

School-Based Violence and Prevalence of Bullying Behaviour Among Secondary School Students in Punjab, Pakistan

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Abstract

This study investigated the awareness, causes, and prevalence of school-based violence and bullying behavior among secondary school students in Province of Punjab, Pakistan. Four research questions and corresponding hypotheses were formulated to guide the study which utilized a descriptive survey research methodology. The study population included all students in schools across Punjab Province with a sample of 200 respondents randomly selected. Data collection involved administering a structured questionnaire to the participants. Subsequently, the collected data were analyzed using simple percentages, frequency distribution tables, mean and standard deviation to address the hypotheses. The study findings indicated that students in secondary schools were acquainted of bullying behavior, identifying prominent causes and acknowledging its impact on students. Additionally, the research highlighted the common occurrence of bullying behavior among students in the study area. Overall, the study provides insights into the dynamics of school-based violence and bullying behavior among secondary school students in Punjab, Pakistan. Some recommendations were stated as the way forward and they are: The schools and home should work with the counsellor collaboratively to instill good values in their students. The counsellor should inform parents to have skills and knowledge in classroom management and control. There should be school-wide education, training and bullying prevention programs, through behavior modification theories. The school should provide counselling and support for students at risk of being involved in bullying. Students who bully

often need intensive support or intervention, so it is important for schools and social service agencies to work together. The counsellor and teachers must recognize the danger of violent films and discourage their children/students from watching them and use insight training to stop such viewing.

INTRODUCTION

A school serves as an institution established for the formal education of a country's citizens. Here, students acquire relevant knowledge, skills, positive behaviors, competencies, values, and abilities essential for meaningful participation in society. Within the school environment, students engage in socialization and group work, contributing to their holistic development in moral, social, intellectual, emotional, and physical aspects. However, for positive development to occur, students must perceive the school environment as friendly, safe, and secure.

Bullying, a form of violence prevalent in Nigerian schools, encompasses various behaviors that pose a threat to students' well-being. As defined by Keashly and Neuman (2010), bullying involves harassing, offending, excluding, or negatively impacting someone's work tasks, characterized by repeated intentional harm over time within a relationship marked by an imbalance of power, as observed by Pepler and Craig (2007) and Ma Stewin and Mah (2001).

Physical bullying manifests through actions such as punching, hitting, or stealing money from the victim, while verbal bullying entails making rude remarks or name-calling. Additionally, relational bullying, also known as indirect bullying (Salivalli, Kaukiainen, and Lagerspetz, 1998), inflicts psychological harm and manipulates social systems. This form includes spreading rumors, gossiping, or excluding the victim from peer groups. The prevalence and forms of bullying evolve with age, with verbal harassment being the most common, as noted by Gadin & Hammarrstrom (2005), consistent with studies in Norway (Due et al., 2005) and England (Due et al., 2009).

Characteristics associated with children at higher risk of bullying and victimization have been identified by researchers. Olweus (1993) and Pepler and Craig (2000) observed that bullies often exhibit disruptive, impulsive, and aggressive behavior towards peers, teachers, parents, and others. Contrary to popular belief, they tend to be assertive and easily provoked, with aggressive personalities and physical strength. They lack empathy for their victims and display little or no remorse. Furthermore, Olweus noted that bullies may come from families characterized by neglect, lack of warmth, poor supervision, and the use of physical and verbal aggression. Often, they have themselves been victims of adult bullying and continue the cycle unless faced with consequences, victim complaints, or peer group disapproval.

Physical bullying involves behaviours whereby the perpetrator might punch, hit and/ or steal money from the victim. Verbal bullying includes behaviour such as the perpetrator making rude remarks and/ or name calling toward a victim. Relational bullying also known as indirect bullying (Salivalli, Kaukiainen and Lagerspetz, 1998) involves psychological harm and manipulation of social system. This third type involves situations where the perpetrator might spread rumours, backbite and/ or exclude the victim from the peer group. The forms of bullying change with age throughout the lifespan. The most common form of bullying according to Gadin & Hammarrstrom (2005) is verbal harassment – like teasing and name calling. This consistent with the findings of studies conducted on students in Norway (Due et al., 2005) and in England (Due et al., 2009).

