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CONSEQUENCES OF BULLYING BEHAVIOUR ON IN-SCHOOL ADOLESCENTS IN ILORIN METROPOLIS

M. L. A. MUSTAPHA & S. A. MUHAMMED

Abstract

Bullying is a major source of victimization among adolescents which has been associated with violent behaviours and has numerous bio-psychosocial and educational outcomes. This paper investigated the consequences of bullying behaviour on in-school adolescents in Ilorin metropolis. A total of 495 in-school adolescents were randomly selected for the study. Data was collected from the respondents using an instrument entitled "Consequences of Bullying Behaviour of In-school Adolescent Questionnaire" (CBBLAQ). One research question was answered using frequency counts and percentages while three hypotheses were analyzed using Analysis of Variance (ANOVA) at 0.05 alpha level. The findings of the study indicated that 340 (68.7%) of the sampled respondents have bullied their fellow students or have been bullied once or twice while 155 (31.3%) have bullied their fellow students or have been bullied more than five times. The study also revealed that there was no significant difference in the consequences of bullying behaviour on in-school adolescents on the basis of bullying interaction and age. However, there was a significant difference in the consequences of bullying behaviour on in-school adolescents on the basis of gender. Recommendations were made on the desirability of providing preventative counselling services against incidence of bullying in secondary schools and remedial counselling services for victims of bullying and the bullies of different age bracket and gender in order to help them learn appropriate way of relating with others and develop proper adjustment.

Keywords: *Consequences, bullying behaviour, In-school Adolescents*

Introduction

Behaviour has been described as any activity displayed or engaged in by an organism which can be obvious or concealed. Every individual engages in one form of behaviour or the other which can be negative or positive (Ifelunni & Chinweuba, 2015). Positive behaviours are those behaviours that do not conform to the demand of the society or environment, e.g. good manner, esteemed value, truth, respect, obedience and humility. While negative behaviours are those ones that do not conform to the acceptable standard of the society and environment and is abnormal to man (Nwachukwu, 1994). These behaviours include violent conflict, aggression, disobedience, drugs addiction, bullying, sexual abuse, etc. Therefore, any of these acts is said to be problematic because of its negative consequences on individual and society (Ifelunni & Chinweuba, 2015). There is a growing concern about the amount of violence and aggression in the society. Youth violence has been a focus because they are the future generation among whom tomorrow's leaders will emerge (Mustapha, 2012).

Bullying behaviour is one of the acts of violence and aggression that is highly overlooked (Limber & Nation, 1998; Idowu & Yahaya, 2006). It is very rampant at both primary and secondary levels of Nigerian educational system regardless of the size, type and location of

the schools (Aluede, Adeleke, Omoike & Afen – Akpaida, 2008). Asonibare (2004) defined bullying behaviour as a conscious, wilful, deliberate, hostile and repeated behaviour by one or more persons with the intention of harming others. Chinweuba (2011) also defined it as an act of using ones strength, power and position to frighten or hurt another individual for no justified reason.

Bullying consists of various behaviours ranging from verbal (e.g. name-calling, abuse, verbal threat, harassment, teasing, insult, mobbing and verbal intimidation) physical violence (these include behaviours such as fighting, punching, strangling, spitting, hitting, shoving, kicking, pushing, demand for money, tripping, vandalising properties, rude gesture, and destruction of another's work Ross, 1998) and relational (e.g. slander, exclusion from the group, damaging victim's property). Relational aggression has also been recently perpetrated using technology such as e-mail, chat rooms, cell phones, pagers among others. Cyber bully, no doubt has provided a new and powerful avenue for relational aggression (Armes, 2005; Smith, 2006). Though the effect of cyber bullying are just beginning to be investigated, the method allows wide spread of information using a variety of methods such as digital photographs, video etc, researchers believed that it can be more harmful than traditional forms of relational bullying behaviour (Strom & Strom, 2005).

