



ABSTRACT

The study titled 'Teachers' Perception on causes of Bullying among Universal Basic Students, Kwali Area Council, Abuja-Nigeria is a descriptive survey using questionnaire. The self-structured instrument named 'Causes of Bullying Questionnaire' (CBQ) was to elicit responses from teachers on the causes of bullying among UBE school students. The total population of UBE teachers who participated was 120. Simple random sampling was used for teachers that participated. The instrument was divided into five

TEACHERS' PERCEPTION ON CAUSES OF BULLYING AMONG UNIVERSAL BASIC EDUCATION PUPILS, KWALI AREA COUNCIL, ABUJA-NIGERIA

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INTRODUCTION

School is a place where students are educationally, morally, physically, socially and mentally moulded to meet the requirement of the society they find themselves. Omoniyi (2013) defined the school as an organized institution for the transfer of knowledge and skill, for the preparation of a child to become an asset and not a liability in the society they belong. A school is therefore considered a secured place for students to learn and become assets to the society. The UpperUBE students are at the age they are no longer little kids but not yet young adults. They are in their early adolescence age which is a difficult time period with constant onset of new experiences and behaviours that often cause confusion for them. Ajileye (2022) observed that it is not easy to transform lives because students come from different homes and social economic backgrounds. The students' mal-adjustment behaviours include but not limited to laziness, inattentiveness, extrovert, bullying, late coming, truancy, untidiness and other anti-social behaviours. Bullying is an intentional aggressive behaviour that involves an imbalance of strength, power and influence. Bullying is different from leadership. Being assertive and acting as a leader is a positive behaviour but bullying is exhibition of forces and aggressive tendencies and not a leadership potential. Bullies engage in habitual, tyrannical, cruel, and harmful threatening behaviours. A bully can be described as a tyrant blustering and browbeating person. Bullying can be in form of mistreatment, denial of one's rights, physical attacks,



sections with 43 items. The study was guided by five objectives and five research questions. A 4-points Likert-type rating scale was designed to elicit responses from teachers of Universal Basic Education schools. The decision was based on the cluster mean score of 2.50 as boundary mean. The reliability coefficient of 0.79 was obtained using split half reliability technique and CronbachAlpa for the analysis. Data collected from the administered questionnaires was analysed using descriptive statistics which entails frequency counts, percentages and means. Descriptive analysis was used to show the causes of bullying among Universal Basic Education, Abuja-Nigeria. The findings of the study revealed that there were family, biological, peer group, school environment and technological factor causes of bullying at Upper UBE level of education in Kwali Area Council, Abuja-Nigeria. It was recommended that parents should be good role models and pay more attention to their children, government should provide more learning facilities for schools and children should be discouraged from watching, reading or playing violence films, phonographic literature and games respectively.

Keywords: Teachers' Perception, Bullying, Upper Universal Basic Education students

negative facial expression, verbal insults, physical gesture and contemptuous looks, defamation of character, lying, labelling and spreading of rumours. Eseré (2018) noted that bullying in secondary schools can be in form of verbal threat and mockery, physical contact, sneering or cruel gesture, molestation, prolonged and inappropriate punishment of junior students and unhealthy preferences. Gordon (2020) explained that bullying can be from leaving mean notes and name-calling to sabotaging another student's relationship with gossip, lies and rumour. Itegi (2017) described bullying as an activity occurring over a prolonged period of time, rather than being a single aggressive act. It involves the powerful attacking the powerless; Bullying is one of the main global challenges that children encounter at school. Ada, Okoli, Obetan and Akeke (2016) viewed bullying as a common phenomenon in our contemporary world today. It has remained a thing of concern for stakeholders in education as it has made the school environment unsecured and unsafe. Fareo (2015) asserted that bullying in school is a serious problem and a great threat that no school should disregard or dismisses in Nigeria. Therefore, this study concentrates on the causes of bullying since it poses insecurity to the wellbeing and lives of students.