Most bullying takes place at the same grade level. However, many times older students bully younger students. Although direct bullying is a greater problem among boys, a good deal of bullying takes place among girls. Bullying between girls, however, involves less physical violence and can be more difficult to discover. Girls tend to use indirect and subtle methods of bullying, such as exclusion from a group of friends, backbiting, and manipulations of friendships (Salivalli, 1998) far more boys than girls bully, and many girls are mostly bullied by boys, but both can be victims of bullying. Asamu (2006) opined that a good deal of bullying is carried out by older students toward younger ones. The older students often exposed the younger and weaker students to the act of bullying. Most bullying occurs on playground or in the classroom but these behaviours also occur in corridors, and in the school hall. Although a substantial portion of students are bullied on the way to and from the school. Bank (2000) observed that some children are at more risk of becoming bullies and victims than others, although this is in no way predetermined. It depends on a combination of individual, family, peer, and school experiences.

Among the characteristics of children at greatest risk of bullying and victimization researchers have identified the following: Olweus (1993) and Pepler and Craig (2000) observed that those who bully tend to be disruptive and impulsive and are generally aggressive towards their peers, teachers, parents, and others. They tend to be assertive and easily provoked, contrary to general belief. According to Olweus (1993) aggressive males who bully are not anxious and insecure under a tough exterior and they do not suffer from poor self-esteem. Typically, males who bully have an aggressive personality combined with physical strength. They have little empathy for their victims and show little or no remorse. Olweus further opined that those who bully may come from families where there is lack of attention and warmth toward the child, poor supervision, and use of physical and verbal aggression. They also had often been bullied themselves by adults and will continue bullying provided there are no consequences, the victim does not complain and the peer group silently colludes.

Statement of the Problem

Bullying poses a significant and grave challenge within both primary and secondary school settings. If left unaddressed, its consequences can be severe, leading to student absenteeism, damage to school property, and even fatalities. Incidents of bullying have resulted in students requiring hospitalization, adversely affecting their academic performance. Unfortunately, many victims of bullying choose not to report these incidents to their parents, guardians, or teachers, leading to emotional distress and truancy. This issue is particularly acute for students with special needs, who are inherently more vulnerable. Numerous reports highlight instances of students loitering during lessons or seeking refuge in nearby areas, unwilling to attend school due to fear of being bullied.

Objective of the Study

The primary goal of this study was to investigate the awareness, causes, and prevalence of bullying behavior among secondary school students in Punjab, Pakistan. This overarching aim is delineated into the following specific objectives:

1. Assess the perceptions and awareness of bullying behavior among secondary school students.
2. Identify the perceived causes of bullying behavior among secondary school students.
3. Explore the effects of bullying behavior on students in secondary schools.
4. Examine the prevalence and scope of bullying behavior among students in secondary schools.

Research Questions

The study addressed the following research questions:

1. How do secondary school students perceive and perceive bullying behavior?
2. What factors are perceived to cause bullying behavior among secondary school students?
3. What are the consequences of bullying behavior among secondary school students?
4. What is the prevalence and extent of bullying behavior among secondary school students?

1.5 Research Hypotheses

The study was guided by the following hypotheses:

1. The students are not aware of bullying behavior in the schools.
2. There is no prominent cause of bullying in schools.
3. Bullying has no effect on students.
4. Bullying behavior is not common among students in secondary schools.

Significance of the Study

The study offers several potential benefits. Firstly, the findings would enhance teachers' comprehension of bullying behaviors within schools.

