts and beliefs and some other elements in the environment. Bandura proposed that certain beliefs such as self-efficacy and outcome expectations, are important factors in determining which behaviours an individual will attempt and how motivated the individual will be when engaging in those behaviours. Self-efficacy is one's belief about how well he or she can perform a given task. Regardless of that person's actual ability. Outcome expectancies are what the person believes will happen as a result of engaging in a certain behaviour. If self-efficacy and outcome expectancies are inaccurate, the individual may experience behavioural deficits or excesses.

Donald Meichenbaum (1962) developed the idea of self-instructional training, which is a major part of self-management strategies. Meichenbaum believed that learning to control behaviour begins in childhood based on parental instruction. Children eventually control their own behaviour by mentally repeating the instructions of their parents. These internal instructions may be positive or negative. Self-management training teaches individuals to become aware of their self-statements or self-talks, evaluate whether these self-statements are helpful or hindering, and replace maladaptive self-statements with adaptive ones.

Frederick Kanfer in Susan and Raymond (2000) suggested that individuals achieved self-control by using a feedback loop consisting of continuous monitoring, evaluating and reinforcing their behaviour. This loop occurs naturally in everyone, Kanfer further maintained, however, the loop can be maladaptive if:

a) Only negative factors are noticed and positive factors are ignored during the monitoring phase.
b) Standards are unrealistic during the evaluation phase.
c) Responsibility is accepted for negative behaviours but not for positive behaviours during the reinforcement phase. Self-management strategies help individuals to be aware of these phases and to make the appropriate changes in monitoring, evaluation and reinforcement.

2.2.2 Development of a Self-Management Programme

Self-management training strategies are often taught in treatment sessions, through individual or group therapies, schools or vocational settings. However, self-management programmes may also be designed with the help of a professional,

especially if the programme being addressed is not severe. The use of professionals, at least initially, may increase the likelihood that the programme will succeed. The following are the necessary steps for creating a self-management programme:

1. Making a commitment: A plan cannot succeed unless one is committed to following through ways of increasing commitment level include listing the benefits of adhering to the programme, telling others about one's intentions, posting written reminders of the commitments around one's home, putting a significant amount of time and energy into designing the programme, and planning ways to deal with obstacles ahead of time.
2. Identifying the problem: The behaviour in need of change is referred to as the target behaviour or the controlled behaviour in this case students' bullying behaviour. A precise definition of the target behaviour is a crucial first step. This is usually done by keeping detailed records about when, where and how the behaviour occurs for one to two weeks. The record keeping should also focus on other competing behaviours that may be interfering with the target behaviours. For instance, a school bully refusing to show empathy on weak school colleagues, will interfere with efforts to reduce the occurrence of the behaviour.

   It is important to note the antecedents and consequences of the target and competing behaviours. In other words, what typically occurs immediately before refers to the antecedents and what happen immediately after refers to as the consequences of the behaviours. The antecedents and consequences are factors that influence the occurrence of the behaviour (Susan and Raymond, 2000). Sometimes

the process of record-keeping affects the target behaviour by increasing the individual's awareness of what he or she is doing.

3. Setting a goal: Once the target behaviour has been defined, the individual must decide in what way that behaviour can be changed. The goal should be specific so that future progress can be measured. This may entail listing circumstances of behaviours that must be present as well as to what degree they must be present, in order for a goal to be achieved. For instance, a goal to reduce "bullying" in a secondary school is vague. Rather, receiving treatment at hourly treatment sessions daily is much more specific. Indicating a time frame in which the goal can realistically be achieved is also recommended. Goals should be realistic. It is better to set a small goal and progress to bigger goals than to set a big goal and become quickly discouraged.
4. Applying self-management strategies: The self-management training strategies are known as controlling behaviours. Choice of strategies will depend on the target behaviour.
5. Self-monitoring: While using self-management training strategies, one should continue to keep records regarding the occurrence of the target behaviour. Keeping written records is essential for determining if the strategies are effective. If one is gradually meeting the goal requirements, the strategies can be assumed effective. If little progress towards the goal is evident, either the strategies are being used incorrectly, or the strategies are ineffective and should be changed. Self-monitoring can be done informally.

In any case, self-management should gather the necessary information, but should not become too lengthy or complex. The individual will lose motivation to continue monitoring if the procedures are overly time-consuming or inconvenient.

6. Making revisions as necessary: Based on the information gathered during self-monitoring, the individual decides if changes in the plan are necessary. One advantage of self-management programmes is that the individual chooses the strategies that will work best for him or her. This freedom of choice increases the likelihood that the individual will adhere to the programme. Therefore self-management programmes should always be flexible and acceptable.

2.2.3 Types of Self-Management Strategies

Self-management strategies can be grouped into three broad categories according to Martin (1999).

1. Environmental Strategies: Environmental strategies involve changing times, places or situations where one experiences problematic behaviour. Example includes:
   a) Changing the group of persons with whom one socializes.
   b) Avoiding situations or settings where an undesirable behaviour is more likely to occur.
   c) Changing the time of day for participating in a desirable behaviour to a time when one will be more productive or successful.
2. Behavioural strategies: Behavioural strategies involve changing the antecedents or consequences of a behaviour. Examples include:
   a) Increasing social support by asking others to work towards the same or similar goal.

b) Placing visual cues or reminders about one's goal in one's daily environment.

c) Developing reinforcers (rewards) for engaging in desirable behaviours or punishing for engaging in undesirable behaviours.

d) Eliminating naturally occurring reinforcers for undesirable behaviours.

e) Engaging in alternative positive behaviours when one is inclined to engage in an undesirable behaviour.

f) Creating ways to make a desirable behaviour more enjoyable or more convenient.

g) Scheduling a specific time to engage in a desirable behaviour.

h) Writing a behavioural contract to hold one self accountable for carrying out the self-management programmes.

3. Cognitive strategies of self-management: Cognitive strategies involve change one's thoughts or beliefs about a particular behaviour. Examples include:

i) Using self-statements to cue oneself about what to do and how to do it.

ii) Using a self-praise to commend oneself for engaging in a desirable behaviour.

iii) Thinking about the benefits of reaching one's goals.

iv) Imaging oneself successfully achieving a goal or using imagery to distract oneself from engaging in an undesirable behaviour.

v) Substituting positive self-statements for unproductive negative self-statements.

In a therapeutic session, self-management strategies are usually taught in weekly group session over a period of several weeks. The session typically include an educational lecture regarding a specific strategy, group discussion of how the strategy should be applied and how to cope with potential obstacles i.e relapse or prevention, role-pays or rehearsal of the strategy, a review of the session and a home work assignment for

further practice. Sessions usually focus on one type of strategy at a time. Preferably an individual should master one strategy before attempting another. After the series of training sessions are complete, the individual is responsible for implementing the strategies in daily life.

2.3 Social Skills Counselling

Social skills training stems from Bandura's (1977) social learning theory. Bandura (1977) described how individuals vicariously learn social behaviour through modelling of behaviour and its reinforcement, and imitating the observed behaviour.

Social skills training is an essential treatment technique for bullying and behavioural problems. It is a type of therapy that is often used in conjunction with other therapy techniques aimed at helping people with personality disorders better relate to other people and handle social situations effectively. While it can be used to directly attempt to treat issues such as social phobia and shyness, other disorders such as alcohol dependence, paranoid, schizophrenia, depression and bullying can also be directly or indirectly treated with this type of training (Kopelowicz, Liberman & Zarate, 2006). Social skills training typically consists of modelling or video demonstrations of typical social behaviour followed by role-playing and eventual follow-up sessions to ensure the behaviour is properly acquired and practised outside of the therapy session (Dam-Beggen and Kraaimaat, 2000). Most forms of social skills training began with modelling of generally accepted behaviour in social situations, either through video footage or demonstration by the therapist (Rao, Beidel and Murray, 2008).

Generally accepted social behaviours, such as verbal acknowledgement when someone is spoken to, eye contact during conversations are all discussed and explored

during social skills training. Typically, a therapist will break down social interactions into small parts and look at where a person may need improvement and then begin with one issue at a time taking the process slowly (De-Rosier, 2004). Social skills training can be performed with children, adolescents and adults and it has been shown to be fully helpful with learning disabled or other handicapped to enable them be more socially adept and avoid social withdrawal.

2.3.1 The Concept of Social Skills

Social skills have been discussed as learned behaviours that are socially acceptable and which enable individual to interact successfully with others (Gressham and Elliott, 1984). Ladd and Mize (1983) described social skills as the purposeful organization of thinking and behaviour to achieve interpersonal goals.

Social skills training often refer to direct instruction of certain psychological skills which enable positive results in social situations (McGinnis and Goldstein, 1977).

There are numerous ways to increase social competence. One way is to improve social behaviour among participants in the study including such behaviours as self-control, ignoring distractions, paying attention and following directions (Diperna, Hope and Elliott, 2001).

Bandura (1977) described the process by which individuals observe models of particular behaviours and vicariously learn these behaviours, as earlier mentioned. Applied to social skills, children often grow up observing adults and peers in their social environment demonstrating various social skills. Through observation of the performance and reinforcement of these behaviours by others, as well as imitation of these models, children learn many necessary social skills (Bandura, 1977).

Social changes, in terms of social mobility and the changing role of the mosque, church have made it less likely that social skills will be taught in a child's environment i.e home, mosque, church and neighbourhood. In addition to that children spend a substantial amount of time engaging in activities such as watching television, that may not model desirable social behaviours that teach self-control. Given these and other factors, the explicit instruction of desirable behaviours has, in many cases become a necessity (Cartledge and Milburn, 1986).

Using the theoretical background of psychological skills training, McGinnis and Goldstein (1997) described a process for explicitly teaching social skills. They made use of the principles of social learning theory (Bandura, 1977), yet made the process more explicit. Each social skill is taught in a separate lesson and includes several components. The skill is first introduced, explained and discussed. Then, the skill is modeled by an adult facilitator. Next, students get the opportunity to role play these skills. Finally, students get feedback regarding their role plays (McGinnis and Goldstein, 1997).

Additionally, McGinnis and Goldstein (1997) discussed ways in which prosocial behaviours can be generalised to times and settings outside the training sessions. Reinforcement schedules for the performance of the appropriate skills, antecedent stimuli prompting the performance of social skills and review sessions are examples of some of the strategies used to promote generalisation. Some of these social behaviours include; understanding feelings, recognising problems, generating problem solutions and implementing problem solutions.

Social skills refer to the basic communication skills with other people in our day-to-day activities. They are the behaviours, verbal and non-verbal that we use in order to

communicate effectively with other people. Social skills are governed by culture, beliefs and attitudes. They continuously change and develop throughout our lives (De-Rosier, 2004). Somebody that uses social skills to effectively interact with friends, family members, workmates and strangers is said to have social competence, some example of social skills according to De-Rosier (2004) include:

a) Eye contact with others during conversation.
b) Smiling when greeting people
c) Shaking hands when meeting someone
d) Using the right tone and volume of voice.
e) Flirting
f) Expressing opinions to others
g) Perceiving how others are feeling and showing empathy
h) Appropriate emotional responses (e.g crying when something bad happens or laughing when someone says something funny)

The list of social skills is on and on many of us do not even realise that these are skills but treat them as part of everyday life. Unfortunately for some people like the bullies socialising is not that easy, perhaps because they lack the social skills or do not feel comfortable using their social skills.

2.3.2 Who Can Benefit From the Social Skills Counselling?

Social skills training is mainly used for individuals that are diagnosed with certain mental or psychological disorders and whose symptoms involve poor social functioning and lack of empathy. However, anyone who wants to improve his social competence and skills can benefit from this psychotherapeutic technique.

The major disorders that are accompanied with social dysfunction according to Cheung and Tsang (2005:40) include:

a) Bullying

b) Schizophrenia

c) Social anxiety disorders and social phobia

Social skills deficits cause social isolation and social isolation worsens social skills.

2.3.3 What is Involved in Social Skills Counselling?

The literature describes many techniques for teaching social skills. Modelling and role playing are two specific strategies, frequently used in combination, to teach social skills. The use of modelling stems from social learning theory, positing that children can learn behaviours vicariously (Bandura, 1977). The use of role playing follows from a behavioural direct instruction approach emphasising repetitive practice of behaviours with explicit instruction (Cooper, Heron and Heward, 1987). Modelling and role playing are the central and most commonly used components for inculcating social behaviours. Modelling role playing and feedback were the central components in a social skills study by Mize and Ladd (1990).

Social skills training is almost always combined with some other types of psychotherapeutic techniques, most often cognitive-behavioural therapy. The amount of time needed to complete a social skills training programme according to Curron (1975) varies depending on how well you are learning the technique and how much confidence you have in using the skills in a social environment. Typically, eight one-hour sessions are standard.

2.3.4 Basic Social Skills Counselling Implementation Structure

All social skills training follows the same basic structural and implementation outline according to (Cheung and Tsang, 2005:40) viz:

1. **Identifying the problem**:

   In the first instance, the major social problem needs to be identified in this case bullying problem among students. The clients and the researcher work together through discussion. Once the problem is identified, the researcher focuses on how best to teach the social skills and other psychotherapeutic techniques to help in minimising the issue.

2. **Setting the goals of the therapy**:

   For social skills training, the broad overall goal may be the ability to socialise comfortably in the school with other community members i.e fellow students, teachers, administrators etc. by improving the interactional skills in the form of greeting, asking how they are doing and responding to them appropriately.

3. **Modelling**:

   Before a client is expected to perform the skill appropriately, the researcher will model the skill that is focused on, so that the client sees exactly what he needs, to do before attempting to do it by himself. After the researcher has modeled the skill that is required, the client will be asked to role-play the skill. This practice is a very important aspect of social skills training.

4. **Feedback**:

   The researcher will provide feedback at the end of each session. This feedback will help to identify the strengths or weaknesses and to improve on the skills being learnt.

5. **Home work:**

In between sessions, the researcher will set little "home work" challenges that the clients are required to do in their own time throughout the week. Usually the homework will carry on directly from the session to enable the clients practice the new skill they have just learnt. Depending on their success at meeting the challenge, they will focus on a new more difficult skill training in the next session.

2.3.5 Social Skills Counselling for Treating Bullying and Peer Pressure

Bullying and peer pressure are very prominent issues in schools today. Students who have not developed required socials kills are usually isolated and picked on. This leads to severe damage to the students' self-confidence and their withdrawal from most aspects of school life. Social skills training in this case aims at achieving peer group acceptance. The training therefore combines cognitive-behavioural and social-learning. It focuses therefore on:

a) Encouraging attitudes and behaviours which enhance positive social interactions i.e prosocial behaviours; and

b) Bullying coping strategies for dealing with peer pressure and bullying. This will also work positively on the self-esteem of students.

2.3.6 Maintenance of the Skills Learnt in the Therapy and its Effectiveness

According to De-Rosier (2004), there is no other way to maintain or improve social skills except through continuous practice. If a skill is practised enough, it will become second nature. People who have social difficulties will never improve by avoiding social situations. The skills learnt in social skills training must be remembered and constantly used in day-to-day activities. This is the only way the bullies can

overcome their social deficits. Social skills training technique can be very effective if the clients have self-efficacy as proposed by Albert Bandura (1986) in his Social Cognitive Theory (SCT), self-efficacy is the feeling of self-competence and ability to be consistent and determined through maintaining the tempo in practising the social skills learnt through observational learning and ensuring the follow-up that can lead to deriving full benefit of the social skills training.