Many educators, teachers and researchers have carried out studies on causes and effects of bullying. Some of the studies are explained below. Before one considers the impacts of bullying, it is necessary to identify the causes of bullying among Upper UBE students. The factors to be considered are societal, biological, parental and technological. A research was carried out by Tambawal and Umar (2017) on bullying and its effects on academic performance of secondary school students in Nigeria. The researchers identified defective upbringing and peer group influence as major causes of bullying in secondary schools. Omoteso (2010) noted that children that are brought up by parents that use harsh or aggressive methods of discipline were significantly more likely to have aggressive children. In the research conducted by Mmaduakonam and Obi



(2021) in Anambra State Secondary Schools, the following causes of bullying were identified: previous victims of bullying, exposure to violence movies, poor state of mental health, frustration, family instability, peer group influence, child abuse, hostile environment and aggression within the home. In the research, parental negligence was not considered as one of the causes of bullying in secondary schools. In the same vein, Ada, Okoli, Obetan and Akeke (2016) investigated the causes of bullying in tertiary institutions in Cross river State Nigeria. The finding of the study revealed the causes of bullying in tertiary institutions. They include; family predisposing factors, family disagreement, poor staff-students relationship and involvement in many social groups on campus that disallow students to have time for studies. Others are reading and listening to crime literature, watching of phonographic film, lost of interest in learning due to poor learning environment and internet sites and television sections that show youth doing violence.

The present research is similar in content to the above researches but the present covers the gap of location, level and methods. Some of the findings in the previous studies served as literature and items in the research questions of the present study. Ada, Okoli, Obetan and Akeke (2016) investigated the causes of bullying in tertiary institutions in Cross river State Nigeria. The present study took place in Upper UBE schools in Federal Capital Territory Abuja-Nigeria. Mmaduakonam and Obi (2021) conducted their study in Anambra State Secondary Schools whereas the present study is taken place in Federal Capital Territory Abuja-Nigeria at the UBE level.

According to the present researchers, causes of bullying can be categorised into five. They include family factor, biological factor, peer group factor environmental factor and technological factor. Actually Faroe (2015) categorized the causes of bullying into four factors but the present researchers have added one other category which is technological factors. The factors are parental factors, biological factor, peer group influences and environment factors. Parental factor has to do with the child early experiences, which influences the behaviour of the child, those experiences includes parental neglect, family instability and aggression within the home or in the society; family stress, rejection, isolation, and exposure to violent movies, marginalization, child abuse, anti-social acts and inconsistent reinforcement. Parental influence is of great significance in the lives of students. Fareo (2015) viewed a bully as a product of a dysfunctional home. Delius (2019) observed that students who are bullying others, bully as result of lack of attention from their parents at home and this makes them to lash out at other students for attention. Delius (2019) opined that students who are bullying others, bully as result of lack of attention from their parents at home and this makes them to lash out at other students for attention. Paramount among these are students who are neglected, students from unstable homes, poor state of mental health, students from divorced home or students with parents under regular influences of drugs and alcohol (Mmaduakonam et al, 2021). More so, Dehns (2013) claimed that when students receive negative messages or physical punishment at their various homes, they tend to develop negative self-concepts and affectations and may therefore attack before they are attacked. Bullying others gives them a sense of power and importance. In a study conducted by Bukoye, Adeoye, Usman & Oyinloye (2012) revealed that, the family is a predisposing factor for school violence. A similar study by Rothing & Sting (2010) indicated that domestic violence is a breeding ground for more violence as children who experience it grow up to exhibit it. Students who are unfortunate to have this kind of experience at home don't just grow up to exhibit the same life style choices as adult in the later homes, but also bring elements of this lifestyles to other students at school in form of bullying. There are



students from broken and abusive homes, students who are exposed to aggression, violence and manipulation with no parental attention. These students develop abusive behaviours which in turn make them to bully other students in school.