Various scholars have indicated the increase in bullying behaviour among in-school adolescents (Rigby, 1995; Nansel, Overpeck, Pilla, Ruan, Simons-Morton & Scheidt, 2001; Popoola, 2005; Yusuf, 2010; Mustapha, 2010). Rigby (1995) reported that one in every six students in Australian schools reported being bullied at least once a week, one in ten reported being an active bully and many students admit to and even boast about bullying others. In United States, Nansel, Overpeck, Pilla, Ruan, Simons-Morton and Scheidt (2001) revealed that over two million youths in United States are involved in bullying behaviour as bullies, victims or as bully-victims. In Nigeria, Popoola (2005) found that 70.6% of his respondents selected in 10 schools across the state of Osun in Nigeria reported high level of bullying behaviour. Yusuf (2010) in a prevalence study reported that 91.5% of the respondents selected in schools across a Local Government Area in Kwara state agreed that bullying behaviour is a common feature in schools. These submissions are similar to the findings of Egbochukwu (2007), Omotesho (2010) and Mustapha (2010).

Many research studies have investigated short and long-term effects of bullying behaviour on the bullies, victims and the bully victims. These effects or consequences range from physical, social, health, psychological and educational and these cannot be underestimated. Researchers have predicted that bullies that use power and aggression to victimise their peers are predispose to sexual harassment, dating aggression, workplace harassment, marital aggression, child abuse and elder abuse (Peplar, Craig, Connolly, Yuile, McMaster and Jarg, 2006). The research showed the emergence of sexual harassment and dating aggression during the adolescent years concomitant with pubertal development and a relationship between bullying behaviour and these two forms of aggression. They suggested that children who were more advanced in pubertal development were more likely to report the use of both sexual harassment and dating aggression in their own study. Prinstein, Boergers, and Vernberg (2001) found that adolescents who used non-normative forms of aggression (i.e. girls who used physical aggression and boys who used indirect aggression) were at greater

risk for adjustment problems such as depression and loneliness.

Similarly, Glew, Rival and Feudtner, (2000), Roberts (2000) and Olweus (1995) found that bullies are more likely to have criminal convictions and, as Pepler, Craig, Connolly, Yuile, McMaster & Jiang (2006) maintained that they exhibits aggression toward their spouses and severe physical punishment toward their children.

Watkins (2007) opined that if bully is allowed to continue the behaviour it becomes habitual. He becomes more likely to surround himself with friends who condone and promote aggressive behaviour. The researcher stressed that such individual may not develop a mature sense of justice. If he intimidates others to cover up his own insecurities, his own anxiety may increase.

In his own study, Kerlikowske (2003) suggested that bullies are more likely to carry weapons, with 43% carrying weapon to school at least once a week, compared to 8% who were not carrying weapons. Bullies also suffer another physical consequences, Kerlikowske (2003) revealed that bullies are more likely to be injured. About 46% indicated to suffer from physical harm while only 16% are not likely to be injured (Oliver, Hoover & Hazier, 1994). Consistent with this assertion, Wet (2005) and Aluede (2006) stressed that bullies are seldom able to conclude friendship, they are often anti-social adults and the bullying behaviour is sometimes the first stepping stone to juvenile crime and criminal activities. Bullies have been reported to be more prone to excessive substance and alcohol use, psychiatric symptoms later in life, difficulty with rules and poor school adjustment.

The victims are much affected by peer victimisation both at short and long term. For instance, Prinstein et al. (2001) discussed a transactional model for understanding victimisation, which opined that adolescent who experiences adjustment difficulties may initially be more vulnerable to victimisation and that subsequent victimisation may then influence both concurrent and prospective adjustment problems. In a similar development, Fekkes, Pijpers, Fredriks, Vogels and Verloove-Vanhorick (2006) found that children with depressive symptoms and anxiety were at a greater risk of being victimised. They also found that victims of bullying were at greater risk of developing new psychosomatic and psychosocial problems than children who were not bullied. Van der Wal, de Wit and Hirrasing (2003), in their study revealed that girls age 9 to 13 who reported being both directly and indirectly bullied reported higher levels of depression and suicidal ideation than those who did not. The same was true for boys who were indirectly (but not directly) bullied. Kerlikowske (2003) found that victims of bullying behaviour are more likely to be depressed; in his study, 26% of girls who were frequently bullied reported depression as opposed to 8% of girls who were not. Similarly, the boys who were bullied and reported depression were 16% as against 3% who were not. He also stressed that victims are more likely to be suicidal. The researcher found these reactions to relational bullying were compounded by irrational self-talk and that victims could be particularly vulnerable if they were new to the school, had few friends, or lacked assertiveness (Owens, Slee & Shute, 2000).

