

**MANAGING BULLYING BEHAVIOUR OF SECONDARY SCHOOL  
ADOLESCENTS THROUGH COUNSELLING IN JOS METROPOLIS, PLATEAU  
STATE, NIGERIA**

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**Abstract**

This study examined managing bullying behaviour of secondary school adolescents through counselling in Jos metropolis, Plateau State, Nigeria. Bullying is a form of mean, hurtful behaviour that can happen to anyone at any time. Everyone should be aware of bullying because it impacts on the safe environment, especially schools. The research was a descriptive survey using 400 respondents from 10 randomly selected secondary schools in Jos metropolis. The study was guided by four research questions, and two hypotheses. A structured questionnaire designed by the researchers on managing bullying behaviour of secondary school adolescents through counselling was used. The instrument was subjected to face validation by two experts from research, measurement and evaluation, and guidance and counselling units in the Department of Educational Foundations of University of Jos. It gave a reliability index of 0.73. Data obtained were analyzed using descriptive and inferential statistics of simple percentages and t-test analysis. The findings of the study revealed that the adolescent students exhibited bullying behaviours of all the four types of oat different gravity. It was also revealed that there was a significant difference between the bullying behaviour of male and female adolescent students. Furthermore, there was a significant difference in the bullying behaviour of junior and senior secondary school adolescents. Based on the findings, the researchers recommended that behaviour management, self-control strategies, assertiveness training be taught to these adolescents to manage or reduce bullying behaviour in our schools.

**Keywords:** Bullying behaviour, adolescents, counselling, cyber bullying, verbal bullying, physical bullying.

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### **Introduction**

Bullying is a serious problem which negatively affects the social, psychological, and academic development of pupils. It is a pervasive type of aggression, which often occurs in schools. Bullying is as old as humanity, which has affected the society. It involves and observes power imbalance and is repeated multiple times. Bullying is a common international phenomenon which occurs in both primary and secondary schools. There is no legal definition of bullying. Bullying however, can be defined as repeated behaviour which is intended to hurt the victim either emotionally or physically. Bullying among secondary school adolescents has become one of the most disturbing global issues in recent times. Varieties of this bullying behaviour abound among these adolescents in Jos metropolis, Nigeria. The present study therefore seeks ways of managing the behaviour among these secondary school adolescents in Jos metropolis. The dimensions involved new are becoming more sophisticated. Presently, there exist digital or cyber or online bullying which involves the use of cell phones and computers to send menacing text messages or creating threatening and hate filled web pages about a victim including personal information (American Psychiatric Association, 2014, and Education Review Office, 2019).

Bullying is an unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated over time. Bullying happens within social relationships involving repeated and hurtful behaviours that stem from a misuse power (Olweus, 1993). Bullying can involve an individual or a group and can be obvious (such as punching or calling someone names) or hidden (such as rolling eyes at a person or whispering mean things). Olweus and Limber (2010) define bullying behaviour as the exposure, repeatedly and over time to negative acts on the part of one or more, other students. Bullying behaviour can be physical (examples, hitting, kicking, pushing, choking) or verbal (examples, calling names, threatening, taunting, malicious teasing) or may manifest in other ways, such as making faces or obscene gestures or the intentional exclusion from a group. There is an inherent power differential in the system that can easily predispose someone to subtle or covert abuse (relational or passive aggression), humiliation, or exclusion, even while maintaining overt commitments to anti-bullying policies (Whitted & Dipper, 2007). Nansel, Overpeck, Pilla, Ruan, Simon-Morton and Scheidt (2001) believe that bullying occurs where there is an imbalance of power between the perpetrator and the victim. Bullying behaviour, according to safe school (2002) is a pattern of deliberate, negative hurtful, aggressive acts that work to shift the balance of physical, emotional, or social power.

Incidents of bullying must include all three of these characteristics: Intentional, repeated, and power imbalance. Intentional because the behaviour will be aggressive and a deliberate attempt to hurt another person. These aggressive actions towards others are usually repeated overtime. The bully tends to have more physical or social power than the victims(s) (Olweus, 2010). Other researchers such as, Omoteso, (2010); Aluede, (2011); Omoniyi (2013) from literature presented essential components of bullying behaviour as intention to harm, cause fear, or distress to another person. That the behaviour is men and has harmful outcome on the victim.