2.4 The Concept of Bullying

The term bullying has been defined in different ways by various writers. But their definitions seem to unanimously agree that bullying is a repetitive abuse of power by one or more individuals on another individual with a view to inflict physical, verbal, indirect or psychological harm on the weaker ones. In other words, bullying is the repetitive use of power by the strong on the weak with the intention of inflicting physical, verbal, indirect or psychological pain on the weak. According to Olweus (1978) "bullying is defined as repeatedly aggressive acts in which one or more persons intend to harm or disturb another person physically, verbally or psychologically. This antisocial behaviour happens in school classes among school colleagues where the victim of bullying cannot escape the harm as he attends school regularly. If the behaviour continues unchecked, it reaches the extent of depriving the victim from attending the school on regular basis. Bullying often happens in stable environments, like school classes, where victims have no possibility of escaping their bullies (Salmivalli, Lagarspetz, Bjorkguist, Osterman & Kauriainen, 1996).

Although bullying can be the result of being provoked by the victim some bullies openly admit that they want to be dominant and achieve social status (Boutlon &

Underwood, 1992). This means that some bullies have stronger status goals of bullying than others and that has an effect on their behaviour. In this case, bullying the weak victims should yield a highly valued outcome, in the sense of dominating others or being regarded as popular Hawley, (2003); Linderberg, (1996, 2001). Bullying behaviour does not only result from goals, but may also be related to other factors such as temperament or parenting style of bullies Vinstra, Linderberg, Olofhinkel, De wurtter Verhulst & Ormel, 2005).

Bullying may imply physical attacks such as hitting, pushing, kicking, shoving, verbal such as threatening and intimidating others, teasing, name calling and other relational negative behaviours that harm social relations of the victim such as gossiping and spreading rumours, telling others to stop liking someone, ignoring or stopping talking to someone (Craig, Henderson and Murphy, 2000; Lussier, 2001). Bullying is a repeated aggressive behaviour within a relationship characterised by a real or perceived imbalance of power, in which the student exposed to the bullying actions cannot adequately defend him/herself (Olweus, 1999).

From the foregoing discussions on the concept of bullying, it can be inferred that bullying is a deliberate hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves. It is a behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can also be understood to be a relationship problem in which power and aggression are used to cause distress to a vulnerable person. It is a negative physical, verbal or indirect behaviour or actions that have hostile intent, cause distress to victims, are repeated over time and

involves a power differential between a child who bullies and a child who becomes a victim. With repeated bullying, the power relationship between students as bullies and their victims become consolidated with bullies experiencing increase in power and control over their victims while the victims continuously lose power and support. Students who are repeatedly bullied become increasingly powerless to defend themselves. Bullying is a form of aggression and is not accidental, it is usually intended to harm the victim. Bullying behaviour affords dominance to the perpetrators and raises their social status. It is often rewarded and supported by other students.

Bullying can be distinguished from the usual relational conflicts among students because bullying behaviour combines aggression and use of power. School bullies attack those school colleagues who cannot defend themselves. Bullying others may cause cheap fame to the bullies which they cannot easily acquire through exhibition of prosocial behaviours.

2.4.1 Definition of Bullying

The Social Information Processing Theory (SIP) was originally developed by Dodge in 1986 and refined by Crick and Dodge in 1994. The reformulated theory involves six sequential stages of processing social information.

1. Individual encodes sensory information being taken into the system.
2. The individual attempts to make sense or interpret the sensory information.
3. The individual clarifies the information and sets the goal.
4. The individual seeks ideas for positive responses or develops unique one on his or her own.
5. The individual makes a decision about which responses is most appropriate.

6. The individual follows through with the behavioural response.

Using this model Crick and Dodge (1994) claimed that bullying behaviour occurs as a result of social information processing biases or deficits at one or more of the six stages. Research findings have supported their ideas. For examples Comodeca, Goossens, Schvengel & Ferwogt (2003), reported that bullying victims exhibit deficits in the second stage of processing i.e clarification/interpretation stage and the fifth stage of processing i.e response and decision-making stage. In addition, Berkowitz (1977), found significant differences among individuals in how they interpret situational cues during conflict. Moreover, Comodeca et al. (2003) reported that bullies and victims display lower social competence than children not directly involved in the bullying episode. They concluded that the necessary social knowledge may have been available to the children but that bullies and victims did not always apply it successfully. Sutton, Smith & Swettanham (1997) argued that individuals who exhibit bullying are doing so because they do not process social information accurately. They exhibit what they termed social blindness in that they are lacking skills to understand other people's perspectives. That is bullies have little awareness of what others are thinking of them and display a deficient ability to empathise. Evidence suggests that these depict results from environmental influences (Sutton, Smith and Swettanham, 1997). Children who are exposed to neglect or other inadequate experiences are likely to develop internal working models of human relationships that are not healthy or normal. Thus, social incompetence results, the popular stereotype of a bully who is a social outcast and lacks social insight as implied by the social information processing theory, SIP theoretical framework.

2.4.2 Theory of the Mind Definition of Bullying

Recently, the social information processing theory's view of bullying behaviour has been challenged (Sutton, Smith and Stwettanham, 1997). Instead of explaining bullying behaviour as a result of social incompetence, Sutton and his colleagues actually possess a superior theory of the mind. Sutton & Swettanham (1997) described the theory of the mind (TOM) framework as the ability of individuals to attribute mental states to themselves and others in order to explain and predict human behaviour that is individuals who possess well developed theory of the mind skills will be more equipped to read and understand the feelings and emotions of other people. Thus, they do not lack social competence as implied by the social information processing (SIP) framework but instead have an advanced ability at reading other people's mind.

Sutton and his colleagues (1997) argued that successful bullying may be a result of superior theory of the mind skills. Being able to understand the mental state of others and to predict their behaviours can be utilised to manipulate the minds of others. This could be a potentially useful skill in all aspects of bullying particularly with indirect bullying or bullying behaviour such as spreading rumours, excluding victims from social groups and avoiding getting caught in a bullying episode. For instance, for a bully to socially exclude his /her victim, the bully needs to understand the feelings of others in the social context to manipulate others to make the victim feel left out.

Children begin to exhibit more fine-tuned theory of the mind skills as they develop beyond 6 years of age (Sutton, Smith and Swettanham, 1999). As indicated by research, bullies are more likely to use indirect types of bullying behaviour while they reach puberty period while younger bullies exhibit more direct methods of bullying

(Rivers & Smith, 1994). In addition, indirect bullying is more likely to occur with girls than with boys (Bjorkvist, 2000), and theory of the mind studies indicate that girls exhibit more sophisticated theory of the mind skills than boys (Bjorkvist, 2000). These findings imply that engaging in indirect method of bullying requires a well developed theory of the mind framework. However, some circles of the theory of the mind framework argue that having advanced theory of the mind skills cannot only lead to various types of bullying behaviours but can also lead to highly pro-social behaviours. Thus, having a superior theory of minds says nothing about how that knowledge will be utilised (Bjorkvist, 2000).

Sutton et al. (1997) further claimed that prior research provides support for the theory of the mind perspective. When Sutton et al. categorised students into one of the six participant roles in bullying. They also assessed the participants understanding of cognitive false beliefs and emotionality based on false beliefs. They claimed that this research was measuring the children's theory of the mind skills. Results revealed that a bully's scores were significantly higher than those of the assistants of the bullies, reinforcers of the bullies, defenders of the victim, outsiders and victims. In addition results indicated a positive correlation between bullying and cognition. Bjorkgvist et al., (2000) also reported a significant and indirect bullying. Hence, these findings support the notion that bullies possess more advanced theory of the mind skills than the other players in the bullying episode.

2.4.3 Moral Development Definition of Bullying

In response to the debate between Crick and Dodge (1999) and Sutton et al., (1999), (Bjorkvist, 2000) argued that bullying cannot be fully understood without

considering the moral aspects involved in the phenomenon. They claimed that such issues as fairness, individuals' welfare and sacrifice need to be addressed. It appears that the social information processing (SIP) and theory of the mind (TOM) theoretical perspectives on bullying behaviour did not adequately include this aspect of bullying and victimisation. Rivers and Smith (1994) indicated that the gap between the study of bullying and the study of moral reasoning is unsettling. A common element exists within the two areas and experts in the field of bullying would be remiss not to include this theoretical framework in the study of bullying.

One theory of moral development that seems to link social cognition and bullying behaviour is Rest's four component model of morality (Rest, 1983). Using Piaget's (1932) and Kohlberg (1969) theories of moral development. Rest proposed a four component model of morality that involves separate aspects of moral understanding. In this cognitive developmental model, Rest theorised that moral development consists of moral sensitivity (being aware that a moral problem exists). Moral judgement (deciding on a moral action) moral motivation (implementing and following through on the moral action). This model supports the notion that developmental differences in moral understanding exists partially because of the strong cognitive component of moral development.

Rest's model of moral development adds an additional element to the study of morality that most other moral development theories leave out i.e a behavioural component. The first two components i.e moral sensitivity and moral judgment tap into the social cognition capabilities of the individual. These components integrate ideas proposed by the social information processing perspective and the theory of the mind

perspectives. That is one's ability to identify a moral problem and consider various moral actions requires social information processing skills SIP as well as the ability to understand and predict feelings and behaviours of other people (TOM).

The other two components of the model (moral motivation and moral character) however, address the behavioural component to morality. This behavioural component can be directly related to bullying behaviour. Once an individual assesses the social situation and considers all possible responses to the situation, he/she may or may not make a cognitive decision to respond in bullying manner. The components basically determine whether the individual will choose to exhibit actual bullying behaviour. Without considering all the four components of Rest's model, the complete bullying phenomenon is not fully explained. A person's moral development and understanding must be taken into account. Researchers, educators and parents need not only understand how the bully is processing the social information and how the bully is reading others' feelings and emotions but they must also seek to explain why certain behavioural outcomes occur as a response to the social cognition.

Further research in this area is needed to reveal how moral development theories can add to the understanding of bullying behaviour. Although Sutton et al. (1997) argued against incorporating moral behaviour into the study of bullying, an attempt in this direction may prove worthwhile. Why is it that some children choose to resort to bullying behaviour as their moral action whereas others choose not to? An individual's sense of right and wrong certainly plays an important role in the process.

Apart from the three theoretical perspectives discussed above on the understanding of the concept of bullying behaviour, there are other explanations of the

concept of bullying behaviour and its implications. They are therefore presented in the following way:

2.4.4 Developmental Definition of Bullying

Some explanations of bullying behaviour draw upon an understanding of child development. These theoretical frameworks point out that bullying behaviour begins in early childhood when individuals began to assert themselves at the expense of others in order to establish their social dominance. They tend at first to do so crudely, for instance by hitting out at others, especially those less powerful than themselves in an attempt to intimidate them. But as Hawley (1999) points out, that as children develop/grow, they begin to employ less socially reprehensive ways of dominating others. Verbal and indirect forms of bullying behaviour become more common than the physical forms. In this time, the kind of behaviour labelled as bullying becomes relatively rare. Consistent with this view is the evidence that physical bullying is much more in early childhood than later, and that what is identified as bullying gradually becomes less and less apparent as children become older. (Smith & Sharp, 1994). However, as a comprehensive explanation of bullying this view fails to take into account that although there is a general diminition in reported victimization over time, the tune is temporarily reversed when children move from primary to secondary school and find themselves in a new environment (Rigby, 1996). Clearly, social environmental factors must also be taken into account. Nevertheless the developmental perspective is useful in providing guidance as to how bully/victim problems can be tackled. For example older children are thought to be more likely to respond more positively to problem-solving approaches which require a

more sophisticated appreciation of the options available to them (Stevens, Bourdeaudhuijxvan Oost, 2000).

2.4.5 Individual Differences Definition of Bullying

Broad explanations in terms of developmental processes and environmental influences fail to take into cognisance individual differences existing among people that may lead to interactions that result in one person bullying another. For example, children who repeatedly bully others at school tend to be low in empathic regard for others and inclined towards psychoticism (Slee & Rigby, 1993). Children who are frequently targeted as victims of bullying at school and inclined to be psychologically introverted, to have low self-esteem and lack social skills especially in the areas of assertiveness (Rigby, 2002b). How these qualities arise remain subject to considerable debate. Currently, it is generally acknowledged that genetic influence play apart and these may interact with adverse social conditions to which children maybe exposed. For example, dysfunctional family life in which children do not feel loved or feel over-controlled by parents can lead them to act bullying at school (Rigby, 1994), especially if the school ethos does not discourage bullying behaviour. There are limitations in this approach. In some relatively benign environments, introverted children with low self-esteem are not bullied, being bully and generally unemphathic does not invariably lead a child to bully others. There is for example, evidence that bullying is relatively rare in some schools that provide a highly supportive social environment and respect for individual differences (Rivers & Souther, 1996). Moreover, individuals who are dissimilar in personality may belong to the same socio-cultural group and seek collectively to impose on those they regard as outsiders.

Acknowledgement of the role of individual differences in making bullying possible has led some schools to introduce programmes that can assist vulnerable children to defend themselves more effectively. For instance through developing better social skills and learning how to act more assertively anger management programmes have also been developed to help children who are prone to act bullying to control their bullying.

2.4.6 Socio-Cultural Definition of Bullying

A further perspective seeks to explain bullying behaviour as an outcome of the existence of specified social groups with different levels of power. The focus of this theoretical framework is typically on differences which have a historical and cultural basis such as gender, race, or ethnicity and social class. Major emphasis has been placed upon differences associated with gender. Society is seen as essentially patriarchal. Males are generally seen as having more power than females as a consequence of societal beliefs that males should be the dominant sex. In order to maintain their dominance, boys feel justified in oppressing girls. Numerous studies have, in fact, indicated that boys are more likely to bully girls than vice versa. For example, in a large scale Australian study of some 38,000 children (Rigby, 1997), a much higher proportion of Australian girls claimed to be bullied exclusively by boys (22 per cent) than boys reporting being bullied only by girls 3.4 percent). With cross-gender bullying, it is clearly mostly one-way traffic and this may derive in part, from the way in which some boys have come to think about how they should behave in the company of girls.

The process according to which boys come to develop characteristics which lead them to engage in oppressive behaviour is sometimes described as “the construction of

hegemonic masculinity" (Connell, 1995, Gilbert & Gilbert, 1998). This is held not only to account largely for boys bullying girls, but also for boys bullying boys who do not possess stereotypical masculine qualities. Such children are commonly referred to as "gay" and may include children whose sexual orientations are homosexual. The use of language with sexual connotations to insult children regarded as "gay" is certainly widely prevalent in schools (Duncan, 1999), although the extent to which it occurs has surprisingly not as yet, been investigated. Explaining the bullying of girls by girls can invoke the notion of the construction of femininity, with girls deviating from an idealised conception of what it is to be feminine being more readily targeted.

It is sometimes claimed that bullying tends to be associated with racial or ethnic divides. It is argued that some ethnic groups are more powerful than others whom they seek to dominate. Typically, the less powerful are the victims of colonialism. For example, indigenous communities in Australia in the late eighteenth century were subjected to British colonialism. Aboriginal people were seen by many as inferior and this perception still lingers in the minds of people who retain racist beliefs. Through a process of cultural transmission, non-indigenous children may feel justified in bullying their Aboriginal peers. Evidence from Australian studies suggests that indeed Aboriginal students are more likely than other students to be the recipients of verbal abuse (Rigby, 2002b). However, some studies conducted outside Australia have not found that race or ethnicity is significantly associated with peer victimisation for example, (Tunger-Tas, 1999; Losel & Bleisener, 1999). Despite claims that children are at risk of being bullied at school by peers of a higher social class. Research evidence is not supportive (Duyme, 1990; Olweus, 1993; Ortega & Moramerchan, 1999; Almeida, 1999).