Bullying is not just isolated behaviour on the part of its perpetrators, instead it is part of more

generally anti-social and rule breaking (conduct disorder) behaviour pattern. Therefore, students (particularly boys) who bully others are especially likely to engage in other anti-social or delinquent behaviour such as vandalism, shoplifting, truancy and frequent drug use and this may continue into adulthood. It is therefore very important, to realise that bullying behaviour is a problem that must be prevented or curbed before it become worse.

Adolescents who engage in bullying behaviours tend to have conduct problems (Junger-Tas & Van-Kesteren, 1999) and are more likely to be involved in violence-related behaviours, such as weapon carrying and frequent fighting. These associations appear to persist into adulthood. In a study conducted by Olweus (1992), it was found that former adolescent bullies have increase in criminal behaviour at age of 24, four times more than non-bullies. Sixty percent had three or more convictions. In order to have a quality education, a child should learn in a safe, secure and high quality environment. These can help them adapt into a better learning environment and physically, emotionally and intellectually healthy.

On the other hand, while under the threat of being harm and humiliation, a child can never realize or fulfil their academic potential. While in social skills, they tend to be isolated from the other students, left to develop low self – esteem (Saadu, 2015). In the overall interest of the school and the society to improve academic achievement of in – school adolescents and to keep them in schools, there is an urgent need for this study to analyse the consequences of bullying behaviour on in – school adolescents in Ilorin Metropolis. Based on the above discussion, the study sought to provide answers to the following research questions such as; what are the consequences of bullying behaviour on in – school adolescents' in Kwara State based on their bullying interaction? Do consequences of bullying behaviour on in-school adolescents' vary based on their age, gender and family background?

Hypotheses

The following hypotheses were formulated and tested in the study:

- H_{01} : "There is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on their bullying interaction".
- H_{02} : "There is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on their family background".
- H_{03} : "There is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on the age of respondents".

Methods

The study employed the descriptive survey research design. Data were collected through administration of questionnaire. A self – designed questionnaire was used as an instrument to elicit the needed information for this study. It was structured to have three (3) sections. Section "A" was used to elicit respondents' personal data while section "B" is entitled Bullying Identification Questionnaire. It contains relevant items to classify adolescents into various bullying categories based on their interaction. Section "C" contains relevant items on the consequences of bullying behaviour as expressed by in – school adolescents in Ilorin Metropolis. The questionnaire contains thirty (30) items all together. The expected responses were structured along a modified four (4) Likert-type scale as thus:

SA = Strongly Agree

- A = Agree
 D = Disagree
 SD = Strongly Disagree

The respondents were expected to tick from the alternative options that best represented their opinions. In analysing the data collected, frequency count and percentage were used to analyse the demographic data of the respondents and mean rating was used to answer the research questions. All the research hypotheses generated for the study were analyzed using t – test method and Analysis of Variance statistical analysis at 0.05 level of significance.

Results

The data obtained from the instrument were analysed using frequency counts, simple percentage and ranking order for the descriptive data while t-test and Analysis of Variance (ANOVA) statistical analysis were used to test the null hypotheses generated.

Descriptive Data Analyses

The distributions based on the characteristics of the respondents are presented in this section.