Also, there is a perceived or real power imbalance between the perpetrator and victim based on factors such as age, physical size and strength, gender, and so on. Bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours. There are many factors that might influence a youth's behaviour such as peer pressure, family situation such as inconsistent and hard discipline (Pepler, 2008) and school climate. Some bullies have poor social skills, leading to difficulties in managing positive relationships, but others have advanced social competence which enables them to manipulate others (Vaillancourt, Hymel & McDougall, 2003).

Other contributing factors are social media, frustration of needs, lack of affection and parental supervision, and child relationship (Mohammed, 2017), and community and societal factors (CDC, 2017). Bullying almost always takes an emotional toll upon the child being bullied, but the action that constitute bullying vary. There are many types of bullying, which can occur separately or simultaneously as identified in the literature.

These include physical, social verbal, cyber and psychological bullying (Garby, 2011). According to Lee (2004), physical bullying is more than punching or kicking which is a direct form it can assume indirect forms, such as taking one's possessions or damaging property. Larsen (2005) asserts that the problem for a school is that physical bullying presents a challenge for that school to maintain a safe and orderly learning environment. Colorsoe (2008) states that, although physical bullying is the most visible and, therefore, the most readily identifiable form of bullying it accounts for less than one-third of bullying incidents reported by children. Limber and Small (2003) establish that physical bullying tends to receive more attention from school personnel than other types of bullying. Social bullying is also known as relational bullying (Coloroso, 2008). This involves psychological harm and manipulation of the social system. Lee (2004) defines social bullying as one which includes deliberate exclusion from a social group. Verbal bullying is seen as one of the most common types of bullying used by both boys and girls. Others are cyber bullying and psychological bullying. Centers for Disease Control and Prevention (CDC) (2017) identified common types of bullying as physical (such as hitting, kicking, punching, spitting, tripping, pushing), emotional (as teasing, name-calling, inappropriate sexual comments, or verbal or written threats), and social (like excluding someone, spreading rumours, making embarrassing comments). Education Review Office (May 2019) considers physical bullying, which involves causing harm to a person's body or possessions; verbal bullying which involves name calling, etc; social and relational bullying that involves excluding others from a group; and electronic or cyber bullying which involves the use of technology to participate in any of the behaviours such as texting or writing mean things about a person, as common types of bullying behaviours among secondary school adolescents. Other forms of indirect bullying as outlined by Ross (2011) include name-calling, giggling, mocking, and laughing at the victim. The most common and frequent forms of bullying according to Owens, Shute and Slee (2000) are insults, name-calling, and nicknames, hitting, direct aggression, theft, threats and social exclusion or isolation. However, the levels of cyber bullying appear to be increasing day by day as it is very difficult to measure among

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individuals because image or message displayed on screen have different meaning to the viewer every time (Department for children, schools, and families, 2009). Verbal abuse is the most reported type of bullying, but cyber bullying, which typically happens outside the school is becoming an increasingly significant issue.

Bullying has been linked to decreased self-esteem, low grades, social withdrawal and even suicide. Bullying is emotionally abusive behaviour that requires intervention from someone other than the victim. Psychological bullying is linked to the feelings of victimization, depression, anxiety, loneliness, social dissatisfaction, and low self-esteem (Cowie & Jennifer, 2008; Coloroso, 2008). In the supportive view of Centers for Disease Control and Prevention (2017), bullying can result in physical injury, social and emotional distress, self-harm, and even death.

Bullying can make a student absent from class in fear of being bullied (Asiyai, 2015). It also increases the risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school (CDC, 2017). The psychosocial consequences of being bullied are significant. Victims of bullying have increased rates of depression, suicidal ideation, and loneliness (Vander Wal, De Wit, & Hirasings, 2003). Experiencing peer harassment is associated with lower grades, disliking school, and absenteeism (Eisenberg, Neumark-Sztainer & Perry, 2003). Bullying negatively impacts everyone involved and can have serious immediate, short- and long-term physical, social, emotional, and psychological impacts. For instance, a student being bullied at school may withdraw from socializing with other students, reducing their sense of belonging and connectedness (Education Review Office, 2019). Thornberg (2010) indicated that students affected by bullying will be at higher risk of developing depression, anxiety, loneliness, mistrust of others, low self-esteem, poor social adjustment, poor academic achievement, and poor health as compared to others. Outcomes associated with bullying include loneliness, poor academic achievement, poor social adjustment and greater risk of drugs and alcohol use, and of being convicted of crime (Nansel et al, 2001).