Secondly, it would provide valuable insights to school administrators, managers, and teachers regarding the factors contributing to bullying. Thirdly, it would underscore the importance for school counselors to identify bullies, prevent victimization, and assist students in developing more appropriate interactions with their peers.

Operational Definition of Terms

Relative to this study, definitions to the following terms are provided in order to clarify each in the context of the topic:

Bullying: Bullying is the process of using aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power.

Behavior: A particular way in which a person behaves in response to a particular situation or stimulus.

Awareness: In this context, is the ability to directly know and perceive, to feel, or to be of events. More broadly, it is the state or quality of being conscious of something.

Cause: A thing that gives rise to an action, phenomenon, or condition.

Prevalence: Is a term which means being widespread and it is distinct from incidence.

Effect: A change which is a result or consequence of an action or other cause.

Victim: Is the person who has been hurt.

LITERATURE REVIEW

From a psychological standpoint, bullying can be understood in various ways and is often considered a subset of aggressive behavior. Similar to other forms of aggression, bullying is deliberately aimed at causing harm to the recipient, both physically and psychologically, thus infringing on their rights to human dignity, privacy, freedom, and security (Wet, 2008). Bullying can profoundly impact the victim's physical, emotional, social, and educational well-being. Bullies typically target individuals who are perceived as different and exploit these differences to assert power and dominance.

There exist several types of bullying, including:

School-based Bullying

This occurs in various areas within the school environment, such as classrooms, hallways, bathrooms, and on school buses. It often involves a group of students isolating and targeting a particular individual, garnering the loyalty of bystanders to avoid becoming victims themselves.

Physical Bullying

This type of bullying involves direct physical attacks, such as kicking, punching, and hitting, causing physical harm to the victim.

Cyber Bullying

Bullying through online platforms, including sending hurtful messages, posting derogatory comments or images, and spreading rumors or lies about others.

Emotional Bullying

This form of bullying utilizes verbal or social manipulation to harm the victim psychologically, often through name-calling, gossiping, or exclusion.

Verbal Bullying

Verbal bullies use language to intimidate and harm their victims, often in the absence of adults, causing lasting psychological impacts.

Sexual Bullying

This type of bullying focuses on aspects related to a person's appearance, body parts, or sexual orientation, often involving spreading rumors or making inappropriate comments.

Gender Differences

Gender differences are apparent in bullying behavior, with boys typically engaging in direct physical and verbal forms of bullying, while girls tend to employ more indirect and relational forms of bullying (Sampson, 2002; van der Wal, 2008). Awareness of bullying behavior in schools is crucial, as it can have significant physical and psychological consequences for the victims.

Causes of School Bullying

The causes of school bullying can be attributed to various environmental and psychological factors, including improper upbringing characterized by either overly harsh or lenient discipline. The prevalence of bullying in schools has been documented globally, with reports indicating a lack of documentation for many incidents of violence against children (Federal Ministry of Education, 2007).

Preventing bullying behavior in schools

Preventing bullying behavior in schools requires a multifaceted approach involving students, educators, and parents. Peers play a crucial role in shaping social norms, and schools must cultivate an environment where cruelty and bullying are not tolerated. Additionally, adults in the school community must promote positive reinforcement, consistency in disciplinary measures, and awareness of individual differences.

Bullying is pervasive and potentially terribly harmful for bullies, victims, schools and communities. The consequences of bullying are far-reaching, ranging from lower attendance and student achievement to increased violence and juvenile crime. And not only does it harm both its intended victims and the perpetrators, it may affect the climate of schools, morale of teachers, and indirectly, the ability of all students to learn to the best of their abilities. Studies have shown that those involved in prolonged and serious bullying of others experience a wide range of mental health, academic and social problems if they do not receive support (Pepler, 2009, Rowland 2002). Several longitudinal studies conducted over two decades have recognized bullying behaviour in elementary school as a precursor of violent behaviour, and show significant links between this behaviour and criminal activity in adult life (Craig & Pepler, 1999, Olweus, 1997). Victims often fear school

and consider it an unhappy and unsafe place. Dropout rates and absenteeism are higher among victimized students (Beane, 2008). Repeated bullying leads to anxiety, low self-esteem, and depression-problems, that studies have concluded, endure for years (Olweus, 1997). The impact of bullying extends well beyond the bully and the victims, to the peer group, school and community. Those who are not directly involved, but who regularly witness bullying at school, may 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 bullies behavior.