2.4.7 Response to Group and Peer Pressures definition of bullying

This approach to the explanation of bullying behaviour in schools has something in common with the socio-cultural perspective in that it conceives bullying behaviour as understandable in a social context. However, the context is not defined according to socio-cultural categories such as gender, race and social class. There is first a broad social context consisting of the behaviours and attitudes of members of the entire school community. Individuals are seen as influenced to a certain degree by their perceptions of what may be called the school ethos, and student welfare policies may be systematically directed towards its improvements (Scutter & Mckenzie, 2000). Secondly, students are powerfully influenced by a similar group of peers with whom they have relatively close association. Such groups are typically formed within a school on the bases of common interest and purposes, and provide support for group members. They may also constitute a threat to outsiders, sometimes to ex-members, whom they may bully.

Situations commonly arise in a school whereby children are members of and supported by a group that is, in some situations more powerful than an individual or smaller group that they wish to bully in some way. The motive may be a grievance or imagined grievance, a prejudice or simply a desire to have fun at the expense of another person. Importantly, the acts of bullying are seen as typically sustained by a connection with a group rather than by individual motives such as personal malevolence. This view presupposes that bullying is typically a group phenomenon. Early studies of bullying in Scandinavia adopted the term "mobbing" suggesting that children are bullied by mobs (Olweus, 1993). While this may sometimes occur, more commonly the bullying is carried out by one or two people with the passive support of others (Pepler & Craig,

1995). When students are individuals or as members of a group among those who have bullied others about half admit to bullying alone, others say, they have acted as part of a group (Rigby, 2002b).

2.4.8 Restorative Justice Definition of Bullying

This approach to explaining the concept of bullying recognises that some children are more likely than others to be involved in bully/victim problems as a consequence of the trend of character they have developed. Children who bully others typically feel little or no pride in their school and are not well integrated into the community (Morrison, 2002). They mishandle their emotional reactions to the distress they cause by not experiencing appropriate feelings of same, in fact, they tend to attribute unworthy characteristics to those they victimise. By contrast, victims of bullying are prone to experience too much inappropriate shame. To some extent, this perspective is one that emphasises individual differences. In addition, an important role is ascribed to the school community and to significant people who are implicated in the problem. These can include family and friends of both bullies and their victims. It is believed that appropriate feelings of shame can and should be engendered in those who bully others through exposing them to condemnation by those they have offended. This, it is thought can be done constructively in the presence of those whom they care about and who care for them. Success is seen as greatly dependent on the support provided by those who care about the perpetrator as a person and the readiness of the community to forgive and provide sincere acceptance (Morrison, 2002). This approach is concerned with "violations against people" and the restoration of positive relationships rather than applying punishment for breaking rules (Cameron & Thorsborne, 2001).

2.4.9 Exercise of Agency Through Self Belief of Efficacy

Among the mechanisms of personal agency, none is more central than people's beliefs about their capabilities to exercise control over events that affect their lives. Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect and action. They operate on action through motivational, cognitive and affective intervening processes. Some of these processes, such as affective arousal and thinking patterns, are of considerable interest in their own right and not just as intervening influences of action.

2.4.10 Cognitive Processes

Self-efficacy beliefs affect thought patterns that may be self-aiding or self hindering. These cognitive affects take various forms. Much human behaviour is regulated by forethought embodying cognitive goals and personal goal setting is influenced by self-appraisal of capabilities. The stronger their perceived self-efficacy, the higher the goals people set for themselves and the firmer their commitment to them (Locke, Frederick, Lee & Bobko, 1984; Taylor, Lock, Lee and Gist, 1984).

A major function of thought is to enable people to predict the occurrence of events and to create the means for exercising control over those that affect their daily lives. People who believe strongly in their problem-solving capabilities remain highly efficient in their analytic thinking in complex decision-making situations, whereas those who are plagued by self-doubts are erratic in their analytic thinking (Bandura and Wood, 1989; Wood and Bandura, 1989).

Quality of analytic thinking, in turn, affects performance accomplishments. People's perception of their efficacy influences the types of anticipatory scenarios they

construct and reiterate. Those who have a high sense of efficacy visualize success scenario that provide positive guide for performance. Those who judge themselves as inefficacious are more inclined to visualize failure scenario that undermine performance by dwelling on how things will go wrong. Cognitive simulations in which individuals visualize themselves executing activities skillfully enhance subsequent performance (Bandura, 1986, Corbin, 1972; Feltz and Canders, 1983, Kazding, 1978).

2.4.11 Motivational Processes

People's self-efficacy beliefs determine their level of motivation as reflected in how much effort they will exert in an endeavour and how long they will persevere in the face of obstacles. The stronger the beliefs in their capabilities, the greater and more persistent are their effort (Bandura, 1988). When faced with difficulties, people who are beset by self-doubts about their capabilities, slaken their efforts or abort their attempts prematurely and quickly settle for mediocre solutions, whereas those who have a strong belief in their capabilities exert greater effort to master the challenge (Bandura and Carvone, 1983, 1986).

There is a growing body of evidence that human attainments and positive well-being require an optimistic sense of personal efficacy (Bandura, 1986). This is because ordinary social realities are strewn with difficulties. They are full of impediments, failures, adversities, setbacks, frustrations and inequities. People must have a robust sense of personal efficacy to sustain the present effort needed to succeed. Self doubts can set in easily after some failures. The important matter is not that difficulties arouse self-doubts which is a natural immediate reaction, but the speed of recovery of perceived self-efficacy from difficulties. Some people quickly recover their self-assurance; others lose

faith in their capabilities. Because the acquisition of knowledge and competencies usually requires sustained effort in the face of difficulties and setbacks, it is resiliency of self-belief that counts.

2.4.12 Affective Processes

People's beliefs in their capabilities affect how much stress and depression they experience in threatening situations, as well as their level of motivation. Such emotional reaction can affect action both directly and indirectly by altering the nature and cause of thinking. People who believe they can exercise control over potential threats do not conjure up apprehensive cognitions and therefore are not perturbed by them. But those who believe they cannot manage potential threats experience high levels of stress and anxiety arousal. They tend to dwell on their coping deficiencies and view many aspects of their environments fraught with danger. Through such inefficacious thoughts they distress themselves, constrain and impair their level of functioning (Bandura, 1988b,, 1988c, Lazarus and Folkman, 1984, Meichenbaum, 1977, Sarason, 1975). Perceived self-efficacy in thought control is a key factor in the regulation of cognitively generated arousal. It is not the sheer frequency of aversive cognitions but the perceived inefficacy to turn them off that is the major source of distress (Kent, 1987). This implies that people's thoughts about their capabilities to deal with challenge determine their motivation to achieve success or otherwise.

2.5 Causes of Bullying

There are some factors that have been identified to be responsible for bullying behaviour among school students according to (Alfandary, 1993). These include:

2.5.1 Emotional Abuse of Students

The most important factor responsible for bullying behaviours is emotional abuse of students by parents and teachers. Emotional abuse, which is a sub-type of abuse and neglect, is a problem affecting all races, religions and socioeconomic groups. The World Health Organization (WHO) for example estimates that around the world, 40 million children suffer from abuse or neglect and need health and social intervention (WHO, 1999). Emotional abuse is a concerted attack by an adult on a child's development of self and social competence, a pattern of psychically destructive behaviour (Garbarino, Guttman & Seeley, 1986).

School violence is one of the most important problems facing students and their families, since growing number of students perceive their school context as an unsafe environment (Aluede, 2004). In some family settings, abusive parents denigrate and insult their child, express conditional love and ambivalent feelings towards the child and emotionally or physically reject their child's attention (Alfandary, 1993). Children who found themselves in such situation either in their school or family circle are likely to suffer damage to their self-esteem and their internalisation of positive role model and adaptive interactional patterns. This state of psychological maltreatment experienced by students is perceived as a socioeconomic malaise in our society. Such experience will impact negatively on the mental abilities of an abusive child in terms of intelligence, memory, recognition, attention and capacity to develop adaptive relationships (O'Hagan, 1993).

Psychological abuse or mental injury and other forms of abuse conjure up images of violence and cruelty. It leads to deliberate negative actions and behaviours against

others, it encourages an intention to harm and cause damage to others. Emotional abuse can be used to describe failure to do something or what is being omitted, neglected and denied and most importantly how it is done unintentionally or out of ignorance, indifference or distress (Afandary, 1993). Emotional abuse is as difficult to detect as it is damaging. It is an invisible wound. It is often ignored as its recognition may leave us feeling enraged, impotent, and devastated. We may try to protect ourselves from it as adults by denying its emotional impact, projecting our feelings and down-playing its significance. But in later years, we become morally indignant when confronted with extreme examples of its consequences such as bullying and juvenile delinquency (Alfandary, 1993). This denial of basic human psychological need according to (Polansky, 1981) is putting a democratic society in great danger. Students in secondary schools experience some forms of emotional abuse such as rejection, isolation, terrorism, ignorance, control to mention but a few that may have adverse effects on their passage through their developmental stages of infancy, childhood and adolescence (Garbarino et al., 1986).

Like any other form of violence, emotional abuse and neglect is based on power and control. Emotional abuse of children can result in serious behavioural problems including bullying, depression, lack of attachment or emotional bond to a parent or guardian, low cognitive ability and educational underachievement and poor social skills for developing positive interpersonal relationships (McEachern, Aluede & Kenny, 2008). Children who experience rejection are more likely than accepted children to exhibit hostility, bullying or passive-bullying behaviour, to be extremely dependent, to have

negative opinions of themselves and their abilities, to be emotionally unstable or unresponsive and to have negative perceptions of the world around them.

Literature on the causes of bullying and other antisocial behaviours seem to focus more on the dangerous consequences of physical and sexual abuse than the prevalence of emotional abuse and its devastating consequences in Nigerian school system. There is rarity of empirical studies on emotional abuse that lead to behavioural problems by the school teacher on his students in Nigeria. Teachers serve not only as educators, but also as important socialising agents who fulfill basic socio emotional needs of the students such as belongingness and self-esteem. But unfortunately, this positive relationship is not there between school teachers and their students. This has adverse effect on the behavioural development of school students. This fact is supported by research evidence that teacher-child relationship exerts a major influence on the children's social, behavioural, emotional and academic adjustment (Pianta, 1999).

But teachers who consistently communicate a negative sense of identity to the student and refuse to accept and respond to the students needs for human contact and attachment cannot be said to be promoting the developmental needs of the student. This action by the teachers amounts to rejection, which is a form of emotional abuse. It is apparent that a chronic pattern of psychological maltreatment destroys a child's sense of self and personal safety. This leads to adverse effects on interpersonal thoughts, emotional health, social skills, learning impairment and physical health (Nesbit & Philpot, 2002).

2.5.2 Exposure to TV Bullying and Imitation of Bullying Behaviours

Some parents and family members watch television together with their children at tender age, whenever force is used to win a contest, they become impressed and commend the actions. Their children watch them and form the idea that use of force to get what one needs is a societal norm and value worthy of being practised. The impact of television on children and their inculcation of bullying behaviour have been well documented (Ledingham, Ledingham and Richardson, 1993)

2.5.3 Contextual Factors such as Large Class

According to Olweus (1993), there are several common assumptions about the causes of bullying. They include claims that bullying is a consequence of large classes or school size. In Nigeria, it is a common phenomena in both public and private schools to find large number of students in a class with insufficient number of teaching staff and Guidance Counselors to take charge of effective supervision of the students and implementation of various behaviour management strategies for dealing with students bullying behaviour, most of our schools are very large in terms of students' population with inadequate staff members for efficient supervision of the students especially during recess periods when the students are on break or in the playground.

There are some classes in Nigerian schools that are called "the republic of China", because of their large students' population. In these types of classes, the teachers can hardly make any miracle in terms of giving adequate attention required by large number of students to ensure their peaceful coexistence and mutual understanding which is free from doing any harm on anybody irrespective of his physical build up.

2.5.4 Personality Characteristics of Students in Terms of Students' Physical Strength or Weakness

Other factors associated with bullying behaviour among students that are equally important to mention at this juncture are the personal attributes, reaction patterns of students combined with their physical strength or weakness in the case of male students can help to explain the development of bullying behaviour problem among students. At the same time, environmental influences in terms of teachers' attitudes, behaviour and supervisory routines play a crucial role in determining the extent to which these problems will manifest themselves in a classroom or school environment. In addition to that parents and family settings who model bullying and violence as a way of meeting their needs or use very harsh methods of discipline are significantly more likely to have children who engage in bullying behaviours. Therefore, lack of attention on students by their parents as earlier mentioned, modelling of bullying behaviour to them and poor supervision are all associated with bullying behaviour among students in our schools.

The parent-child relationship has also been shown to be important factors responsible for bullying behaviour among students. Students with positive relationships with their parents and family settings are less likely to participate in bullying behaviour (Rigby, 1994). In other words, children who are insecurely attached to their parents and guardians are more likely to bully their peers. In the same vein, it has also been shown that children who perceive their families to be less cohesive and less caring for each other are also more likely to participate in school bullying (Bowers, Smith & Binney, 1994). Generally speaking, the family background of children who bully others is characterised

by neglect, abuse, dominance or control, hostility and harsh punishment (Olweus, 1993; Rigby, 1994).

2.5.5 Lack of Adequate Resources in the School in Terms of Human and Material Resources

Other important factors associated with bullying in schools include lack of required resources (human and material). Bullying often occurs when there is little or no supervision such as in the school playground (Olweus, 1993; Pepler & Craig, 1997). Bullying often occurs when there is little or no supervision. Bullying is also more likely to occur during more competitive or bullying activities (Olweus, 1993).

2.5.6 Bullying in the Family and Development of Bullying Personality

The social learning theory of Bandura (1977) believes that individuals learn through observing the behaviour of models, mentally rehearsing the behaviour they display and then later imitating them in similar situations. Bandura's Bobo doll experiment is an example of this belief held by the social learning theory and the idea that behaviour is learnt and then imitated.

Albert Bandura claims that in order for social learning theory to take place, the child must form a mental representation of events in their social environment. The child punishment for their bullying behaviour in terms of expectancies of future outcome. When appropriate opportunities arise in the future, the child will display the behaviour as long as the expectation of the reward is greater than the expectation of the punishment.

This could explain why some students bully their vulnerable school mates because of the reward they expect from their school colleagues in terms of popularity and control over the weak school mates. Similarly, a child from a bullying family circle, who

observes his father using his power to achieve control over his family members especially his wife. Some husbands use force to exercise control over their wives while their children observe their actions and they go free. Children raised in this type of family would think that use of power to get control over the weak is a societal norm and value worthy of being emulated. The control they exercise over their wives here is a positive reward that would encourage them to use force in obtaining what they need.

Bandura's Bobo Doll experiment saw children observing role models (adults) act aggressively towards a bobo doll. The children were assigned to different groups. All the groups witness the adult act aggression to the bobo doll. However, one group saw the adult rewarded with positive reinforcement for their actions whereas the other group saw the adult being punished which is a negative reinforcement. The control group did not witness the adult being rewarded or punished, so their results were compared with the other groups. Then in the last group, all the children were put together and told if they copied the adults they would get a reward. The children who saw the adult being rewarded showed more aggressive behaviour, whereas the children who saw the adult being punished showed less aggression.

There is also a real life pattern to Bandura's study because Patterson (1992) conducted a research in children from aggressive families were found more likely to become bullies.