Bullying is widespread in the United States. While the magnitude and types of bullying can vary across communities and demographic groups, bullying negatively impacts all youth who bully others, and bystanders. Bullying is among the most reported discipline problems in public schools. Nearing 12% of public schools report that bullying happens at least once a week. Reports of bullying are highest for middle schools (22%) compared to high schools (15%), combines schools (11%), and primary schools (8%) (Diliberti, Jackson & Kemp, 2017). In Nigeria, there are few adequate statistical data to show the number of students affected by bullying, Umoh (200) noted that's cases of bullying have been reported in many schools in Nigeria. Popoola (2005) in his study revealed that 70.6% of 385 secondary school students in ten selected schools in Osun state, Nigeria reported high level of bullying or peer victimization while 27% and 2.1% reported moderate and low levels of peer victimization respectively. Egbochukwu (2007) has revealed that in Benin City, Nigeria almost four in very five participants reported being bullied and 85% of the children admitted to bullying others at least

once. In a study, Omoteso (2010) reported that 88.1% of the participants had been bullied, 33.1% were bullies and 64.7% had been involved in relational bullying while retaliation for beings bullied in the past was 51.2%. It is no more news that bullying is rampant in Nigerian schools, therefore, there is need for systematic interventions to be implemented in schools by counsellors (Omoniyi, 2013).

Therefore, to reduce the incidence of bullying and prevent its occurrence, the counsellors in our schools need to provide all students the opportunities to develop good interpersonal skills and create a supportive and inclusive social context in which aggressive bully behaviour will not be tolerated by the majority. Positive peer interaction is essential for the development of health self-esteems. Kenny, McEachern, and Aluede (2005) opined that since bullies tend to show little empathy for their target, school counsellors will need to provide interventions to improve students' level of compassion and empathy. Studies over the years on school bullying have added to the understanding of the problems as well as the encounters faced in addressing this complex social problem that can have severe negative consequences for both bullies and victims. There is no conclusion to the counselling intervention used by the school counsellors to assist students that experience bullying in secondary schools in Jos metropolis, Plateau State, Nigeria. It is on this basis that this present study examines the management of bullying behaviour of secondary school adolescents through counselling in Jos metropolis, Plateau state, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to examine the management of bullying behaviour of secondary school adolescents through counselling in Jos metropolis, Plateau State, Nigeria.

### **Research Questions**

To guide the conduct of this study, the following research questions were answered:

1. What types of bullying behaviour do secondary school adolescents in Jos metropolis exhibit?
2. What are the factors associated with bullying behaviour of secondary school adolescents in Jos metropolis?
3. What are the effects/consequences of bullying on the secondary school adolescents in Jos metropolis?
4. What are the counselling strategies used in managing bullying behaviour of secondary school adolescents in Jos metropolis?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance in this study:

**HO: 1** There is no significant difference in the bullying behaviour between male and female secondary school adolescents in Jos metropolis.

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**HO: 2** There is no significant difference in the bullying behaviour of secondary school adolescents in Junior and Senior classes.

### Methodology

The study adopted a descriptive survey research design using questionnaire. According to Emaikwu (2013), descriptive survey design is one in which a group of people or items are studied in their natural setting by collecting, analyzing, and interpreting data from people considered to be a representative sample of the entire population. Both junior and senior secondary school adolescents in Jos metropolis constituted the target population for the study. Simple random sampling technique was used in the selection of 400 adolescents from 10 secondary schools from where students were sampled for the study (Male = 185, Female = 201).

The instrument used for data collection was self-structured questionnaire developed by the researcher titled “Managing Bullying Behaviour through Counselling Questionnaire (MBBCQ)”. The instrument was subjected to validation process, and the reliability of internal consistency was obtained with index of 0.74 via Cronbach’s Alpha. Also, content validity was ensured by experts in counselling psychology and research, Measurement and Evaluation Units of Educational Foundations Department, Faculty of Education, University of Jos. Data obtained was analyzed using descriptive and inferential statistics of percentages and t-test analysis.

### Results

**Research Question 1:** What types of bullying behaviour do secondary school adolescents in Jos metropolis exhibit?

**Table 1:** Types of Bullying Behaviour exhibited by secondary school Adolescents in Jos Metropolis.

<b>A</b>	<b>Physical Bullying Behaviour</b>	<b>SA</b>	<b>%</b>	<b>SD</b>	<b>%</b>
1.	Hitting/Flogging	232	58	168	42
2.	Kicking	220	55	180	45
3.	Punching	280	70	120	30
4.	Spitting	100	25	300	75
5.	Tripping	103	25.8	297	74
6.	Pushing	206	51.5	194	48.5
<b>B</b>	<b>Emotional Bullying Behaviour</b>				
7.	Teasing	200	50	200	50
8.	Name calling	250	62.5	150	37.5
9.	Inappropriate sexual comments	230	57.5	170	42.5
10.	Verbal/written threats	320	80	80	20
11.	Humiliation	202	50.5	198	49.5
12.	Insulting	150	37.5	250	62.5