The second category is Biological Factor which has to do with malfunctioning of the body organs or imbalances in the production of body hormones. Gordon (2020) claimed that students who possess certain innate personality traits are more prone to bullying. Such traits includes low self-esteem, anger, jealousy, aggression, insensitivity, cruelty, the desire to control others by all means, mental illness and lack of self-confidence. Students with low self-esteem are prone to bullying because it gives them a sense of power and control which is something they find lacking in their own life (Fareo 2015 & Mmaduakonam (2021) . James (2020) added that, students who have not learnt to be empathetic may resort to bully. They are unable and unwilling to understand how others feel when things are said or done. Aggressive students often have poor impulse, control and a quick temper. Instead of using reasoning, they resort to coercion and dominance. Fareo (2015) found out that mental ill health is a cause of bullying.

Peer Group Factor has to do with peers influence. Peers can be friends, schoolmates, roommates, classmates or street gangs. Students spend most of their time with their age mates and friends than they do with their parents and teachers. In the group they enjoy a free world, more independent in thought and action. They have freedom to discuss matters of interest, which may be contrary to the interest shared by adults. Tambwal and Umar (2017) and Ajileye (2022) made it clear that secondary school students spend most of their time with their age mate than their parent and teachers. The peer group has considerable influence on the student actions and or inactions and since the composition of peer group is made up of children from different backgrounds, it is likely that ill-behaved or bad eggs are found in group whose influence often leads to criminal tendencies by the group like bullying, petty stealing, smoking, drinking. It is worthy of note that, peer pressure is a pressure from others to conform to the behaviours, attitude and personal, habits of a group or clique. Sometimes students within a clique will pressure other students to participate in bullying (Ada et al, 2016 & Tambawal et al, 2017).

Environmental Factors include teacher's behaviour and supervisory routines, lack of resources and facilities for practical, poor staff-students relationship as well as lost of interest due to poor learning environment (Ada et al 2016). These play a crucial role in determining the extent to which bullying will manifest themselves in a classroom or a school. Technological causes of bullying in secondary schools include internet sites and television sections that show youth doing violence as well as watching of phonographic film, reading and listening to crime related literature (Ada et al, 2016)

Statement of the Problem

Bullying among students is a common but dangerous problem especially at the early stage of life. There is hardly any school in Nigeria that is not faced with the problem of bullying. This has affected those students who are bullied to refuse to go to school or they have chosen to miss some classes during school hours for fear of being bullied. Bullying has a negative impact on both the bully and the victim. It can lead to physical, academic, social and psychological problems. It can also make the victim to become suicidal. The victims of bullying are not only the ones who are at risk of having short and long term problems but bullies also, if the bullies are allowed to continue in the act of



bullying, the behavior becomes habitual and this behavior is maintained into adulthood thus influencing their ability to develop and maintain positive relationship. It is to this regard that the researchers seek to examine the Teachers' Perception on the causes of Bullying among UBE students in Kwali Area Council, Abuja-Nigeria.

The objectives of the Study

The major objective of the study is to study the causes of bullying among Upper UBE students in Kwali Area Council. However, the study is specifically set out to

1. investigating the Teachers' Perception on parental causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria
2. find out the Teachers' Perception on biological causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria
3. identify the Teachers' Perception on peer group pressure causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria
4. examine the Teachers' Perception on environmental factor causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria
5. ascertain the Teachers' Perception on technological causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria

Research Question

1. What are the parental factor causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria?
2. What are the biological factor causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria?
3. What are the peer group pressure factor causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria?
4. What are the environmental factor causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria?
5. What are the technological factor causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria?