Student surveys reveal that only a small percentage of students seem to believe that adults will help, observing that adult intervention is infrequent and ineffective and that telling adults will only bring more harassment. Parents are often unaware of the bullying problem. Students report that teachers seldom or never talk with their classes about bullying (Charach & Ziegler, 2005). The adolescent girls in the Casey-Cannon and Gowen (2011) study reported feeling sad, unhappy, hurt, or rejected as a reaction to peer victimization. Some of the girls reported that they felt bad about themselves based on comments that were made by bullies and some even reported losing relationships as a result of the victimization, Oleus (2004) found that girls who were victims of peer victimization had a fear of negative evaluation by their peers as well as a tendency to avoid social situations. Further, Pepler and Craig (1999) found that girls who were victims of what they termed "social aggression" felt sadder, more surprised, and worse about themselves than boys. These threats to friendship seemed to be more distressing for girls than boys as girls tended to think about them more.

Van der Wal (2008) found that bullying had a significant effect on depression and suicidal ideation in girls as compared to boys. In fact, the impact of being bullied on depression was higher in those who had suffered indirect bullying compared to those who were victims of direct bullying. This questions the belief that direct bullying is more harmful than indirect. Roland's (2002) research supports this in that he found that females, both victims and bullies, had significantly higher scores on measures of depression and suicidal thoughts than their peers not involved in bullying. Specifically, girl bullies had significantly more suicidal thoughts than girl victims. He concludes that for bullies, home dysfunction may contribute to their depressive feelings; whereas for victims, being bullied is the reason they are depressed. Emotional and social behaviour is not the only aspect of children's lives affected by bullying. Academic performance seems to suffer also. Roberts and Coursol (1996) found that repeated bullying is associated with absenteeism and poor academic performance, and that pupils bullying can cause them to have difficulty concentrating on their academics.

Summary

In summary, bullying is a pervasive issue in schools worldwide, with serious implications for the well-being of students. Efforts to address and prevent

bullying must involve a concerted effort from all stakeholders in the school community.

RESEARCH METHODOLOGY

It presents a clear description of the method and procedures that was used in carrying out the research. It is planned as follows: research design, area of study, population of study, sample and sampling procedure, instrumentation, validity of the research instrument, reliability of the research instrument, procedure for data collection and method of data analysis.

Research Design

This study utilized a descriptive survey design. This is a design in which groups of items or objects are studied by collecting and analyzing data from only a few people considered being an exact representative of the entire group.

Area of the Study

This study was conducted in Public Secondary Schools of Province Punjab. There are 1740 Secondary Schools in the Province of Punjab. All Girls and Boys Secondary schools' students of Province of Punjab were the area of the study.

Population of the Study

The study population covered students in all public secondary schools in Punjab Province.

Sample and Sampling Technique

The sample of the study was made of 200 students, (both male and female). Hundred students from male students and hundred students from female students were randomly selected from each of the schools. The simple random sampling technique method was used in order to select the sample from each school.

Instrumentation

The study made use of a structured questionnaire designed by the researcher. The questionnaire was divided into two parts. Part 'A' contained items on the bio data of the respondents such as age, gender, name of school etc. Part 'B', 'C' and 'D' contained questions or items about bullying on the awareness, causes, prevalence and effect as captured in the formulated questions. This adopted the Likert five-point rating format of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) respectively.