2.5.7 Different Types of Bullying

Bullying can take many forms. This can be direct or face-to-face bullying, indirect or behind someone's face, cyber bullying through the use of electronic technology, physical, verbal, psychological and electronic (Besay, 2004). Besay further

maintained that direct or face-to-face form of bullying include verbal bullying such as name-calling, mocking, hurtful teasing, insults, put-downs, humiliating, racist or sexist comments and harassment. Physical bullying includes such behaviours as shoving, pushing, hitting, beating up, stealing or damaging property and assault. Psychological bullying according to Besay (2004) includes such behaviours as giving dirty looks, uttering threats, forms of intimidation and extortions.

The indirect forms of bullying behaviours are the behaviours exhibited behind the victims back. This form of bullying is also referred to as relational bullying or social bullying. They include such behaviours as gossiping. Gossiping refers to lowering people's opinion about the students who is targeted as a victim. Social bullying which include such behaviours as telling people not to befriend with a student who is targeted as a victim, spreading rumours and damaging friendships. It also includes such behaviours as leaving out or shunning or exclusion of others from social relationships.

Another important form of bullying behaviour today, is the cyber bullying or employment of electronic technology for inflicting harm on others. The use of electronic technology as a form of bullying and harassing may include such behaviours as threatening or harassing emails or instant messages and creating a web site that belittles or ridicules another student, taking inappropriate pictures of other students without their permission and sharing them with others or posting them on an internet site, stealing someone's password and sending mean messages to other students, tricking someone into sharing sensitive personal information while instant messaging and then forwarding that information to others, using cell phones to send derogatory threatening or harassing text messages.

According to Bonds and Stoker (2000), the significance and form of bullying changes with age. He further maintained that the proportion of children who use physical bullying declines with age, with maturational development the proportion of children who use verbal and indirect forms of bullying increases during childhood and early adolescence. According to Rodkin and Hodges (2003), bullying behaviour has different meanings and serves different functions at different developmental stages. In grade one (1) according to them, bullying is not related to peer status; by grade three (3), children who bully are rated negatively by peers. In later years, they observe there are many different types of children who bully, some are consistently bullying and unskilled; others may be highly skilled and popular within their peer groups.

2.5.8 Consequences of Bullying

Bullying is a pervasive and terribly harmful behaviour not only for the perpetrators of the bullying behaviour but also for the victims', schools and the society at large. The consequences of bullying are far-reaching, ranging from lower school attendance, students' poor academic achievement, increased violence and juvenile crimes. This does not only affect the bullies alone, but it also affects the victims of bullying, the school climate as it affects the relationship among the vital coordinate parts of the school such as the students, teachers, administrators and parents.

Studies have shown that those involved in prolonged and serious bullying of others experience a wide range of mental health, academic and social problems. Several longitudinal studies conducted over two decades have recognised bullying behaviour in elementary school as a precursor of violent behaviour later in adolescence and adulthood.

Recent Canadian studies on bullying behaviour point to the connection between bullying and sexual harassment and violence in later years (Craig and Pepler, 1997).

The victim of bullying often fear school attendance and consider it unhappy and unsafe place. Dropout rates and absenteeism are higher among victimised students. Repeated bullying leads to anxiety, low self-esteem and depression problems (Olweus, 1991; Pepler and Craig, 2000). Students who are targeted by bullies often have difficulty concentrating on their school work and their academic performance tends to be marginal to poor (Ballard et al., 1999). Typically bullied students feel anxious and this anxiety may in turn produce a variety of physical or emotional ailments. The rates of absenteeism and drop out are higher among victimised students than their non-victimised or bullied peers. Nansel, Overpeck, Pilla, Ruan, Simon-Morton and Scheidt (2001) opined that youth who are bullied generally show higher level of insecurity, anxiety, depression, loneliness, unhappiness, mental symptoms and low self-esteem.

The impact of bullying extends well beyond bully/victim to the peer group school and community. Those who are not directly involved but who regularly witness bullying at school, suffer from a less secure learning environment, the fear that the bully may target them next and the knowledge that teachers and other adults are either unable or unwilling to control the bullies and their behavioural manifestations leads to the feeling of insecurity in the victims. The psychological wound left by bullying often endures for years. Evidence indicates that "feeling of isolation and the loss of self-esteem victims of bullying experience seem to last into adulthood (Clarke and Kiselica, 1997). Studies have also found a higher level of depression and low self-esteem among the formerly

bullied individuals at the age of 23, even though as adults these individuals were no more harassed socially isolated than a control group (Nansel et al., 2001).

Generally findings on bullying behaviour studies indicated that bullying is a physically harmful, psychologically damaging and socially isolating aspect of a large number of children's school experience. Studies had also indicated that students who are bullied had higher levels of stress, anxiety, depression and illness and an increased tendency to commit suicide (Rigby, 1998; Rigby, 2001). The victims of bullying are two to three times more likely to contemplate suicide, than their peers who are not bullied (Rigby, 1998). Psychological well-being had been shown to suffer with bullying episodes, while loneliness and alienation from peers is also linked with victimization. Victims are typically withdrawn and anxious, characterised by tenseness, fears and worries. The anxiety and depression associated with victim has also been linked to lower immunity to illness.

Studies on bullying behaviour have also shown that students who are often bullied tend to develop severe psychosocial adjustment and emotional problems which may persist into adulthood (Olweus, 1993; Rigby, 1998, Kumpulainen, Ruesaenen and Puura, 2001). These findings also suggest that many aspects of victimised students' lives may be affected. In a meta-analytic review of cross-sectional studies on peer victimisation and psychosocial adjustment over a period of twenty years, Hawker and Boulton (2000) concluded that students who are victimised by peers suffer a variety of feelings of psychosocial distress. They felt more anxious, depressed, lonely and worse about themselves than non-victims. A study reported in British medical journal showed that children who are bullied suffered health problems such as eating and sleeping disorders,

headaches and stomach aches (William, Changers, Logan and Robinson, 1996). Victims of bullying are not the only ones who are adversely affected. Those who bully are more likely to drop out of school use drug and alcohol as well as engage in subsequent delinquent and criminal behaviours later in life.

2.5.9 Different Characteristics of Bullies

According to Rodkin and Hodges (2003) boys are generally more aggressive than girls in terms of involvement in bullying and other criminal behaviours. They further maintained that on self-report measures boys report bullying almost three times more frequently than girls (23% of boys versus 8% of girls). But according to them, these differences may be biased because girls are declined to view relational forms of bullying such as exclusionary behaviours as being other forms of bullying behaviours.

Their findings, therefore showed that:

a) Boys have been observed to bully at a rate of 5.2 episodes per hour and girls bully at a rate of 2.7 episodes hourly.

b) Although male students are more likely to be in fights, 24% of female students had been in physical fights in the previous year and that 7% of these fights took place on school property.

c) Males are more likely to be bullies and victims of bullying than females. Males are more likely to be physically bullied while females are more likely to be verbally and psychologically bullied.

d) Girls tend to use indirect bullying involving hostile acts such as gossiping and manipulating others to exclude a victim. Boys have also been found to use relational

forms of bullying, but they are more likely to use physical forms of bullying, yelling and assertions of status and dominance.

e) Although girls bully less frequently than boys, those girls who do bully regularly, relative to other girls are as much at risk as highly bullying boys for a variety of adjustment problems.

f) Boys and girls, report being victimised at relatively similar rates. Girls were equally or likely to fight with boys as with other girls.

g) Violent girls report significantly greater rates of victimization and abuse plus a greater likelihood of co-occurring problems with depression, low self-esteem and revictimisation than their male counterparts. There is need to tailor interventions to meet the specific needs of girls and boys.

2.5.10 Victims of Peer Bullying

Victims of peer harassment and bullying tend to be perceived as being different, exceptional, marginalised from their fellow students and elicit negative peer reactions. Some of the characteristics of victims of bullying that have been identified may be consequences or partial cause of bullying behaviours according to (Asher and Wheeler, 1988). The characteristics of victims of bullying according to them include:

a) Victims of bullying tend to be cautious, sensitive, quiet, withdrawn and shy.

b) They tend to be anxious, unsecured, unhappy and have low self-esteem.

c) Some victimised children e.g cry easily appear fearful and have few friends.

d) Some students are victimised or picked on because they differ in terms of physical deformities, evidence learning disabilities because of placement in alternative, educational or vocational settings, or because of their race, religion, ethnic

background and sexual orientation. Victims of peer bullying tend to be smaller and weaker than their peers.

e) Students who are classified as having emotional and behavioural disorders are 20 times more likely to experience victimization in school and they also have the highest school dropout rate approaching nearly 52%.

f) If they are boys, victims of peer bullying may be physically weaker than their male peers.

g) If they are girls, they tend to be less physically attractive than female peers. Girls who develop early and who are seen as attractive are more likely to be sexually harassed by boys.

h) In contrast to passive victims, there is a group of "provocative victims" who are hot-tempered and show high level of bullying "bully-victims". This group of students is more likely to be rejected by their peers and teachers and evidence the most severe emotional and behavioural disorders.

i) Victims of peer bullying have a higher prevalence of overprotective parents or school personnel. As a result, they often fail to develop their own coping skills.

2.5.11 Prevalence of Bullying Behaviour

The exact answer to the widespread nature of bullying behaviour can be influenced by how the behaviour is assessed. For example, if students are asked if they were bullied or if they bullied someone else over a short term frame (e.g last five days versus last 6 weeks), then a smaller proportion of students report being involved in bullying or victimisation. Alsaker (2004) enumerated several research findings on the widespread nature of bullying behaviour among students viz:

a) Worldwide prevalence rates of bullying in students range from 10% of secondary students to 27% of middle school students. The prevalence of bullying is quite consistent across countries according to the World Health Organization.

b) A study of 15,000 US students in grades 6 – 10 found that 17% of students reported having been bullied "sometimes or more often" during the school year. Approximately 19% said they bullied others "sometimes or more often and 6% reported both bullying and being a victim of bullying. 6 out of 10 American teenagers witness bullying in school at least once a day.

c) It has been estimated that approximately 25% to 30% of school-aged youth are involved in moderate to frequent bullying (13% bully others, 10% being bullied and 7% report bullying others and being bullied). In some studies, one out of 6 children who bullied was also victimised.

d) According to observations on elementary school grounds, it has been estimated that students are involved in bullying once every 7 minutes.

e) Bullying tends to peak during middle school, especially during the first year of middle school. It generally decreases with age.

f) Bullying increases when students make transitions to the middle school and high school where the issue of establishing social status in a new peer group is important.

g) Some studies report that up to one-half of 6^{th} grades are involved in some level of bullying, victimization, or more as a child who is bullied and victimised.

h) The majority of children engage in bullying at some point during their school years, but only a minority have chronic bullying problems. Students who consistently bully

at a high rate require substantial support through intervention to shift their style of relating to others.

i) It is estimated that 15% to 20% of all students will encounter bullying during their school years.

j) Thirty three per cent (33%) of students in grade 9 through grade 12 reported that they had been in physical fights on school property.

k) Half of all girls who have been bullied report being harassed by groups of boys.

l) One (1) out of every 20 students in public schools report that they stayed home in the previous 30 days because of safety issues. It has been estimated that as many as 163,000 students in schools in the US stay home each day because of fear of being a victim of bullying.

m) The assessment of bullying is complicated by the fact that both school staff and parents are often unaware of bullying and victimisation.

2.6 The Theoretical Framework of Bullying

There are different explanations in respect of aggressive behaviour, such as bullying. The leading proponent of these explanations on aggressive behaviour is Albert Bandura (1966), who in collaboration with other psychologists conducted an experiment that began to make the overwhelming case that continual exposure to mayhem in the media, could well encourage children to commit mayhem in their own life.

2.6.1 Transmission of Aggression Through Imitation of Aggressive Models

A previous study designed to account for the phenomenon of identification in terms of incidental learning, demonstrated that children readily imitate behaviour exhibited by an adult model in the presence of the model (Bandura and Huston, 1961). A

series of experiments by Blake (1958) and others (Grosser, Polansky and Cippitt, 1951; Rosenblith, 1959; Scachter and Hall, 1952) have likewise shown that mere observation of responses of a model has a facilitating effect on subject reactions in the immediate social influence setting. While these studies provide convincing evidence for the influence and control exerted on others by the behaviour of a model, a more crucial test of imitative learning involves the generalization of imitative response patterns to new settings in which the model is absent.

In this experiment children were exposed to aggressive and non- aggressive adult models and were then tested for amount of imitative learning in a new situation in the absence of the model. According to the prediction, subjects exposed to aggressive models would produce bullying acts resembling those of their models and would differ in respect both form subjects who observed non- aggressive models and from those who had no prior exposure to any model. This hypothesis assumed that subjects had learnt imitative habits as a result of prior reinforcement and these tendencies would generalize to some extent to adult experimenters (Miller and Dollard, 1941).

It was further predicted that observation of non- aggressive models would have a generalized inhibiting effects on the subjects subsequent behaviour and this effect would be reflected in a difference between the non- aggressive and the control groups with subjects in the later group displaying significantly more aggression.

Hypotheses were also advanced concerning the influence of the sex of models and sex of subject on imitation. Fauls and Smith (1956) have shown that preschool children perceive their parents as having distinct preferences regarding sex appropriate behaviour and discourage or punish sex appropriate imitative responses e.g a male child is unlikely

to receive much reward for performing female appropriate activities, such as cooking or for adopting other aspects of the material role but these same behaviours are typically welcomed if performed by females. As a result of differing reinforcement histories, tendencies to imitate male and female model thus, acquire differential habit strength. One could expect on this basis subjects to imitate the behaviour of a same sex model to a greater degree than a model of the opposite sex.

Since bullying however, especially the physical form is regarded as highly masculine-typed behaviour, boys should be more predisposed than girls towards imitating bullying, the difference being most marked for subjects exposed to the male bullying model. Comparison of the subjects behaviour in the generalization situation revealed that subjects exposed to aggressive models reproduced a good deal of aggressive resembling that of the models and their mean scores differed markedly from those of subjects in the non-aggressive and control groups.

Imitation was found to be differentially influenced by the sex of the model with boys showing exposure to male model, the difference being particularly marked on highly masculine typed behaviour. Subjects who observed the non- aggressive models especially the subdued male model were generally less bullying than their controls.

2.6.2 The Social Learning Theory of Albert Bandura

The Social Learning Theory of Bandura emphasizes the importance of observing and modeling the behaviours, attitudes and emotional reactions of others. Children who observe aggressive models at home, school, class, among peer group members and in their vicinity are likely to grow up and become aggressive. Children from aggressive homes and family circles are likely to emulate the features of their home environment.

Parents who encourage watching aggression in the television for hours are likely to exhibit bullying behaviours as they always watch in the television.

Bandura (1977) states "learning would be exceedingly labourious not to mention hazardous, if people have to rely solely on the effects of their own actions to inform them what to do. Fortunately most human behaviour is learnt observationally through modelling from observing others, one forms an idea on how new behaviours are performed and on later occasions this coded information serves as a guide for action".

Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. The component processes underlying observational learning are:

1. Attention: This includes modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement);
2. Retention: This includes symbolic coding, cognitive organization, symbolic rehearsal and motor rehearsal;
3. Motor reproduction: This includes physical capabilities, self-observation of reproduction, accuracy of feedback; and
4. Motivation: This includes both internal and external motivation (intrinsic and extrinsic).

2.6.3 Application of the Theory

The Social Learning Theory has been applied extensively to the understanding of aggression (Bandura, 1973) and psychological disorders, particularly in the context of behaviour modification (Bandura, 1969). It is also the theoretical foundation for the

technique of behaviour modeling which is widely used in a variety of context (Bandura, 1993). For example, the most common and pervasive examples of social learning situations are television commercials. For instance commercial suggest that drinking a certain beverage or using a particular hair shampoo will make the user popular and win the admiration of attractive people.