Research Method

A descriptive survey method was used to investigate the causes of bullying among Universal Basic Education students in Kwali Area Council, Abuja-Nigeria. Teachers' opinions were sought by distributing questionnaire to the various Basic Universal Education teachers for responses to the questions asked. The total population of UBE teachers who participated was 120. Simple random sampling was used for teachers that participated. The instrument used for the study is questionnaire. The instrument was named Causes of Bullying Questionnaire (CBQ). The question items were divided into five sections. Section A was designed to get information on family factor causes of bullying, Section B is on biological causes of bullying, Section C is on environmental factor causes, Section D is on pressure group factor causes while Section E is on technological factor causes of bullying. The items in the five sections provided answers to the five research questions. A 4-points Likert-type rating scale was designed by the researchers to elicit responses from teachers



of Universal Basic Education schools. The rating is as follows: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points while Strongly Disagree (SD) = 1 point. The mean score for each item was found; $4+3+2+1 = 10/4 = 2.50$. The decision was based on the cluster mean score of 2.50 as boundary mean. In essence, the mean score equal to or above 2.50 was agreed while those with mean score less than 2.50 were disagreed.

The self-constructed questionnaires were given to two colleagues in the Department of Psychology FCT College of Education Zuba-Abuja. The reliability of the instrument was carried out in UBE kwali, (a school that was not a part of the study). The reliability coefficient of 0.79 was obtained using split half reliability technique and CronbachAlpa for the analysis. The questionnaires were distributed to all the randomly selected Universal Basic Education schools. Six schools were selected while 20 teachers participated in each school the schools include: UBE Wako, Kwali Area Council, UBE Kwaita, Kwali Area Council, UBE BukpeKwali Area Council, UBE Dangara, Kwali Area Council, UBE Awawa, Kwali Area Council and UBE Yangoji, Kwali Area Council

The distribution and collection of the questionnaire were done by the researcher and one Research Assistant per school. Data collected from the administered questionnaire was analysed using descriptive statistics which entails frequency counts, percentages and means.. Descriptive analysis was used to determine the significance of the data collected. Descriptive analysis was used to show thecauses of bullying among Universal Basic Education, Abuja-Nigeria.

Results

Research Question 1: What are the family factor causes of bullying?

Table 1: Mean scores of respondents on the family factor causes of bullying

S/N	Items	N	Mean	StD	Decision
1.	Early exposure of children to harsh Physical punishment	120	3.9	0.88	Agree
2.	Domestic violence	120	3.8	0.89	Agree
3.	Parents inability to be role models	120	3.4	0.71	Agree
4.	Dysfunctional home	120	4	00	Agree
5.	Poor parent-child relationship	120	2.7	0.6	Agree
6.	Parental neglect/Lack of parental attention	120	4	00	Agree
7.	Buoyant family socio-economic background	120	2.1	0.91	Disagree
8.	Poor parenting pattern	120	3.1	0.74	Agree
	Agree				
	Grand Mean		3.4	.59	Agree

In Table 1, teachers agreed to the eight items on family factor causes of bullying in UBE schools. The items 1, 2, 3, 4, 5, 6 and 8 have means of 3.9, 3.8, 3.4, 4, 2.7, 4 and 3.1 respectively which are above boundary level of 2.50. As a result, the 7 items were agreed to by the respondents. It was only 7 which has to do with socio-economic background of students that has mean score below 2.50 and the decision was disagree.. This means that both children from influential and poor homes can engage in bullying depending on other factors. Therefore, the overall decision on social factor causes of bullying is agree.



Research Question 2: What are the biological factor causes of bullying among Universal Basic Education Students, Kwali Area Council, Abuja-Nigeria

Table 2: Mean scores of respondents on the biological factor causes

S/N	Items	N	Mean	StD	Decision
1.	Malfunctioning of body organs	120	2.1	.91	Disagree
2.	Imbalances in the production of body hormones	120	2.1	.91	Disagree
3.	Lack of empathy	120	3.6	.70	Agree
4.	Bullies have dominant personality traits	120	4	.00	Agree
5.	Bullies have high intelligence than their victims	120	1.9	.93	Disagree
6.	Bullies are advance in age than their victims	120	2.8	.87	Agree
7.	Bullies have big status than their victims	120	2.8	.87	Agree
8.	Male masculine students bully feminine girls	120	2.1	.91	Disagree
9.	Mental ill-health of students can lead to bullying	120	3.4	.71	Agree
Grand Mean			3.4	.76	Agree