**C Social Bullying behaviour**

13.	Excluding someone	300	75	100	25
14.	Spreading rumours about someone	251	62.8	149	37.2
15.	Making embarrassing comments	202	50.5	198	49.5
16.	Telling others not to be friends with someone	306	76.5	94	23.5
17.	Gossiping	240	60	160	40
18.	Destroying a person’s social reputation	208	52	192	48

**D Cyber Bullying Behaviour**

19.	Receiving nasty cell messages from social media	340	85	60	15
20.	Receiving nasty cell phone texts	320	80	80	20
21.	Receiving irritating images on my phone	345	86.3	55	13.8
22.	Uploading photograph into a website	206	51.5	194	48.5
23.	Online posts	202	50.5	198	49.5
24.	Video-clip	180	45	220	55

Table 1 showed the responses of secondary school adolescents in Jos metropolis on the type of bullying behaviours exhibited by the students. It showed that the most common types of bullying behaviour exhibited by secondary school adolescents in Jos metropolis are punching with 70%, hitting 58%, kicking 55%, and pushing with 51.5%, all from the physical bullying behaviour. From the psychological/emotional bullying behaviour, verbal/written threats was rates 80%, and name calling 62.5% while in the relational/social bullying behaviour has telling others not to be friends with someone (76.5%), excluding someone from the group (75%), and spreading rumours about someone with 62.8%. The result also showed that cyber bullying behaviour has become the order of the day by the adolescents in Jos metropolis with receiving of irritating images on cell phone (86.3%), nasty messages from social media (85%), and cell phone text messages (80%).

**Research Question 2:** What are the factors associated with the bullying behaviour among secondary school adolescents in Jos metropolis

**Table 2:** Percentages of Factors associated with the Bullying Behaviours among Adolescent Students

S/N	Items	SA	%	SD	%
1.	Family situation	280	70	120	30
2.	School climate	300	75	100	25
3.	Peer pressure	320	80	80	20
4.	Social media	270	67.5	130	32.5
5.	Poor social skills	209	52.25	191	47.75

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6.	Frustration of needs	258	64.5%	142	35.5
7.	Lack of affection	170	42.5	230	57.5
8.	Parental supervision	198	49.5	202	50.5
9.	Societal factors	250	62.5	150	37.5
10.	Child relationships	155	38.75	245	61.25

From Table 2, 320 representing 80% of the respondents agreed to peer pressure as a factor associated with the bullying behaviour among secondary school adolescents in Jos metropolis. Other factors as responded to by the respondents included school climate, 75%, family situation with 70%, social media 67.5%, frustration of needs 64.5%, and societal favtors with 62.5%. Also, poor social skills of the adolescents were considered one of the factors, 52.25%. However, the adolescents disagreed with child relationships 38.75, lack of affection 42.5%, and parental supervision with 49.5% as factors associated with bullying behaviour of secondary school adolescents.

**Research Question 3:** What are the effects/consequences of bullying on the secondary school adolescents in Jos Metropolis?

**Table 3:** Percentages of effects/consequences of bullying behaviour on the secondary school adolescents in Jos metropolis?

S/N	Items	SA	%	SD	%
1.	Physical injury	346	86.5	54	13.5
2.	Experiencing loneliness	205	51.25	195	48.75
3.	Poor academic achievement	364	91	36	09
4.	Poor social adjustment	279	69.75	121	30.25
5.	Sleep difficulties	322	80.5	78	19.5
6.	Dropping out of school	324	81	76	19
7.	Suicidal ideation	358	89.5	42	10.5
8.	Death/Self-harm	201	50.25	199	49.75
9.	It also increases the risk for depression	326	81.5	74	18.5
10.	Emotional distress	304	76	96	24

Table 3 revealed the results of consequences of bullying behaviour of secondary school adolescents. All the items were highly rated by the students, ranging from 50.25% for self-harm to 91% for poor academic achievement. Suicidal ideation 89.5%, physical injury with 86.5%, risk for depression 81.5%, and dropping out of school 81%. Others are sleep difficulties 80.5%, emotional distress 76%, poor social adjustment 69.75% and experiencing loneliness with 51.25%.