2.6.4 The Frustration Aggression Theory

An early attempt act as a comprehensive theory of the nature of hostility and aggression was a monograph by Dollard, Doob, Miller, Mowrer and Sears (1939) in which they introduced the frustration-Aggression hypothesis. The theory originally stated that:

1. All acts of aggression are the result of previous frustration.
2. All frustration leads to aggression.

Frustration was defined as the act of blocking someone from gaining an expected gratification; bullying was defined as any behaviour which is intended to injure the individual to whom it is directed.

Shortly after the original theoretical statement appeared, a major modification to the second portion was offered by Miller (1941) that "frustration produces instigation to a number of different types of responses, one of which is an instigation to some form of aggression. In the last 50 years and above, considerable research efforts have been devoted to identifying various intervening processes which could reduce aggressive responses to frustration such as response inhibition, decreased instigation expectedness. Among these processes is the degree to which the frustration is perceived as justified.

2.6.5 The Impact of Justification on Aggression

Pastore (1952) reported the first research which measured levels of bullying as a result of justified and unjustified aggression. The subjects of the study were presented with several hypothetical scenario which described either justifiably or unjustifiably frustrating events. Results showed that self-reported feelings of hostility engendered by the scenarios were moderated by justification of the frustration. Frustration that was justified resulted in less intense feelings of hostility than frustration that was unjustified. Cohen (1955) also, reported a diminishing of aggressive impulses when the source of a hypothetical frustration was justified.

Weiner and Colleagues, in their work on attribution theory, have provided one possible explanation for differences in aggression between justified and unjustified frustrations (Weiner, 1985; Weiner, Graham and Chanler, 1982). These researchers found that subjects will feel anger towards an individual responsible for a negative event to the degree that the individual has control over someone else's negative situation and allows it to occur, as in unjustified frustration, anger could be more prevalent than if that individual has no control over the negative situation as in some types of justified frustration.

2.6.6 Berkowitz's Effort at Establishing the Relationship Between Frustration and Aggression

Berkowitz (1988, 1989) clearly states that justified frustration does indeed lead to aggression tendencies and proposes a model which explains how. Basically Berkowitz views frustration as an unpleasant, aversive stimulus which evokes negative effect by automatically eliciting cognitions that are associated with aggressive tendencies. It is

important to repeat that this initial process requires little cognitive capacity and sufficient to produce aggression related thoughts and motor impulses.

Berkowitz also proposes that higher order cognitive processing can lead the individual to a course to the unpleasant stimulus. These cognitions can produce adjustment to the initial reactions either suppressing or enhancing further aggressive reactions. It is the belief of this theory that frustrations produce aggressive inclinations only to the extent that they are aversive and give rise to negative effect (Berkowitz, 1988). Furthermore, he has considered the distinction between hostile and instrumental aggression and in keeping with the original frustration-aggression hypothesis has focused solely on hostile aggression.

During the first stages of the model, where negative affect arises and aggressive cognitions are automatically primed. Some level of aggressive motivation is instigated. Through potential cognitive appraisals which may follow, justification for the frustrating event can reduce the motive to aggress. However, this reappraisal may not eliminate all aggressive tendencies which automatically arose from the negative affect produced by the initial frustration. Aggressive tendencies have been found to accompany completely "proper" frustrations and have been found to be directed at completely innocent individuals (Green & Berkowitz, 1967; Green, 1968; Strube, Thoner, Cerro, Stevens and Hinchey, 1984).

2.6.7 Social Cognitive Theory of Bandura

Social cognitive theory subscribes to a model of emergent interactive agency (Bandura, 1986). In this theoretical view, persons are neither autonomous agents nor simply mechanical conveyers of animating environmental influences. Rather, they make

causal contribution to their own motivation and action within a system of triadic reciprocal causation. In this model of reciprocal causation, action, cognitive, affect and other personal factors and environmental events all operate as interacting determinants of human behaviour. Any account of the determinant of human behaviour must therefore, include self generated influence as a contributing factor to human action and behaviour. This implies that human behaviour is motivated not only by the environmental events but rather the human thinking patterns, feelings and other personal characteristics of an individual all contribute their quota towards making an individual to behave the way he is doing. A bully or aggressor is made to behave in this way, by his personal attributes and other environmental agencies.

2.7 Empirical Studies

Bullying in schools has become an issue of major importance among educators. However, intervention programmes to reduce the behavioural problem had enjoyed only modest and limited success (Rigby, 1998). There is widespread support for the view that educators and schools should take action to counter bullying among students. Social researchers beginning with Olweus' (1993) pioneering studies among boys in Scandinavia in the 1970s and 1980s, led the way. Others followed suit, especially in parts of Europe and the United Kingdom and US, and then eventually in the 1990s in Australia (Rigby and Slee, 1993).

Where specific intervention programmes have been evaluated, the outcomes have been mixed. Shade, Vivian and Adeyemi conducted an experimental study titled "Effectiveness of self-management and bully-proof strategy on the management of school violence among transitional students in junior secondary schools in Ibadan, Nigeria. The

study conducted in (2013) investigated the effectiveness of self-management and bullying-proof strategies on the management of school violence among transitional students in junior secondary schools in Ibadan. The study adopted a pre-test post-test, control group experimental design using a 3 x 2 x 2 factorial matrix. 108 junior secondary one students were selected through purposive sampling technique from three local government areas in Ibadan. The scales used in the study were the school violence scale (r = 0.68) and locus of control scale (r = 0.71) while seven hypotheses were tested at 0.05 level of significance. Analysis of covariance and scheffe post-hoc were used for data analysis.

Hypothesis one revealed a significant effect of treatments (F2, 95 = 18.29; P < 0.05), while Bully-Proof Strategy (= 25.57) was more effective than self-management technique (= 27.86). In addition, hypothesis 5 which examined the management effect of treatment and locus of control on the management of school violence was significant (F2, 95 = 3.98; P < 0.05). Further results revealed that hypotheses 3, 4, 6 and 7 were not significant.

Taghiyar, Zaharakar, Nasirinajed and Bahraiman (2013) conducted a research study in Tehran, Iran titled: The Effectiveness of Teaching Anger Control based on Approach of Cognitive Behaviour Method in self-efficacy of High School students levels in Islam Shahr City, Tehran. The study population includes all female high school students. The study used pretest and posttest method and gave treatment to the students for nine weeks for anger control. They sued ANCOVA for data analysis. They found the technique to be effective.

Michael P. Kaman (1989) conducted a study titled “Inducing Adaptive Coping Self-Statements in the learning disabled through a cognitive-behavioural intervention in 1989 in Canada. He observed in the study that the influence of self-management (private self-dialogue) on behaviour has only recently received attention in the field of special education, particularly in the area of learning disabilities. Little direct investigation of the influence of self-management has been conducted with the learning disabled population. This study investigated the effects of a cognitive behavioural modification coping strategy on reducing maths anxiety in learning disabled subjects. Specifically, the study examined the qualitative differences between the self-management of learning disabled and average achieving peers, evaluated the effects of self-management training procedure on increasing positive self-management in learning disabled children, and determined the effects of the change in self-management on academic performance. During an initial two week period, prior to intervention, a learning disabled group (N = 10) and average achieving group (N = 10) completed mathematics tasks, during which their spontaneous self-talk was collected and compared. Subsequently, learning disabled subjects received intensive training in a self-management coping strategy over a six week period. A post-test of both self-management and mathematics performance was conducted for both groups.

The results indicated clearly marked qualitative differences in the spontaneous self-management of the learning disabled group as compared with the average achieving group at both the pre and post-tests.

Specifically, at pre-test learning disabled subjects were found to produce significantly more negative and significantly less positive self-management than the

average group while completing mathematics tasks. Significant qualitative differences were also found on mathematics procedure effectively reversed trends in the self-management patterns of the learning disabled subjects, to approximate those of the average achieving group. As well, performance on mathematics tasks were not significantly different between the groups on the post-tests. The results indicated the effectiveness of self-management technique for positively affecting both the self-management and mathematics performance of the learning disabled subjects.

A review of experimental studies on the effects of self-management intervention on academic outcomes for youth with disabilities by Jennifer R. Wolgemuth, R. Brian Cobb and James J. Dugan of Colorado State University, United State of America, indicates the existing relationship between self-management (the intervention) and academic performance and classroom behaviour (the outcomes) for secondary aged youth with disabilities. A total of 17 studies intervening with 88 youth with behavioural disorders, attention deficit/hyperactivity disorders, bullying and bullying, learning disabilities and developmental disabilities were reviewed. The findings of the review strongly support the efficacy of self management interventions across educational environments, disability types, ages and genders in the improvement of academic performance and correlates of academic achievement (classroom behaviour). A series of more detailed implications for practice are suggested as well as directions to the reader to locate more detailed descriptions of how these interventions might be implemented in their secondary educational environments.

Lange, A., Richard, R., Gest, A., Vries, M. D. and Lodder, L. (1998), conducted an experimental study titled “The effects of positive self-management: A controlled Trial

at the department of clinical psychology, university of Amsterdam, Amsterdam. The Netherlands. In this article, it is argued that positive self-management can be important aid for the treatment of emotional disorders. A review of the literature revealed that studies on the effects of positive self-management are often unclear and generally hampered by contamination between different treatments techniques. The present study tests the effects of positive self-management in isolation. A pre-post controlled trial with participants characterized by low self-esteem was carried out. In the experimental condition, 24 participants were instructed to write a short positive text about themselves and to read this text twice daily for a period of 3 weeks. In the control condition 26 participants carried out a neutral task which consisted of writing the endings of a few short stories. Positive self-management had positive effects on self-esteem and on feelings of inadequacy especially in those participants who were intrinsically motivated to carry out the experimental task. The intervention had no significant effects on a number of personality trait measures which negates demand characteristics as an alternative explanation for the findings. Implications for clinical practice and research are considered.

Dodge Beth M. conducted a study titled "A literature review of social skills training intervention for students with emotional/behavioural disorders at the university of Wisconsin, United States of America". He found that students with emotional/behavioural disorders (EBD) display various maladaptive behavioural responses that often led to discipline and school safety issues. These students also experience little academic success and as a population, have one of highest drop-out rates even among students with disabilities. Students with emotional and behavioural

disorders respond much more emotionally than their non-disordered peers and this can result in negative peer interactions and rejection. Many of these students have social skills deficit as well. This is problematic because deficit in social skills often lead to negative experiences and avoidance of social interactions as a whole; thus limiting opportunities for learning social skills and behaviours. A label of emotional and behavioural disorder likely carry with it lifelong problems including low self-esteem and loneliness. Many students with emotional and behavioural disorders do not possess the skills or knowledge to use more appropriate alternative behaviours, so these students are merely drafting from the resources they have. He therefore suggested the use of effective approaches to teaching social skills to students with emotional and behavioural disorders.

Starie, Anderson and Colleen Swiatowy (2008) conducted a study in which they examined the effects of social skills on reducing bullying behaviour. The study involved 70 fourth grade students in the United States of America. The behaviours documented from the fourth-grade students were name-calling, exclusion, pushing, disrespect of people and property and intimidation. Teacher researchers used several tools to document the evidence of bullying. These tools were a student survey, teacher survey, observational checklists and parent survey. When implementing the students' survey, the teacher researchers noticed that over three-fourth of the fourth-grade students felt that they had been bullied. Boys bullied more frequently than girls. Bullying occurred most often on the play ground, the bus and hallway. One of the most concerning issues was that one-third of the students did not feel safe at school.

The strategy that was most beneficial to the students in the elementary classrooms was teaching social skills. The social skills that were taught to prevent bullying included

assertiveness training, cultural awareness, empathy, respect and appropriate responses and choices. These social skills were taught by role playing and literature, using the book crash by Jerry Spinelli. Some additional interventions used for social skills instruction were journaling, using conversational dialogue appropriately, completing family activities focused on individuality, project sharing, friendship poster advertisements, "secret friends" and using learned strategies to handle bullying situations.

Upon completing this intervention, the teacher researchers found decrease in the report of which might be associated with the knowledge and skills gained during the intervention. Throughout the intervention, the students were introduced to a variety of strategies to deal with bullying. The result of this was a decrease in the students telling an adult and an increase in fighting back or not responding at all to the bully. Students became more confident in their ability to handle bullying situations. Students felt comfortable coming to an adult but were also able to handle more situations independently. The perception of feeling safe at school increased throughout the intervention. This is due to the students' increased knowledge of how to handle a bully or bullying situation. Students used the strategies that were introduced during the intervention, thus empowering them to handle any given situation.

Kehinde O. Ayenibiowo and Gabriel A. Akinbode (2011) conducted a study in Lagos, Nigeria titled: "Psychopathology of bullying and emotional abuse among school children" to investigate the pathological effects of bullying on victims bullying acts using self-report method. Negative act scale was designed and validated to assess experience of bullying among students. Also symptom distress checklist (SCL-90) was used to assess manifestations of emotional distress among the respondents. The study was

anchored on social information processing theory. Participants in the study were obtained from both private and public schools in Lagos, including boarders and non-boarders aged between 12 and 19 with mean age of 11. It was hypothesized that bullying behaviour will be more prevalent among boys than girls in both private and public schools. Also, hypothesized was that bully victims were likely to report more psychopathologic tendencies. The result showed higher incidence of bullying among boys than girls. It also shows significant correlation between bullying and all the 10 symptoms of distress investigated. The implication of the study is that there is need for proper monitoring of relationships and activities that occur among secondary school students, to prevent lasting emotional damage that can result from bullying.

2.8 Summary

The preceding chapter has explained the various conceptual frameworks on bullying behaviour. These theoretical frameworks include: the social information processing theory (SIP), the theory of the mind (TOM) framework of bullying behaviour, the moral development theory, the developmental theory, the attributions to individual differences, perspective of bullying, the perspective of bullying behaviour as a social/cultural phenomenon, the response to group and peer pressures framework and the perspective of restorative justice approach to explaining and understanding bullying behaviour.

Other items discussed in this chapter include: the definition and concepts of bullying, the causes and factors responsible for bullying behaviour among students, the consequences of bullying, different types of bullying behaviours. Other items highlighted in the chapter include prevalence of bullying behaviour among students, the

victims of peer bullying in schools and their characteristics that were also explained in the preceding chapter. Another indispensable item discussed in the preceding chapter is the theoretical framework of bullying.

The gap between this work and the previous related works reviewed include: the previous were descriptive survey studies. Most of the previous works reviewed were foreign-based and were conducted at the basic and post basic educational levels. Those conducted in Nigeria were conducted at the basic and post-basic educational levels.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the research design, population of the study, and the sampling procedure. Equally highlighted in the chapter is the instrument of data collection, and its validity and reliability. How to control extraneous variables that may affect the treatment effects and findings of the study was also explained. Other items discussed are the step by step description of the experimental sessions with the treatment groups for both self-management and social skills counselling techniques by cognitive behavioural working template as well as the procedures for data collection and analysis used.

3.2 Research Design

The research design used for this study is the quasi-experimental design involving pretest, posttest control group procedure. In this design, researchers use non-random assignment of subjects to groups i.e the treatment and control groups. The design was also used due to expectations of some intervening variables that may influence the treatment effect and findings of the study. Such variables may include interaction among members of the experimental and control groups, sample selection biases and unreliability of the research instrument that researchers call statistical regression to the mean or inconsistency of the research instrument. Expectations of these variables justifies the adoption of this research design. Kerlinger (1991) refers to quasi-experimental situations as compromise designs; an apt description when applied to much

educational research where the random selection or random assignment of schools and classrooms is quite impracticable.