Table 2 shows that the teachers agreed to items 3, 4, 6, 7 and 9 but disagreed to items 1, 2, 5 and 8 on biological factor causes of bullying. The means of items 3, 4, 6, 7 and 9 are 3.6, 4, 2.8, 2.8 and 3.4 respectively. They are all above the boundary level of 2.50. Items 1, 2, 5, and 8 have means of 2.1, 2.1, 1.9 and 2.1 respectively. The means are below the boundary level of 2.50. However, the grand mean of 3.4 shows agreement to the fact that biological factors cause bullying in Upper UBE of Kwali Area Council, Abuja-Nigeria.

Research Question 3: What are the peer group pressure factor causes of bullying?

Table 3: Mean scores of respondents on the peer group factor causes of bullying.

S/N	Items	N	Mean	StD	Decision
1.	Peer group members change their life style to match with others	120	3.3	.75	Agree
2.	Members conform to peer pressure to avoid rejection	120	3.7	.71	Agree
3.	Peer group compels one another to go along with certain habits	120	3.7	.71	Agree
4.	Members have the desire to fit in and belong	120	3.8	.69	Agree
5.	Negative Peer groups encourage aggression	120	3.6	.73	Agree
6.	Negative Peer groups promote risk behaviours	120	3.5	.72	Agree
7.	Negative peer groups compel anti-social behaviours	120	3.0	.81	Agree
Grand Mean			3.5	.73	Agree

Table 3, shows the respondents agreement to all the items that are under peer pressure causes of bullying in UBE schools and the grand mean is 3.5 items 1, 2, 3, 4, 5, 6, 7 have the mean scores of 3.3, 3.7, 3.7, 3.8, 3.6, 3.5 and 3.0 respectively.



Research Question 4: What are the school environmental factor causes of bullying?

Table 4: Mean scores of respondents on the environmental factor causes of bullying

S/N	Items	N	Mean	StD	Decision
1.	Victims of bullying resort to bullying	120	3.4	.71	Agree
2.	Poor students-teachers relationship	120	2.7	.67	Agree
3.	Inability of the teachers to be role models	120	3.3	.72	Agree
4.	Poor teachers' supervision	120	3.0	.70	Agree
5.	Lack of sensitization on bullying in the school	120	2.2	.61	Disagree
6.	Lack of rules and regulations in the school	120	2.2	.61	Disagree
7.	Schools' inability to check bullying	120	2.2	.61	Disagree
8.	Poor learning environment	120	3.7	.75	Agree
9.	Lack of facilities for practical creates spare time for vices and criminal activities	120	2.8	.87	Agree
10.	Students involvement in many social groups	120	3.4	0.71	Agree
Grand Mean			2.9	.70	Agree

In Table 4, teachers agree on items 1, 2, 3, 4, 8, 9, and 10. The mean scores are 3.4, 2.7, 3.3, 3.0, 3.7, 2.8 and 3.4 respectively which are above the boundary level of 2.50. The items the teachers disagree to are 5, 6 and 7 with mean scores of 2.2, 2.2, 2.2 respectively which are below the boundary level of 2.50. However, the grand mean score of 2.9 which is above the boundary level of 2.50 indicates agreement to the fact that school environmental factors contribute to the causes of bullying in schools.

Research Question 5: What are the technological factor causes of bullying?