**Research Question 4:** What are the counselling strategies used in managing bullying behaviour of secondary school adolescents in Jos metropolis?

**Table 4:** Percentage of Respondents on Counselling Strategies used in Managing Bullying Behaviour.

S/N	Items	SA	%	SD	%
1.	Promote family environments that support healthy development	346	86.5	54	13.5
2.	Provide quality education early in life	322	80.5	78	19.5
3.	Establishing universal school-based programs to strengthen youth's skills	242	60.5	158	39.5
4.	Connect youth to caring adults and activities (mentorship)	252	63	148	37
5.	Create protective community environments	279	69.75	121	30.25
6.	Encouraging peer support initiatives	364	91	36	09
7.	Report on each student with bullying behaviour should always be given	275	68.75	125	31.25
8.	Talk about the effects/consequences of bullying on the assembly ground	358	89.5	42	10.5
9.	Use of school rules and regulations	364	91	36	09
10	Use of drama or role play to teach positive behaviour in the class/school	270	67.5	130	32.5

Table 4 showed all the counselling strategies that can be used in managing bullying behaviour in the schools. The respondents rated encoring peer support initiatives 91% and using of school rules and regulations 91% each as the most effective strategies in reducing/managing bullying behaviours. Others include giving talks on the consequences of bullying on the assembly ground (89.5%), promote family environments that support healthy development (86.5%), which was followed by provision of quality education early in life (80.5%). Also, create protective community environments (69.75%), giving report on each student with bullying behaviour (68.75%) and using drama or role play to teach positive behaviour in the class (67.5%) to manage bullying among secondary school adolescents in Jos metropolis.

**Ho<sub>1</sub>:** There is no significant difference in the bullying behaviour between male and female secondary school adolescents in Jos metropolis.

**Table 5:** t-test Analysis of Difference in the Types of bullying Behaviour exhibited by Secondary School Adolescents Based on Gender.

Gender	N	Mean	Std.	df	t-cal	T-crit	Decision
Male	185	18.016	3.217	385	59.73	1.57	Rejected
Female	201	21.504	3.230				

Significance: (P<0.05)

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Table 5 revealed that the t-cal of 198.148 was obtained which is higher than the t-critical of 1.57 at  $P < 0.05$  level of significance. On this basis, null hypothesis one was therefore rejected. This means that there was a significant difference in the type of bullying behaviour among secondary school adolescents based on gender. The alternative accepted.

**H0<sub>2</sub>:** There is no significant difference in the bullying behaviour of secondary school adolescents in Junior and Senior classes.

**Table 6:** t-test Analysis of Difference in the Type of Bullying Behaviours exhibited by secondary school Adolescents Based on class.

Class	N	Mean	Std.	df	t-cal	t-crit	Decision
JSS	197	38.53	3.29	385	58.47	1.44	Rejected
SSS	189	30.02	3.22				

Significance: ( $P < 0.05$ )

As shown on Table 6, the t-calculated of 58.47 was obtained, which is higher than the critical t-value of 1.44 at  $P < 0.05$  level. The results therefore shows that there is a significant negative difference in JSS and SSS classes. Therefore, the null hypothesis is rejected, and the alternative accepted.

### Discussion

Findings of the research question 1, revealed that the major types of bullying behaviours among secondary school adolescents in Jos metropolis were exposure to physical bullying of punching, hitting/flogging, and kicking. This is consisting with the findings of studies conducted by Egbochukwu (2007) and Omoteso (2010) who identified forms of bullying as kicking and hitting, extortion of money from victims, locking inside a room, sending of nasty note, isolation, teasing and threat to beat others. The finding is also in agreement with that of Asiyai (2015) who reported bullying behaviours such as being threatened, kicking, hitting and extortion of money from others as types of bullying in both public and private schools in Edo State Nigeria. It is further reported that electronic/cyberbullying which involves the use of technology to participate in harming others is the recent common type of bullying behaviour which the present study has also discovered. Cyberbullying means that the adolescent is subjected to text messages, emails, or online posts such as Facebook, twitter, blogs or other websites. These messages are sometimes cruel in nature, threatening, defamatory and deliberately misleading. Lee (2004) agrees that cyberbullying is likely to be a major form of bullying in the 21<sup>st</sup> century.

Furthermore, Pepler and Craig (2000) reported five major forms of bullying as physical violence and attacks, verbal taunts, name calling and put downs, threat, and intimidation: extortion stealing of money or other possessions and exclusion from peer group. The realities of verbal bullying can have very physical consequences, even is the aggressor never lays a

finger on the victim (Coloroso, 2008). Other types of bullying experienced by the adolescent students are psychological and social bullying (Cowie & Jennifer, 2008; Coloroso, 2008). Other researchers, such as Owuamanam and Makinwa (2014) reported that emotional bullying was the most prevalent form of bullying behaviour. This present study agrees with this assertion.