The design is diagrammatically represented according to Best & Kahn (2010) as follows:

R1 O_1 ——— X ——— O_2

R2 O_2 ——— X ——— O_4

R3 O_5 ——————————— O_6

3.3 Population of the Study

The population of the study was made up of one hundred and eighty (180) identified school bullies from three senior public secondary schools in Katsina metropolis. The bullies were identified through the use of school punishment records by the school teachers, discipline masters and administrators.

Table 3.1 Research population by schools:

S/N	Name of school	No. of bullies
1	Sir Usman Nagogo College of Arabic and Islamic Studies, Katsina.	42
2	Government Girls' College, Katsina.	99
3	Katsina College, Katsina.	39
Total		180

Source: Schools' Principals

The identified school bullies include male and female between the age of sixteen and twenty one (16 – 21). The school principals and teachers made sure that only

students who were reported to have bullied their victims repeatedly (three to four times) were included as suggested by Olweus (1978, 1999).

3.4 Sample Size and Sampling Technique

A total number of one hundred and eighty (180) school bullies were identified. The researcher purposely selected thirty six (36) bullies to serve as the subjects of the study. This implies that nine (9) subjects were drawn from each of the two male schools i.e Sir Usman Nagogo College of Arabic and Islamic Studies (SUNCAIS) and Katsina College, Katsina making it eighteen (18). On the other hand, eighteen subjects (18) were also drawn from the Government Girls' College, Katsina making the total of thirty six (36) subjects in the study.

Table 3.2: Samples drawn from schools:

S/N	Name of Schools	Sample size
1	Sir Usman Nagogo College of Arabic and Islamic Studies, Katsina.	09
2	Government Girls' College, Katsina.	18
3	Katsina College, Katsina.	09
Total		36

Kolo (1992) opined that "group counselling members could vary as between three (3) and twelve (12) persons." This implies that the researcher has a total of thirty six (36) subjects as depicted in the above table. Each secondary school was allotted a group of twelve (12) students. Two out of the three groups were experimental and they received treatment while one of them was control and did not receive any treatment.

Nine (9) school bullies for the self-management counselling were from Sir Usman Nagogo College of Arabic and Islamic Studies. Another group of eighteen (18) school bullies for the social skills counselling were from Government Girls' College, Katsina. The last but not the least group of nine (9) school bullies were from Katsina College, Katsina.

3.5 Instrumentation

The researcher used Students' Bullying Behaviour Questionnaire (SBBQ). The researcher selected the items in the instrument for data collection from a compendium of standardized bullying assessment tools prepared by Hamburger, Basile and Vivolo (2011). Their target groups include youth between 13 and 21 years. These assessment tools were item analysed for construct validity and reliability co-efficient as follows:

1. Aggression scale was developed and used by Orpinas and Frankwoski, and Orpinas, Horn and Stanizewski and was published by Sage publications. Its construct validity and reliability are: 0.88 and 0.82 respectively.
2. Youth bullying behaviour scale. It was developed and used by Austin and Joseph and published by the British Psychological Society. Its validity and reliability are: 0.81 and 0.94 respectively.
3. Bullying and negative relational behaviours scale. It was developed and used by Crick and Grot-peter and published by Wiley and Blackwell publishing company. Its validity and reliability are: 0.83 and 0.90 respectively.
4. Cyber Harassment Students' Questionnaire. It was developed and used by Beran and Li and published by Baywood publishing company limited. Its validity and reliability are: 0.85 and 0.88 respectively.

The title of the researcher developed instrument is Students' Bullying Behaviour Questionnaire (SBBQ). This instrument was validated by the researcher being a foreign-based. It is a 35-item questionnaire.

The instrument is composed of four sub-scales strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1. They are all scored by summing up all the responses of the subjects and dividing by the total number of items in the instrument. It is a thirty five (35) item questionnaire. A higher number indicates a higher level of bullying behaviour among school bullies. The items in the instrument contain statements based on various types of bullying behaviour such as physical, verbal or cyber bullying. The instrument is divided into two (2) sections: "A" and "B". Section "A" contains the biodata of the school bullies. The personal information collected from the school bullies include: school, class and gender (male or female).

The section "B" of the instrument contains thirty five (35) items that constituted the students' bullying behaviours. A maximum score of four (4) indicates a highest level of an individual's bullying behaviour. While a minimum number of one (1) indicates the least level of an individual's bullying behaviour.

3.6 Validity of the Instrument

The researcher established content and face validity for the instrument by distributing copies of the instrument to some staff members in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. The researcher also shared some copies to colleagues at the Department of Psychology, Federal College of Education, Katsina and some staff of Umaru Musa Yar'adua University, Katsina for vetting and advice. They went through the items and made

favourable comment that they were adequate to measure students' bullying behaviours. They all commented that the items in the questionnaire were adequate to test students' bullying behaviour.

3.7 Reliability of the Instrument

The researcher established reliability of the instrument using samples of students from Funtua senatorial district. The researcher used test-retest method of establishing the reliability of this instrument for its validation to enable him use it in Nigeria. The students of Government College, Funtua and Government Girls' Secondary School, Malumfashi were used for the exercise. The reliability of the instrument after the validation exercise is 0.70. This means that the instrument is consistent and strong enough to serve as the instrument of data collection.

3.8 Procedure for Data Collection

The procedure for data collection began by collecting introductory letter from the head of the Department of Educational Psychology and Counselling for onward submission to Guidance and Counselling section of the Katsina State Ministry of Education for permission to conduct the study in their schools. The permission was obtained that led to the retrieval of the total number of students in the schools slated for the study and the total number of school bullies identified with the help of the school teachers and administrators. From the population of school bullies (180) identified, a total of thirty six (36) were chosen to serve as the sample of the study. It is this number that was distributed into the experimental and control group members. Two out of the three groups were experimental and underwent treatments and responded to the Students' Bullying Behaviour Questionnaire before and after treatments. The control group

members also responded to the questionnaire before and after the treatment sessions with the treatment groups.

Treatment Session (Experimental Group)

The paired treatment samples of the school bullies from the male and female schools went through the self-management and social skills counselling techniques. The control group members did not undergo any treatment.

Self-Management Counselling Based on Cognitive-Behavioural Therapy Working Template.

As a therapist and researcher, to help bullying students who involve themselves in the bully/victim episodes manage their behaviour problem; the researcher followed the following steps towards assisting the bullies to achieve positive behaviour change;

1st Week

Subject: Bullying behaviour

Behavioural Objective: Positive change in bullying behaviour

Researcher's Activity: The researcher collaborated with the school bullies to establish the happenings in the life of the school bullies immediately before they bullied their victims, the frequency of the behaviour, how long it took the bullies before they become normal. How the bullies were motivated to behave as bullies also formed part of the lesson.

Parents/Guardians' Activity: The significant others of the bullies also helped the researcher to determine when, where and how the behaviour occurred? They also assisted the researcher to explain the consequences of the behaviour on the bullies and their victims such as low academic performance, sustaining injury requiring hospitalization,

inability to participate actively in school interactions among school colleagues, inability to concentrate on their school work and the psychological wound occasioned by thinking over when, where and how the bullies may attack them.

Bullies Activity: The bullies explained in their own words, how they felt before, during and after the bully/victim episodes.

Evaluation: The bullies were asked to explain how to deal with the antecedents of bully/victim episodes and how to live and interact in prosocial way and manner and they responded positively.

2nd Week

Entry Behaviour: The school bullies were asked to review the last week's activities such as explaining the concept of bullying, its definition, causes, consequences and how to empathise with the victims of bullying behaviour.

The activity of the researcher and his research assistants: Both the researcher and his assistants listened attentively to the explanations given by the bullies and gave clarifications on any issue that was not properly explained. Both the researcher and his assistants created well managed environment which made the bullies to feel valued and respected and responded positively to the questions they were asked in relation to the antecedents and consequences of bullying behaviour.

Evaluation: The bullies were asked to explain once again the concept of bullying, its causes and consequences and they provided satisfactory explanations.

3rd Week

Topic: Engagement in self-talk initially overtly and subsequently covertly by the researcher.

Behavioural Objective: To enable the bullies use verbal talk in order to guide the thought process.

Researcher's Activity: The research demonstrated how to engage in positive self-talk initially overtly (loudly) and subsequently covertly (silently) to guide the thought processes of the school bullies while the bullies listened.

Evaluation: The bullies were asked to demonstrate how to use self-talk to guide the thought process and they all gave satisfactory response to the question.

4th Week

Topic: Practical demonstration of positive self-talk by the school bullies.

Bullies' Activity: The school bullies were asked to rehearse the verbal positive self-talk to guide their thought processes. Each of the school bullies was allowed to rehearse while the researcher and his assistants listened.

Researcher and his assistants' activity: Both the researcher and his assistants pointed out their observations with respect to the practical demonstration of the self-talk by the bullies. They pointed out areas of strength and weakness by the bullies and gave clarifications.

Parents and guardians' activity: The parents, guardians and other primary care-givers were asked to point out their observations good clarifications.

Evaluation: The session was ended with demonstration by the school bullies on how to use verbal self-talk to guide the thought process and they made satisfactory performance e.g I shall engage in socially acceptable behaviours instead of hostility.

5th Week

Topic: Triggers of bullying behaviour

Parents'/Guardians' Activity: The parents, guardians and other primary care-givers of the school bullies helped the researcher to establish the antecedents of the bullying behaviours. They include things like lack of access to basic necessities of life in terms of food, shelter, clothing, healthcare and good academic achievement. The significant others made mention of these and other unpleasant experiences by the bullies.

Researcher and his assistants' activity: The researcher and his trained assistants emphasized the need for the parents, guardians and other primary care-givers to live up to their expectations in terms of meeting the basic necessities and needs of their children. They emphasized the need for them to do everything possible to meet the basic needs for the survival of their children in terms of food, shelter, clothing, healthcare, education and character training for their children.

Evaluation: The school bullies were asked to mention the triggers for their negative response to situations and they provided satisfactory answers to the questions.

6th Week

Topic: Practical demonstration of a bully/victim scenario i.e dramatisation of the scenario.

Researcher/Bullies' Activity: In this episode the researcher served as the victim while the bullies acted as the perpetrators. The procedure was reversed whereby the researcher acted as the bully while the bullies acted as the victims.

Parents/Guardians and other primary care-givers' activity: The significant others of the bullies were allowed to record their observations about the unpleasant situations that made them to bully the weak and vulnerable school colleagues. The audience recorded their observations. The audience were allowed to point out these observations for clarifications.

Evaluation: The bullies were asked to dramatise a bully/victim episode and they supplied satisfactory responses to the question.

7th Week

Topic: How parents, guardians and other primary care-givers motivated their children to bully.

Researcher Activity: The researcher took time to explain how parents, guardians and primary care-givers of the students motivated their children to bully the weak and vulnerable school colleagues such as how the parents responded to the basic needs of their children such as food, shelter, clothing, healthcare, education and character training as well as showing them love, affection and treating them as persons of worth, value and respect. The researcher also showed them some good relational behaviours which they

need to show their children because, their children tend to copy their actions and behaviours.

The researcher emphasized the need for the parents to emphasise with their children in order to guide them to have empathic feelings about others while the bullies listened.

Evaluation: The bullies were asked to mention how they felt when the parents have respect for them and see them as persons of worth and value. They all supplied satisfactory answers i.e they felt encouraged to initiate and restore acceptable relationships with school colleagues.

8th Week

Topic: Reminding parents, guardians and other primary care-givers of their responsibilities in the upbringing of their children.

The Researcher Activity: The researcher reminded the parents, of their need to watch their utterances and actions being role model to their children.

He encouraged them to take note of how they respond to the needs of their children.

He reminded them of their primary responsibility of teaching their children adaptive behaviours.

He encouraged them to take a giant stride towards checking the excesses of their children and helped them to manage such problematic behaviours.

Social Skills Counselling Technique and the Weekly Treatment Sessions

1st Week

Topic: Confidence building stage.

Researcher Activity: The researcher adopted a confidence building relationship with the family members of the school bullies. He asked them clarifying questions to emphasise the need for collaborative approach towards solving problem confronted by a family member. He asked them about the role they play in the treatment of their family member and how family members responded to the needs of their family members to prevent the occurrence of problem to the family member. He enquired from them about life in the family and home and the existing relationship in the family setting.

The researcher established a rapport with the family members as their contribution towards managing the problem behaviour is of paramount importance. The researcher tried to convey his genuine acceptance, unconditional positive regard and empathic understanding to the family members and to the problematic children. He also solicited for their support and cooperation to establish the problem behaviour with respect to when, where and how the behaviour occurred.

Evaluation: Both the significant others of the school bullies and their children were asked clarifying questions on when, where and how the problematic behaviour occurred and both of them supplied satisfactory answers to the questions they were asked.

2nd Week

Topic: Achieving positive change in behaviour.

Researcher's Activity: The researcher showed respect and valuing to the bullies. He treated them as persons of worth and dignity. In recognition to the kind of good relationship established by the researcher, the bullies manifested readiness to engage in positive self-talk initially overtly and subsequently covertly to enable them change their

thinking patterns that would in turn influence positive behaviour change. The researcher asked the bullies the following questions:

a) How did you decide to come to the therapy?

b) What were your present concerns in your life?

c) What situations were not going on as you would like?

The bullies supplied satisfactory answers to the above questions by verbalizing their harsh and critical experiences at home and school. These experiences include: Harsh response to their basic life needs and lack of concern by other people around them. The researcher during the weekly counselling interaction encouraged them to come to the session and respond positively to the challenges of the counselling sessions.

3rd Week

Topic: Reflection over the issues presented by the bullies during the previous counselling session.

Researcher's Activity: The researcher thought over the issues presented by the school bullies. He asked them which of the issues presented to him were not worrying to them. He went further to ask them about their feelings and how they thought over the situation. He asked them about what the situation has prevented them from doing. He asked them about the thoughts that made them felt worse. He asked them about how they felt if they did not have these negative thoughts. He asked them about proof that what they were telling themselves was really true. Instead of telling themselves negative self-talk, the researcher demonstrated positive self-talk that would lead to positive thinking patterns and behaviour.

Evaluation: The bullies demonstrated how to engage in positive self-talk that would lead to positive thinking and behaviour e.g I would engage in more productive activities than resort to hostility.

4th Week

Topic: Identifying maladaptive thoughts of the bullies.

Researcher/Parents/Guardian's Activity: The researcher collaborated with the parents, guardians and other primary care-givers of the bullies with a view to get them involved in helping their children to identify their maladaptive thoughts that used to lead them into bullying behaviour and how they assisted changing these destructive thoughts.

Researcher Activity: The researcher recorded the maladaptive thoughts narrated by the significant others of the school bullies and enquired from the bullies by asking them the following questions:

a) When you had these thoughts and experience those feelings, how did you respond to others?

b) How did others respond to you when this happened?

c) To the family members, what did each of you think when your (family member) had these experiences? How did these thoughts affect your interactions?

d) What did each of you think when these experiences happened to your family members? Did anyone work harder than others to help the family member? If so, the researcher proceeded with the following questions: what happened to that family member when he or she worked hard to help? The bullies were listening

to the dialogue between the researcher and the significant others of the school bullies.

Evaluation: The researcher asked the bullies to mention their observation or ask questions for clarification.

5th Week

Topic: Initiating change

Researcher Activity: The researcher focused on assisting the bullies to initiate change by trying to modify their maladaptive thoughts so that their feelings and behaviours would automatically change. The following were some of the leading questions for the bullies to achieve positive change in their thinking, feeling and behaviour:

a) Choose what you think would be most cherished course of life for your future development.

b) Who in your family did you think would be most relieved when a family member is no longer having these problems?

c) If you the (identified person) who did not have these problems, how would your relationships be different in your family?

d) What would you like to change in your relationship with your family so that the problem is less of a burden?

e) What were your needing, wanting and expecting of each other?