Table 5: Mean scores of respondents on the technological factor causes of bullying

S/N	Items	N	Mean	StD	Decision
1.	Using of mobile phones at tender age	120	2.6	.73	Agree
2.	Spending too much time on media	120	4	00	Agree
3.	Watching of violent television shows	120	4	00	Agree
4.	Watching of war films in the home	120	4	00	Agree
5.	Playing of violent games on phones	120	3.5	.75	Agree
6.	Parents' inability to control what their children do on the internet	120	3.4	.72	Agree
7.	Desire to practice what students watch in the internet	120	3.4	.72	Agree
8.	Watching of phonographic films take a lot of students' time	120	3.0	.70	Agree
9.	Reading and listening to crime bursting literature	120	2.8	.87	Agree
Grand Mean			3.5	.52	Agree

In Table 5, teachers agreed to all the items of technological factors that cause bullying in Upper UBE schools in Kwali Area Council, Abuja-Nigeria. All items 1, 2, 3, 4, 5, 6, 7, 8 and 9 have the mean



score of 2.6, 4, 4, 4, 3.5, 3.4, 3.4, 3.0 and 2.8 respectively which are above the boundary level of 2.50. The grand mean is 3.5. This implies that Upper UBE students are using technology negatively.

Summary of findings

1. Parental factors cause bullying among students of Upper UBE schools in Kwali Area Council
2. Biological factors cause bullying among students of Upper UBE schools in Kwali Area Council
3. Peer pressure factors cause bullying among students of Upper UBE schools in Kwali Area Council
4. School environmental factors cause bullying among students of Upper UBE schools in Kwali Area Council
5. Technological factors cause bullying among students of Upper UBE schools in Kwali Area Council

Discussion of findings

Family as the first social institution of a child is very important. Whatever the parents bring out of a child goes a long way in how he or she behaves when thrown into the society. The finding on family and parents causes in contributing to bullying in school corroborates with the findings of Omoteso (2010), Rothing & Sting (2010), Bukoye et al (2012), Rothing & Sting (2010), Tambawal and Umar (2017) and Mmaduakonam and Obi (2021). Some of the causes of bullying that emanate from family are: defective upbringing, use of harsh or aggressive methods of discipline, domestic violence, family instability, parental negligence, family predisposing and family disagreement. On biological factors, the present study concurs with the investigations of Fareo (2015), Gordon (2020) and James (2020) who claimed that students who possess certain innate personality traits as cruelty, anger, lack of empathy, poor impulse, mental illness and low-self esteem engage in bullying at school. However, the study refutes the claims of Fareo (2015) who considers body malfunctioning, hormonal imbalance, high intelligence and gender as causes of bullying in secondary schools. The findings of the study are in agreement with the claims of Ada et al (2016) on the poor learning environment, lack of resources and facilities for learning as well as loss of interest in learning by the students as causes of bullying in secondary schools. The finding of the study concurs with the findings of Ada et al (2016) and Mmaduakonam et al (2022) on the technological causes of bullying in schools. It is obvious that students are what they read, listen to and watch. Violence and war films are among the causes of bullying.

Conclusion

From the findings of the study, it was discovered that the respondents agree to the fact that dysfunctional family factors, biological factors, peer group factors, school environment and technological factors are all causes of bullying in Upper UBE schools at Kwali, Area Council, Abuja-Nigeria. All stakeholders need to wake up to their responsibilities in order to block ways of bullying in children due to the havoc it causes in schools. Now that the causes of bullying have been identified, it will be easy to find out how it can be curbed in UBE schools.



Recommendations

The recommendations that are based on the findings of the study include:

1. Parents should endeavor to be role models, create more time for their children and pay more attention to their children.
2. Parents should always observe and correct their children activities on the internet
3. Schools and teachers should provide conducive learning environment for the students and create good staff-students relationship.
4. Government should provide enough learning materials, resources and facilities for schools
5. Students should be discouraged from joining negative peer groups by the parents, teachers and government.
6. Children should be discouraged from watching violence video and films, reading phonographic literature or playing crime related games on the internet
7. Government should place age limit on the watching of phonographic, war and violence films.

Suggestions for further studies

1. The researchers suggest more investigations on impacts of bullying at UBE level of education in Nigeria
2. There is need for more studies on ways of curbing bullying at the UBE level of education in Nigeria
3. The study can be replicated to cover larger area for example at the state or national level

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