Validity of the Research Instrument

To ensure the validity of the instrument, the instrument was submitted to the research experts for appropriate corrections which the researcher effected to obtain a final draft of the instrument. Administering the instrument to the respondents was followed.

Procedure for Data Collection

The researcher distributed 200 questionnaires to respondents across different schools. Once completed the questionnaires were collected back and organized for data analysis.

Method of Data Analysis

The data collected from the selected respondents were analyzed by simple percentage and frequency counts while the stated hypotheses were tested using mean and standard deviation.

Data Presentation and Statistical Analysis

It deals with the presentation of analysis of data collected in the study. The bio-data of the respondents were analyzed using simple percentages. The hypotheses formulated were tested using mean and standard deviation.

Respondents Demographic Data

This section presents the respondents demography information with the use of frequency distribution tables.

Table 1: Distribution of the Respondents by Gender

S/N	Gender	Frequency	Percentage (%)
1	Male	137	68.5
2	Female	63	31.5
	TOTAL	200	100

Table above shows that 137 (68.5%) of the respondents were males while the remaining 63 (31.5%) of the respondents were females.

Table 2: Distribution of the Respondents by Age

S/N	Age range	Frequency	Percentage (%)
1	14 – 16yrs	112	56
2	17 – 19yrs	88	44
	TOTAL	200	100

Table above shows that 112 (56%) of the respondents fell under 14 – 16yrs age range while the remaining 88 (44%) under 17 – 19 years.

Test of Hypotheses

There were four (4) hypotheses formulated in the course of this research.

Hypothesis One: The students are not aware of bullying behavior in the schools.

The result of the analysis is presented in table 4.

Table 4: Analysis showing awareness of bullying behavior in the schools

S/N	Items	Mean	S.D	Rank
1	Pinching	2.66	1.16	6
2	Slapping	2.95	1.04	2
3	Punching	3.08	0.99	1
4	Humiliating	2.66	1.16	6
5	Threatening	2.89	1.10	4
6	Extortion	2.66	1.16	6
7	Mocking	2.66	1.16	6
8	Taking another learner's belonging forcefully	2.95	1.04	2
9	Sexual harassing	2.84	1.07	5
10	Verbal Attack	2.91	1.05	3

The table revealed that respondents are strongly aware of bullying behavior in the schools. It was found out item 3 was very important, it having a mean of 3.08 and item 1, 4, 6, and 7 were considered as a too, and its mean was the lowest of all items having 2.66. Hypothesis one shows that the students are aware of bullying behavior in the schools. The table 4 strongly showed that the students are aware of bullying behavior in the schools.

Hypothesis Two: There is no prominent cause of bullying in schools.

The result of the analysis is presented in table 5.

Table 5: Analysis showing the prominent cause of bullying in schools

S/N	STATEMENTS	Mean	S.D	Rank
1	Lack of involvement in child's interests, activities, and daily life can bring about bullying in school	2.76	1.16	5
2	Lack of corporal punishment leads to bullying in school	2.95	1.04	3
3	Ineffective school administration can cause bullying among students	2.89	1.10	4
4	Peer influence can cause bullying behavior among students	3.40	0.83	1
5	Lack of parental care or supervision can cause bullying in school	3.10	0.99	2
6	Teachers' poor classroom management always affect students in classes and often cause bullying in class	2.67	1.16	6
7	Poor parenting can cause bullying both in school and at home	2.66	1.16	7
8	Wrong upbringing on the path of the parents can cause bullying	2.66	1.16	7
9	Harsh or aggressive method of discipline by teachers and parents bring about fear in students and can cause bullying	2.95	1.04	2
10	Personality traits like anger, jealousy, aggression, insensitivity, low self-esteem etc. are also causes of bullying in school and at home	2.89	1.10	4