Evaluation: In response to the above stated questions, the bullies enumerated their needs as follows:

a) More humanised relationships with their significant others.

b) Fair treatment and respect for them.

c) Positive response to their basic needs for survival.

6th Week

Topic: Recognition of change

Researcher Activity: The researcher recognized change when clients first reported improvements in their moods in addition to other improvements in their behavioural functioning. The researcher took note of changes in their activities and enquired about the thoughts and beliefs that contributed to the clients' moods and behaviours through expression of the following feelings:

a) It was noticed that you were each getting along better today in our session. Could each of you tell me what you were thinking about and feeling to help this happen?

b) It seemed that each of you had a better week, could you tell me how your thought contributed to what you did that helped things to be better?

c) What were you thinking about? What helped you to do things better?

d) In your opinion, what had other people in your family been doing recently that had helped your behaviour to change?

Evaluation: In response to the above questions, the bullies expressed satisfaction with the change in the attitudes of the family members towards them and their concerns. The negative and harsh treatment meted out to them by their significant others had changed to

fair and humanized treatment. This has helped them to experience positive thinking and consequently positive self-talk.

7th Week

Topic: Expression of appreciation.

Researcher Activity: The researcher showed appreciation to the family members for the change in their attitudes to their family members that led to positive change in their behaviour. The researcher encouraged them to continue to be sensitive to the feelings, thoughts and behaviours of their family members. They should take note of the maladaptive thoughts of their family members that could have adverse effects on their cordial relationships. He encouraged them to be their brothers keepers and adopt a whole-family approach to problem affecting their family members that could ensure mutual understanding and respect among the family members.

Family Members Activity: The family members were allowed to ask questions for clarifications.

Evaluation: The bullies were also allowed to ask questions for clarifications and the session came to an end.

8th Week

Topic: Termination of the counselling sessions.

The Bullies Activity: The school bullies called for the termination of the weekly counselling interactions when they had achieved the goal of the counselling sessions i.e positive change in their thoughts, feelings and action or behaviours.

Researcher Activity: The researcher asked the bullies to make schedules for the fellow-up sessions to assist in maintaining the positive progress made in the thinking, feeling and behaviour of the bullies.

3.9 Procedure for Data Analysis

To answer the research questions, mean and standard deviation were used. To test the first and second hypotheses, paired samples t-test was used. To test the third and fourth hypotheses, t-test for independent samples was used. To test the fifth hypothesis, Analysis of Variance (ANOVA) was used.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the study and discussions arising from the findings of the study.

The main objective of this study was to evaluate the effects of Self-Management and Social Skills Counselling Techniques on reducing bullying behavior among secondary school students in Katsina state.

To achieve this objective, a total of 36 school bullies classified into three equal numbers of 12 were used. The first treatment group was exposed to the Self-management technique while the second treatment group was exposed to the Social Skills Counselling Technique. The third group was the control group and was not exposed to any treatment procedure. Each of the groups had its pretest and post test mean bullying behavior scores. The first section presented the bio data variables of the respondents. These are sex, school

and their class. The second section presented the answer to the research questions using descriptive tests of mean and standard deviations. The third section tests the five null research hypotheses. The paired sample t test, independent sample t-test as well as the Analysis of variance (ANOVA) were used. All hypotheses were tested at 0.05 alpha level of significance.

4.1 Presentation of Bio data variables of the respondents

The results of the demographic characteristics of the participants in the study identified with bullying attributes are hereby depicted in the table 4.1.1 below:

Table 4.1.1: Distribution of respondents by treatment groups

Group Counselling	Frequency	Percentage (%)
Self-management group	12	33.3
Social skills counselling group	12	33.3
Control group	12	33.3
Total	36	100.0

The table above showed that the school bullies were classified into three groups according to their groups. Each group had 12 number of school bullies. These include self-management counselling technique group, social skills counselling group and the control group.

Table 4.1.2: Distribution of respondents by Sex

Sex	Frequency	Percentage

Male	18	50.0
Female	18	50.0
Total	36	100.0

The study used 18 males and 18 females each representing 50.0% of the sample. In each of the three groups there were 6 males and 6 females. These brings the total to 36 respondents used in this study.

Table 4.1.3: Distribution of respondents by schools

Schools	Frequency	Percentage
GGC Katsina	18	50.0
KCK	9	25.0
SUNCAIS	9	25.0
Total	36	100.0

The table above showed the students' distribution according to their schools. A total of 18 of the students were from Government Girls College Katsina representing 50.0% while 9 or 25.0% were from KCK school and the rest of 9 respondents representing 25.0% were from SUNCAIS. This brings the total to 36 school bullies used for this study.

4.2 Research Questions

Question One:

What is the effect of self-management counselling technique on bullying behaviour?

Table 4.2.1 Showing descriptive statistics to determine the effect of self-management counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores.

Variables	**N**	$\overline{X}$	**Std dev**
Self-management counselling Pretest scores	12	127.2500	4.24532
Self-management counselling Posttest scores	12	38.4167	3.11764

The descriptive statistics above showed the pretests mean scores and standard deviations of the self-management counselling group are higher than their posttest mean scores and standard deviation. The pretest mean scores and standard deviation were 127.2500 and 4.24532 while the posttest mean scores and standard deviations were 38.4167 and 3.11764.

Question Two:

What is the effect of social skills counselling technique on bullying behaviour?

Table 4.2.2: Depicting descriptive statistics to determine the effect of self-management counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores.

Variables	**N**	$\overline{X}$	**Std dev**
Social skills counselling Pretest scores	12	130.7500	3.93412
Social skills counselling Posttest scores	12	41.7500	4.75060

Outcome of the descriptive statistics above showed that their mean bullying behaviour were 130.7500 and 41.7500 in their pre test and post test scores respectively. Their standard deviations at pretest and posttest were 3.9412 and 4.755060 respectively.

Question Three:

What is the effect of self-management counselling technique on bullying behaviour of male and female students in the treatment groups?

Table 4.2:3: Showing descriptive statistics on the effect of self-management counselling technique on bullying behaviour of male and female secondary school bullies from their posttest scores

Variable	**Gender**	**N**	$\overline{X}$	**Std.dev**
Post Test	MALE	6	40.0000	3.09839
Scores	FEMALE	6	38.8333	2.40139

Results emanating from the descriptive mean statistics showed that their calculated mean bullying behaviour are 40.0000 and 38.8333 by male and female students respectively, their posttest standard deviation were 3.09839 and 2.40139 respectively.

Question Four:

What is the effect of social skills counselling technique on bullying behaviour of male and female students in the treatment groups?

Variable	**G ender**	**N**	$\overline{X}$	**Std.dev**

Post Test Scores	MALE	6	42.1667	5.49242	Table 4.2:4:
	FEMALE	6	41.3333	4.36654	Showing descriptive

mean statistics on the effect of social skills counselling technique on bullying behaviour of male and female students in the treatment groups.

Above is a descriptive statistics showing their mean scores and standard deviation.

Their calculated mean bullying behaviour are 42.1667 and 41.3633 by Male and female students respectively. Their posttests standard deviations were 5.49242 and 4.36654 respectively.

Question Five:

What is the relative effect of self-management counselling and social skills counselling techniques on bullying behaviour among secondary school students?

Table 4.2:5: Showing descriptive mean statistics on the relative effect of self-management counselling and social skills counselling techniques on bullying behaviour among secondary school students.

Variables	Posttest Scores		
	N	$\overline{X}$	Std deviation
Self-management technique	12	41.7500	4.75060
Social skills training technique	12	38.4167	3.11764

Control group	12	128.5833	3.60450
Total	36	69.5833	42.50134

Their descriptive mean bullying behavior post test scores were 41.7500, 38.4167 and 128.5833 by students exposed to self-management counselling group, social skills counselling group and the control group respectively. Their standard deviations were 4.75060, 3.11764 and 3.60450 respectively.

4.3 Hypothesis Testing

Hypothesis One:

There is no significant effect of self-management counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores.

Table 4.3.1 Showing paired sample t-test statistics to determine the effect of self-management counselling technique on bullying behaviour of secondary school bullies from their pretest and posttest scores.

Variables	N	$\overline{X}$	Std dev	df	t-calculated	t-critical	P (sig
Self-management Pretest scores	12	127.2500	4.24532	11	70.824	1.96	0.000
Self management Posttest scores	12	38.4167	3.11764				

P calculated < 0.05, t calculated > 1.96 at df 11

The content of the above table showed that the t-calculated value is 70.824 and the p-value is 0.000. The p-value is less than the chosen level of significance i.e. 0.05. This means that the hypothesis one which states that there is no significant effect of self management counselling technique on bullying behavior of secondary school students is hereby rejected.

Hypothesis Two:

There is no significant effect of social skills counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores.

Table 4.3.2: Depicting paired sample t test statistics to determine the effect of social skills counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores.

Variables	N	$\overline{X}$	Std dev	Df	t-calculated	t-critical	P (sig
Social Skills counselling Pretest scores	12	130.7500	3.93412				
Social skills counselling Posttest scores	12	41.7500	4.75060	11	39.504	1.96	0.000

P calculated < 0.05, t calculated > 1.96 at df 11

The content of the above table showed that the t-calculated value is 39.504 while the p-value is the p-value is 0.000. The p-value is less than the chosen level of significance i.e. 0.05. Therefore the hypothesis two which states that there is no significant effect of social skills counselling technique on bullying behavior of secondary school students is hereby rejected.

Hypothesis Three

There is no significant difference in the effect of self-management counselling technique on bullying behaviour of male and female secondary school students from their posttest scores.

Variable	Gender	N	$\overline{X}$	Std.dev	Df	t calculated	Sig (p)

Self management	MALE	6	40.0000	3.09839			
Post Test Scores	FEMALE	6	38.8333	2.40139	10	1.949	0.076

Table 4.3:3: Independent t test statistics on the effect of self-management counselling technique on bullying behaviour of male and female secondary school students from their posttest scores.

calculated p > 0.05, Calculated t < 1.96, at df 10

The content of the above table showed that the t-calculated value is 1.949 while the p-value is 0.076. The p-value is higher than the chosen level of significance i.e. 0.05. Therefore the hypothesis three which states that there is no significant difference in the effect of self-management counselling technique on bullying behavior among male and female secondary school students is hereby retained and accepted.

Hypothesis Four:

There is no significant difference in the effect of social skills counselling technique on bullying behaviour of male and female secondary school students from their posttest scores.

Table 4.3:4: Independent t test statistics on the effect of social skills counselling technique on bullying behaviour of male and female secondary school students from their posttest scores.

Variable	Gender	N	$\overline{X}$	Std.dev	Df	t calculated	Sig (p)
Social skills counselling technique Post Test Scores	MALE	6	42.1667	5.49242	10	0.291	0.777
	FEMALE	6	41.3333	4.36654			

calculated p > 0.05, Calculated t < 1.96, at df 10

The content of the above table showed that the t-calculated value is 0.291 while the p-value is 0.777. The p-value is higher than the chosen level of significance i.e. 0.05. Therefore the hypothesis four which states that there is no significant difference in the effect of social skills counselling technique on bullying behavior among male and female school bullies is hereby accepted and retained.

Hypothesis Five:

There is no significant relative effect of self-management and social skills counselling techniques on bullying behaviour of secondary school students from their posttest scores and those of the control group.

Table 4.3:5: Analysis of Variance (ANOVA) statistics on the effect of self-management and social skills counselling on bullying behaviour of secondary school students from their posttest scores and those of the control group.

ANOVA

POSTTEST SCORES

	Sum of squares	Df	Mean square	F cal.	Sig
Between groups	62724.667	2	31362.333	2077.879	.000
Within groups	498.083	33	15.093		
Total	63222.750	35			

The content of the above table showed that the f-calculated value is 2077.879 while the p-value is 0.000. The p-value is less than the chosen level of significance i.e. 0.05. Therefore the hypothesis five which states that there is no significant relative effect

of self-management and social skills counselling technique on bullying behavior among secondary school students and those of the control group is hereby rejected.

	Posttest Scores		
	N	$\overline{X}$	Std deviation
Social skills training group	12	41.7500	4.75060
Self-management group	12	38.4167	3.11764
Control group	12	128.5833	3.60450
Total	36	69.5833	42.50134

Homogeneous Subsets

Posttest Scores			
Group	N	Subset for alpha = 0.05	
		1	2
Self-management group	12	38.4167	
Social skills training group	12	41.7500	
Control group	12		128.5833
Sig.		126	1.000

Means of groups in homogeneous subsets are displayed

a. Uses Harmonic mean Sample Size = 12.000

Results of the post hoc test and descriptive statistics confirmed the significant relative effect of the treatment techniques on the bullying behaviour of the school bullies form their posttest scores and those of the control group. Furthermore, the calculated p-

value of 0.000 was found to be lower than the chosen level of significance at 0.05 level of significance.

Their descriptive mean bullying behavior post test scores were 41.7500, 38.4167 and 128.5833 by students exposed to self-management group, social skills counselling group and the control group respectively.

The post hoc Analysis using the scheffe homogenous sub set analysis showed that subjects exposed to self management technique and those exposed to social skills counselling technique have the same level of mean bullying scores but are significantly different from students in the control group. Therefore the null hypothesis which states that there is no significant relative effect of self-management and social skills counselling on bullying behaviour of secondary school students from their posttest scores and those of the control group was rejected.

4.4 Summary of the Major Findings

From the analysis of the data and test of the hypotheses, the following are the major findings of the study:

1. Significant effect of self-management exists on bullying behaviour from the pretest and posttest mean scores (t-cal = 70.8240 and P = 0.000).
2. Significant effect exist of social skills counselling on bullying behaviour from the group's pretest and posttest mean scores (t-cal = 39.504 P-value = 0.000).
3. Significant effect exists of self-management counselling on bullying of male and female bullies from the group's posttest scores (t-cal = 1.949. P-value = 0.076).

4. Significant effect exists of social skills counselling technique on bullying behaviour of male and female school bullies that went through the treatment technique from their posttest score (t-cal = 0.291. P-value = 0.777).
5. (a) Significant relative effect exists of self-management and social skills counselling techniques on bullying behaviour of secondary school bullies compared with the control group from their posttest mean scores (F-cal = 2077. P-value = 0.000).
5. (b) Significant effect of the self-management and social skills counselling techniques exists on the bullying behaviour of the school bullies that went through the treatment techniques from the results of the post hoc test and the descriptive statistics applied posttest mean scores of the self-management, social skills counselling techniques and that of the control group (38.4167, 41.7500 and 128.5833 respectively).

4.5 Discussion of Results

The result of this study revealed that there was a significant improvement on bullying behaviour of secondary school students that went through the self-management counselling technique and social skills counselling technique. On the other hand, those students that underwent the self-management counselling technique recorded great improvement in the level of their bullying behaviour. This implies that both self-management and social skills counselling techniques are effective treatment techniques for school bullies in order to achieve a reduction in the level of their bullying behaviour.

The first hypothesis of the study which states that there is no significant effect of self-management counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores was rejected. This implies that the

technique is an effective technique for reducing the level of bullying behaviour among secondary school students. Self-management are cognitive-behavioural skills used by individuals with the help of therapists and significant others to maintain self-motivation to achieve personal goals of reducing bullying behaviour. It is a motivating factor which facilitates positive behaviour change through the use of positive self-statement in order to guide the thought process of the school bullies. The individual is responsible for using these skills in real life situations to produce the desired changes (Susan & Raymond, 2000). Self management involves becoming aware of the natural processes that affect a particular behaviour and consciously attaining those processes resulting in the desired behaviour change (Frayne & Geringer, 2000).