The second research question sought to find out the influence of factors on bullying behaviour of the adolescents. These factors are peer pressure, school climate, family situation, social media, frustration of needs, and societal factors. This finding supports these of Carnely and Merrell (2001); Pepler, Jiang, Craig, and Connolly (2008) who opined that bullies may well be more likely to come from families with low parental monitoring and involvement, as well as inconsistent and harsh discipline.

The third research question revealed the effect/consequences of bullying behaviour as poor academic achievement, suicidal ideation, physical injury, depression, dropping out of school and sleep difficulties. This is in agreement with the studies of Namsel, *et al.*, (2001); Eisenberg, *et al* (2003); Farrington, and Baldry, (2010); and center for disease control and prevention (2017) which maintained that bullying could result in physical injury, social and emotional distress, self-harm, and even death. These researchers further found out that bullying also increase the risk of depression, anxiety, sleep difficulties, lower academics achievement, and dropping out of school. This also corroborates with the findings of Asiyai (2015) which report that bullying can make a student absent from class in fear of being bullied. Thornbeng (2010) lamented that student affected by bullying would be at risk of developing depression, anxiety, mistrust of others, loneliness, low self-esteem, poor social adjustment, poor health and poor academic achievement.

The findings on research question four showed that the preferred counselling strategies by these adolescents include encouraging peer support initiatives, use of school rules and regulations, talk about effects of bullying on the assembly ground, and promote family environments that support healthy development and provision of quality education early in life. Others are created protective community environments, report on each student with bullying behaviour, and use of drama or role play to teach positive behaviour in the class. This finding agrees with that of Kenny, *et al*, (2005), Aluede (2006), and Asiyai (2015) who reported that increasing public awareness and knowledge about bullying behaviour problem can be sure way to managing bullying in secondary schools.

The finding further shows that there was a significant difference in the type of bullying behaviour among secondary school adolescents based on gender. This finding is in favour of the female gender who have a better appreciation of the type of bullying behaviour exhibited by adolescent students. Rigby and Bagshaw (2003) reported that both boys and girls are involved in bullying by making fun of the way they look or talk. Other studies like that of Asiyai (2015) asserted that male adolescent students tend to involve more in physical bullying, while that of the female is relational or indirect type, such as spreading rumours and backbiting.

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This is contrary to a study by Aliede (2006) who reported that physical and psychological violence is prevalence among male and female Nigerian secondary school adolescents. The present study also discovered that the older adolescent students bully the younger ones. This agrees with that of Asamu (2006) who found out that older adolescent students bully the younger ones in the junior classes.

### **Conclusion**

This study examined management of bullying behaviour of secondary school adolescents through counselling bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying can also occur through technology and is called electronic bullying or cyberbullying. Bullying can occur during or after school hours. There are many factors that might influence adolescents bullying behaviour, such as peer pressure, family situation, societal influence, social media, and school climate. Bullying is a serious problem, which negatively affects the social, psychological, and academic development of pupils. As a result, many of these children dislike their school, avoid attending classes, loneliness, poor academic achievement, poor social adjustment and suicidal ideation. Therefore, all school staff, parents and the public should fight, if not eliminate it completely. In this process, the school counsellor can play a very important role. All schools should be made to have counsellors.

### **Recommendations**

Based on the findings of this study, the following are recommendations to be used by school counsellors, parents, and the society in general in managing bullying behaviour of secondary school adolescents:

1. Children, teachers, parents, and the public should be well informed about the extent of bullying behaviour of adolescent students as well as the reasons and consequences of it.
2. Schools must promote the belief that bullying behaviour is completely unacceptable, develop policies and program to deal effectively and quickly with aggression and teach pupils alternatives to aggression.
3. Intervention program should include programs for aggressive adolescent students and their victims, such as behaviour management, self-control strategies, inter-personal problem-solving skills, conflict resolution skills, assertiveness training, empathy training and social skill training.
4. Individual and group counselling services should be provided for both bullies and their victims. In this case avoidance/withdrawn behaviour can easily be replaced with assertiveness.
5. It is also easy for bullies to remain anonymous when they use technology to harm another person. This means we need to be aware of all the places bullying can take place, knowing that it might be occurring in multiple contexts.

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