The table revealed that respondents strongly believe in the items are prominent cause of bullying in schools. It was found out item 4 was a very important, it having a mean of 3.40 and item 7 and 8 were considered too, and its mean was the lowest of all items having 2.66. Hypothesis two shows that there are prominent causes of bullying in schools. The table 5 summarily showed that some factors were found to be associated with bullying behavior. Watching violent films was the most serious factor that was associated with bullying behavior by these students. The result is expected

since many ills have been associated with watching violent films. The stakeholders in education have also been against watching of violent films on the television and the internet because of their negative influence on the behavior of children and adolescents who watch them. It has also been found to be the major source of much anti-social behavior in many societies today. Another serious factor was retaliation, it was believed that many students bully because they want to retaliate for being bullied in the past. This may be as a result of bitterness and bitterness may lead to revenge. Copying parents' aggressive behavior could also lead to bullying. Parents' aggressive behaviour can be copied by the children. The children whose parents are aggressive are likely to become aggressive in later years. This finding supports that of Olweus (1993). Another factor that was highlighted by more than half of the students was feeling older than others. It is possible that if there is a wide gap in the age of the students in the same class, it is more likely that the older students will bully those who are young.

Hypothesis Three: Bullying has no effect on students.

The result of the analysis is presented in table 6.

Table 6: Analysis showing the effect of bullying on students

S/N	Items	Mean	S.D	Rank
1	I don't feel safe about bullying in school and in my neighborhood because of the boys/girls there	3.29	0.95	1
2	Bullying is a bad thing and I don't like it	2.82	1.07	6
3	Someone can commit suicide due to bullying	2.84	1.07	4
4	I am aware of the bullying behaviors of students in my school	2.91	1.05	2
5	There is no form of bullying behavior among students in my school	2.89	1.10	3
6	I sometimes don't go to school because of the bullying in my school	2.82	1.07	6
7	Sudden decrease in academic performance can be due to bullying in school	2.84	1.07	4
8	Bullying in school doesn't scare me it's just an excuse for failure	2.91	1.05	2
9	I hardly read my books in school because my friends will laugh at me	2.89	1.10	3
10	Getting the best result has nothing to do with bullying	2.84	1.07	4

The table revealed that respondents are strongly believed that bullying has effect on students. It was found out item 1 was a very important, it having a mean of 3.29 and item 2, 6 and 11 were considered as an extent too, and their mean was the lowest of all items having 2.82. Hypothesis Three shows that

Bullying has effect on students. According to Omoteso (2010) studies have shown that those involved in prolonged and serious bullying of others experience wide range of mental health, academic and social problems. He also pointed out that studies point to the connection between bullying and sexual harassment and violence in later years. Another effect of school bullying is on school work. After repeatedly facing a bully, a child may begin to refuse to go to school. His grades may also suffer, both because of absenteeism and his inability to concentrate (Laneaux, 2010). School bullying affects the relationship between the bullied and his or her parents or guardians. The relationship between a parent and the child who is being bullied may be strained because of the child's hostility towards school. For instance, a child may blame his or her parents for forcing him to go to that school (Laneaux, 2010). Also the child may begin asking you (parent) for more allowances and lunch funds money if the bully is demanding money from him. According to Wikipedia (2010) victims of bullying can suffer from long term emotional and behavioral problems.

Hypothesis Four: Bullying behavior is not common among students in secondary schools

The result of the analysis is presented in table 7 using mean and standard deviation.

Table 7: Analysis showing the bullying behavior is not common among students in secondary schools

S/N	Items	Mean	S.D
1	Pinching	2.87	0.82
2	Slapping	2.98	0.72
3	Punching	2.98	0.72
4	Humiliating	3.15	1.18
5	Threatening	3.16	1.17
6	Extortion	3.16	1.17
7	Mocking	3.37	0.99
8	Taking another learner's belonging forcefully	3.38	0.99
9	Sexual harassing	3.39	0.97
10	Verbal Attack	3.41	0.98
	Cluster Mean	3.20	