The second hypothesis of this study states that there is no significant effect of social skills counselling technique on bullying behaviour of secondary school students from their pretest and posttest scores was rejected. This hypothesis was eventually tested using the paired sample t-test. This hypothesis was rejected signifying the effect of the technique in reducing the level of bullying behaviour among secondary school students. When the pretest mean score of the social skills counselling group of 130.7500 is compared with their posttest mean score of 41.7500, a significant difference was obtained. This indicates a significant reduction in the level of bullying behaviour of this treatment group. This is further confirmed by the t-calculated value of 39.504 which is higher than t-critical value of 1.96 the p-value of 0.000 which is lower than the chosen level of significance of 0.05.

This finding further confirmed the finding of the study on the effect of social skills counselling technique on reducing the level of bullying behaviour among school

students conducted by Starie, A. H., and Colleen, S. B. (2008) in Chicago, Illinois, United States of America. At the end of the intervention programme, the researchers found a significant reduction in the level of bullying behaviour among the treatment group who underwent social skills training technique. Throughout the intervention, the students were introduced to a variety of strategies to deal with bullying behaviours. The students became more confident in their ability to handle bullying situations independently. The perception of feeling safe in schools increased throughout the intervention. The students used the strategies that were introduced to them during the intervention programme, thus empowering them to deal with any given situation.

The third hypothesis which states that there is no significant effect of self-management counselling technique on bullying behaviour of male and female secondary school students from their posttest scores was rejected. This hypothesis was eventually retained signifying the effect of self-management counselling technique on both male and female school bullies; reason being that the calculated p value of 0.076 was found to be higher than the 0.05 level of significance while the t-calculated value of 1.949 was found to be lower than the t-critical value of 1.96, at df 10. Their calculated mean of bullying behaviour are 40.000 and 38.8333 respectively indicating absence of significant effect of self-management counselling technique on bullying behaviour of both male and female students from their posttests scores. This implies that the self-management technique is effective on both male and female students' level of bullying behaviour. This hypothesis is hereby accepted and retained.

The fourth hypothesis which states that there is no significant effect of social skills counselling technique on bullying behaviour of male and female students from their

posttest scores was eventually accepted and retained. Reasons for the acceptance and retention of the hypothesis being that the calculated p value of 0.777 was found to be higher than the 0.05 alpha level of significance while the t-calculated value of 0.291 was found to be lower than the t-critical value of 1.96 at df 10. Their calculated mean level of bullying behaviour are 42.1667 and 41.3333 respectively, indicating the absence of significant effect of social skills counselling technique on bullying behaviour of both male and female school bullies from their posttest scores. This implies that the social skills counselling technique is effective on reducing the level of bullying behaviour of both male and female school bullies. Consequently, the null hypothesis which states that there is no significant effect of social skills counselling technique on bullying behaviour of male and female secondary school students from their posttest scores is hereby retained and accepted.

The fifth null hypothesis states that there is no relative effect of self-management and social skills counselling techniques on bullying behaviour of secondary school students from their posttest scores and those of the control group was rejected. Results of the analysis of variance, descriptive statistics and the Scheffe post hoc tests showed that significant difference exists in the effect of self-management and social skills counselling on bullying behaviour of secondary school students from their posttest scores and those of the control group. Reasons being that the calculated p value of 0.000 was found to be lower than the 0.05 alpha level of significance. Their descriptive mean level of bullying behaviour of posttest scores were 41.7500, 38.4167 and 128.5833 respectively for the self-management, social skills counselling techniques and those of the control group respectively.

The post hoc analysis using the Scheffe homogenous sub set analysis showed that the subjects exposed to self-management technique and those exposed to social skills counselling techniques have the same level of mean bullying scores that are significantly different from that of school bullies in the control group. Therefore the null hypothesis which states that there is no relative effect of self-management and social skills counselling on bullying behaviour of secondary school students from their posttest scores and those of the control group was rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contained a precise summary of the findings on this study. Other items discussed in this chapter include conclusion reached from the results of the study that serve as baseline for proffering recommendations for further studies in line with the findings of this study.

5.2 Summary

The study composed of five chapters one tyo five. In chapter one background to the study, statement of the problem, objectives of the study, research questions, hypotheses, significance of the study, basic assumptions of the study and scope and delimitation of the study were discussed.

In chapter two, the review of literature was presented based on the following formats. Conceptual framework, theoretical framework, empirical study related to the study and the summary of the items discussed in the chapter.

In chapter three, the items discussed include the following; design of the study which was quasi experimental involving pretest and posttest control group procedure, population of the study involving a total of one hundred and eighty identified school bullies. The sample of the study was also selected through purposive sampling technique and included a total of thirty six school bullies (36) that were distributed equally among the schools involved in the study.

The research used a researcher modified instrument for data collection entitled: students bullying behaviour questionnaire (SBBQ). The researcher established face and content validity and reliability for the instrument. The reliability coefficient of the instrument after the validation exercise was 0.70.

In chapter four, the results of the study were presented. Discussions arising from the findings of th study were presented. The summary of the major findings was also presented with five (5) major findings.

In chapter five, the items discussed include the following; summary of the study containing discussion on all the items discussed in all the five chapters. Conclusion was also reached based on the findings of the study. Recommendations were also presented based on the findings of the study.

5.3 Conclusion

Based on the findings of this study, the following conclusions are drawn.

1. Self-management counselling technique had effect on reducing bullying behaviour.
2. Social skills counselling had effect on reducing bullying behaviour.
3. Self-management counselling had effect on bullying behaviour on both male and female school bullies due to the absence of significant differences in the effect of the technique on the bullying.
4. Social skills counselling had effect on bullying behaviour of both male and female bullying behaviour due to the absence of significant difference in the effect of the technique on their bullying.

5.4 Recommendations

Based on the findings of this study, the researcher wishes to make the following recommendations:

1. Self-management counselling technique is an effective technique for reducing students' bullying behaviour for practicing counsellors. Therefore practicing counsellors in collaboration with other stakeholders in the education industry should

work cooperatively to provide students with their basic requirements for survival i.e food, shelter, clothing, education, character training and health care.

2. Social skills counselling technique is an effective in reducing bullying behaviour among secondary school students for practicing counsellors. They should collectively have respect for the dignity and worth of every individual and that relationship among them should be humanized and full or respect for the rights of every individual.
3. Self-management counselling could be employed to reduce the level of bullying behaviours among both male and female secondary school students by practicing counsellors. The needs of both male and female students should be met irrespective of gender stereotype. Their physiological and psychological needs such as needs for security, love and affection should be attended to promptly
4. Social skills counselling could be employed to reduce the level of bullying behaviours among both male and female secondary school students by practicing counsellors. Parents, guardians and other primary care givers should have time for interacting with their children so that the children could learn the basic communication skills for achieving social competence in social interactions.
5. Both self-management and social skills counselling techniques could be use by counsellors to reduce the level of students' bullying behaviour. Skills of self-management should be inculcated to children to enable them initiate the skills of caring for themselves and those of initiating healthy friendships.

5.5 Recommendations for Further Studies

Further studies on a number of areas related to this can be carried out as follows:

1. More independent variables could be added to these ones for the conduct of the study.
2. Either of the independent variables i.e self-management and social skills counselling techniques could be used in combination of other behaviour management techniques for the conduct of the study.
3. Similar study could be conducted in special education schools with the special needs students.
4. Similar study could be carried out with the basic level students by gender.
5. Each of the counselling techniques in this study could be studied to reduce hostile behaviours among secondary school students.

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APPENDIX

STUDENTS' LEVEL OF BULLYING BEHAVIOUR QUESTIONNAIRE

This is a researcher modified questionnaire. All the items in the questionnaire were obtained from a compendium of assessment tools by Hamburger, Basile and Vivolo (2011). All the bullying and aggression assessment measures contained in this compendium were item analysed for validity and reliability. This is because their Cronbach's alpha range between 0.70 to 0.99. It is a 35 item questionnaire divided into two sections: A-B. Section "A" contains the students' biodata. Section "B" contains 35-item on students' bullying behaviours.

Section "A"

Requires the Respondents' Biodata as follows:-

School:……..

Class:……

Gender:…….

Age:……..

Section "B"

Thirty five items on students' bullying behaviours.

S/N		SA	A	D	SD
1	I make nasty jokes about others				
2	I tell lies about others behind their backs				

3	I say nasty things about others				
4	I call others hurtful names				
5	I threaten to hit others				
6	I yell at other students				
7	I spread nasty rumours about others				
8	I ignore other people when they try to join me.				
9	I try to ruin other people's friendships.				
10	I encourage people to leave others out of their group.				
11	I tell others to stop liking certain people.				
12	I tell my friends that I will stop liking them unless they do what I say.				
13	I pass on nasty rumours that other people have started.				
14	I fight back when someone hits me first.				
15	I shove other students on purpose.				
16	I slap students on purpose.				
17	I crash into people on purpose as they walk by.				
18	I throw things to school mates to hit them.				
19	I tear on other students' clothes.				
20	I pinch other students for no reason.				
21	I pull other students' hair.				
22	I kick other students.				
23	I damage other students' belongings.				
24	I stop someone from leaving when he is being teased.				
25	I encourage students to push, punch or kick others.				
26	I make nasty phone calls.				
27	I make hurtful text messages.				
28	I encourage others to make nasty phone calls.				
29	I encourage others to make unpleasant text messages.				
30	I pass nasty rumours about others on face book.				
31	I make disturbing pictures of others and pass them on facebook.				

32	I share pictures of others without their permission on tuitor.				
33	I steal someone's password and send mean messages to other students.				
34	I send e-mail to students that belittle them.				
35	I tell lies while online.				

KATSINA STATE MINISTRY OF EDUCATION
STATE SECRETARIAT COMPLEX
No. 85 "55 Way, Kano Road, P.M.B. 2023, Katsina
E-mail: ministryofedu...@yahoo.com
katsinaHTE@yahoo.com

...MOE/PRS/35/VOL.I/94 27th September ...

...rector,
...f Inspectorate of Education,
...

REQUEST LETTER IN RESPECT OF M. LAWAL ...

...I am directed to write and introduce the bearer of the above ... a ... Student from the Department of Educational Psychology ... Guidance, Faculty of Education, Ahmadu Bello University, ...

2. ... to undertake a research in the following Secondary ... Katsina Zone which include:

i) GDSS/GRS (Senior)
ii) Government Girls College Kafi Mai (Senior)
iii) Alkaleri College Kofar Bauna (Senior)

3. You are requested to give him all the necessary assistance ... research in the aforesaid work please.

Thanks.
...
...
...
27/9/13

MINISTRY OF EDUCATION KATSINA STATE
كلية عثمان نغوغو للغة العربية والدراسات الإسلامية
SHEIKH USMAN NAGOGO COLLEGE OF ARABIC & ISLAMIC STUDIES
P.M.B. 2025, KATSINA, KATSINA STATE NIGERIA. TEL: 065-430149
e-mail:usmancollkin@yahoo.com ,08036917840, 08036047942, 07068269771, 08055079749

Our Ref: SONGHAI/Gen/08/Vol.1/1099 Date: 09/06/14

Union of Mary
Camaden

Sir

RE-INTRODUCTION OF M. LAWAL ISIYAKU

Reference to the letter no. KTS/MOE/HR5/35/Vol.1/94 dated 4th September 2013, I hereby supply the data below to above named who is conducting a research in Sibutis in our school in particular.

The school has a total population of Three thousand Six hundred and Seventy Six Students at the moment 2076)

Thank you

Ahmad Musa Tafadene

VICE PRINCIPAL ADMIN
SHEIKH USMAN NAGOGO COLLEGE
OF ARABIC & ISLAMIC
STUDIES KATSINA
9/6/14

9/06/14 V.P. Admin

MINISTRY OF EDUCATION KATSINA STATE

كلية عثمان نغوغو الإعدادية للغة العربية والدراسات الإسلامية كتسنة

SIR USMAN NAGOGO JUNIOR COLLEGE OF ARABIC AND ISLAMIC STUDIES, KATSINA

P.M.B. 2025, KATSINA, KATSINA STATE NIGERIA. TEL: 065-430149

08086582817, 08035119883
08059323216, 08036917840

eMail:sunjcaisktn@yahoo.com

Our Ref: SUNJCAIS/ADM/08/VOL.1/2029 Date: 9th June 2029

To whom IT MAY CONCERN

Sir

RE-INTRODUCTION OF M. TAWOL ISIYAKU.

Sequal to your letter Ref: KTS/MOE/PAS/35/VOL.1/2029 dated 27th September, 2023. I hereby write for the above Matter.

The school which its name is on the above, we are running three programme JSS, JIS and Tahfeez. And we have the total population of (203) students in the school.

Thanks

Abdu Tawol Idris

P ACAD

KATSINA COLLEGE SENIOR

P.M.B. 2008
KATSINA
TEL: 065-430090

Our Ref: .....
Your Ref: .....

Date: 9/11/2014

M. LAWAL KSIYATCY.

SCHOOL POPULATION

Reference to MOE's Letter No: KTS/MOE/PRS/35/V.1/19 of 21/9/2015 introducing you to the above subject matter, I write to forward the population as follows:

2,479

PRINCIPAL
KATSINA COLLEGE KATSINA
SIGN
DATA

GOVERNMENT GIRLS' COLLEGE (JNR) KATSINA

P.M.B. 2014, KATSINA

Our Ref: GGCK/SNR/277/VOL.1/3

Your Ref: _____

Date: 9th June, 2014

TO WHOM IT MAY CONCERN

Reference to letter KTS/MOE/PRS/35/VOL.1/94 dated 27th September, 2013.

I hereby write and furnished the bearer with the information he requested from us. Government Girls College Katsina Junior have a total number of ~~five~~ five Thousand two hundred and fourty-five (5245) number of Students.

Thanks

Yours faithfully.

Binta Bala Isyaku

Principal

PRINCIPAL
GOVT. GIRLS COLLEGE
(JNR)
DATE: 9/6/2014

KATSINA STATE MINISTRY OF EDUCATION

KATSINA JUNIOR COLLEGE KATSINA

PMB 2008, KATSINA, KATSINA STATE

Our Ref:- KCK/JNR/ADM/045

Ur Ref:-

Date: 9/6/2014

TO WHOM IT MAY CONCERN.

SIR,

RE-INTRODUCTION OF M. Lawal ISA ABU.

Reference to the letter no: KS/MOE/RES/Vol/94 dated 27th September, 2013, I hereby supply the data below to him, as he is conducting a research in our school.

The school has a total population of Three Thousand eight hundred and eight students. (3,880).

Thank you.

Abubakar Bukar Kayarki

VICE PRINCIPAL ADMIN
KATSINA COLLEGE KATSINA

GOVERNMENT GIRLS' COLLEGE (SNR) KATSINA

P.M.B. 2014 KATSINA

Our Ref: GGCK(SNR)/Secl/231/Vol.

Your Ref: _____

Date: 9th June, 2014.

LAWAL ISYAKU

Sir,

RE: INTRODUCTION OF M-LAWAL ISYAKU

With reference of your letter KTS/MOE/PRS/35/Vol.194, dated 27th-Sept, 2014. I here by supply, the data to him stated below as he is conducting the research in our school.

The School has a total enrolment figure of two Thousand and fifty-two students (2,052).

Thank you

Aliyu Muhammad Lawal

VP ACADEMIC I
G.G.C (SNR) KATSINA
SIGN _____ DATE 9/6/2014

"Home of Heritage & Hospitality"