The table revealed that respondents strongly believe bullying behavior is common among students in secondary schools. It was found out item 10 was very important, it having a mean of 3.41 and item 1 was considered as a too, and its mean was the lowest of all items having 2.87. Bullying behavior is common among students in secondary schools. Summarily, the table 7 showed that verbal type of bullying was the most common bullying behavior by followed by sexual harassing and taking another learner's belonging forcefully. Technological or cyber type of bullying was less common. Much of literature on bullying concludes that verbal bullying seems to be a major

problem since it appears to be the easiest to impose on victims because it is quick and to the point unlike relational bullying, for instance, that takes more time to affect victims (Bohanon, 2006). Additionally, it has no visible scars like physical bullying or tangible evidence such as technological / cyber type of bullying (Malematsa, 2005).

Summary of the Findings

The following are the summary of the findings:

1. The students are aware of bullying behavior in the schools.
2. There are prominent causes of bullying in schools.
3. Bullying has effect on students.
4. Bullying behavior is common among students in secondary schools.

Discussion of Findings

The following are the discussion of the findings based on the research hypotheses formulated for the study.

Summary of the Study

This study examined the awareness, causes and prevalence of bullying behavior among secondary school students of Province Punjab. Four research questions and four research hypotheses were asked and formulated respectively to serve as a guide in the conduct of the study. The descriptive survey research was used to conduct the study. The students comprising males and females are in senior secondary two (SS 2) classes. Two hundred (200) respondents were randomly selected as sample for this study and they were selected from the secondary schools of Province Punjab. A structured questionnaire was constructed and administered on the respondents for data collection. The data obtained after the administration of the questionnaire were subsequently analyzed using simple percentages, frequency distribution table; the hypotheses formulated were tested using mean and standard deviation.

The findings and research hypotheses were as follows:

1. The students are aware of bullying behavior in the schools.
2. There are prominent causes of bullying in schools.
3. Bullying has effect on students.
4. Bullying behavior is common among students in secondary schools.

Conclusion

In conclusion, bullying has quickly become a major issue in today's workplace. There are many ways or things to do to stop bullying many programs help to address the same protective and risk factors that bullying programs do. The best way to address bullying is to stop it before it starts. Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. Prevention of bullying through education and awareness is possible and that all of us can play a role. We need to understand the issue of bullying more deeply. We need to learn about what the world's best research is telling us. We need to be aware of practical

approaches, policies, programs and resources that are effective. Being bullied is not a fun experience for anyone. By learning some of the facts surrounding bullying, hopefully you will be better prepared to handle a situation that you might be faced with. Just because you are not the victim of a bully doesn't mean that you are not involved.

Recommendations

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

1. The schools and home should work with the counsellor collaboratively to instill good values in their children/students.
2. The counsellor should inform parents to have skills and knowledge in classroom management and control.
3. There should be school-wide education, training and bullying prevention programs through behavior modification theories.
4. The school should provide counselling and support for students at risk of being involved in bullying.

Implications for Counselling

The counsellor as a personality for therapy should cease the act of laziness in effecting his/her behavior lapses. If the counsellor is functional, the cases of aggressive anti-social behaviors will be reduced to a very large extent. The teachers, housemasters, housemistresses, principals etc. are not left out of this helping situation. The following are some counselling implications that could be implemented for the betterment of all.

1. The counsellor should endeavor to explain to the students in group guidance/counselling that bullying is never acceptable.
2. Organize a school conference day devoted to bully or victim's problem.
3. Increase adult supervision in the school premises, halls, hostels, washrooms, more radiantly.
4. Emphasize the consequence of hurting others.
5. Emphasize caring, respect and safety of all the students in the hostels and the classrooms.
6. Enforce consistent and immediate consequence for aggressive behavior.

Suggestions for Further Research

This study suggests the following areas for further research:

1. The role of counselling in curbing bullying behaviors in schools.
2. Ways to reduce how bullying behaviors affect the academic performance of secondary school students.

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