Table 1: Distribution of Respondents by Gender, Age and School Type

Personal Data	Frequency	Percentage
Gender		
Male	284	57.4
Female	211	42.6
Total	495	100.0
Age	Frequency	Percentage
Below 15 years	225	45.5
15 years and above	270	54.5
Total	495	100.0
Bully identification		
Never/once/twice	Frequency	Percentage
More than 5 times	340	68.7
Total	155	31.3
	495	100.0

Table 1 indicates that 284 (57.4%) of the respondents were males while 211 (42.6%) were females. Also, 225 (45.5%) of the respondents were below 15 years while 270 (54.5%) falls between 15 years and above. Finally, the table revealed that 340 (68.7%) of the respondent have bullied fellow students or have been bullied once or twice while 155 (31.3%) have bullied fellow students or have been bullied more than five times.

Research question: *what are the consequences of bullying behaviour on in – school adolescents' in Ilorin metropolis, Kwara state?*

Table 2: Measure of Central Tendency and Rank Order Analysis of Consequences of Behaviour on In School Adolescents in Ilorin Metropolis

Bullying

Item no	Items	MEAN	RANK
5	I have low self esteem	2.85	1 st
16	Exhibit aggression towards my friends	2.84	2 nd
2	I have pains on my joint and muscles when being fought	2.82	3 rd
15	I do perform poorly in my school work	2.78	4 th
17	I do shoplifting	2.68	5 th
14	I do skip school sometimes to avoid been beaten	2.65	6 th
11	I feel rejected in school	2.63	7 th
9	Hatred for academic pursuit	2.60	7 th
23	I do carry weapon to school to defend my self	2.59	7 th
30	Am less popular in school	2.59	7 th
28	Do pay little attention to others	2.56	11 th
18	Do use un-prescribed drugs	2.56	11 th
29	Do feel like committing suicide	2.53	13 th
20	Beat up girls that turns down love advance	2.53	13 th
25	Am over sensitive to issue	2.50	15 th
24	Do drink excessive alcohol	2.48	16 th
26	Am afraid of going to school	2.06	17 th
12	Often feel sad	2.44	18 th
1	Have frequent headache	2.44	18 th
27	Do move with though guys	2.30	20 th
21	Do feel anxious while intimidating other	2.27	20 th
19	Do get angry with my relations	1.96	22 nd
10	Have difficulty in thinking	1.94	23 rd
13	Am incompetent in school	1.94	24 th
8	Do avoid responsibility	1.92	25 th
22	Do smoke frequently	1.91	26 th
3	Sustained injury when am beaten	1.90	27 th
6	Have difficulty in forming relationship	1.83	28 th
4	Have been raped in school	1.61	29 th
7	Have reduce in weight	1.60	30 th

Table 2 shows the ranking of the items contained in the questionnaire on consequences of bullying behaviour. Items 5, 16 and 2 ranked as top three items. Item 5 which states that "I have low self esteem", ranked first with a mean score of 2.85. Item 16 which state that "Exhibit aggression towards my friends" ranked second with a mean score of 2.34. Item 3 which states that "I have pains on my joint and muscles when being fought" ranked third with a mean score of 2.32. However, items 6, 4, and 7 ranked as the least three. Item 6 which states that "Have difficulty in forming relationship" ranked 28th with a mean score of 1.83. Item 4 which state that "Have been raped in school" ranked 29th with a mean score of 1.61 while Item 7 which state that "Have reduce in weight" ranked 30th with a mean score 1.60.

Hypotheses Testing

In this study, three (3) null hypotheses were formulated and tested using t-test and analysis of variance (ANOVA) statistical procedure. Significant differences were determined at 0.05 alpha level of significance.

Hypothesis 1: *There is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on their bullying interaction.*

Table 3: Analysis of Variance (ANOVA) Results Showing Respondents' expression on Consequences of Bullying Behaviour on the Basis of Bullying Interaction

Source P-value.	Sum of Squares	df	Mean Squares	Cal. F-ratio	Crit. F-ratio
Between Groups	222.61	3	74.207		
Within Groups	112054.69	488	229.62	.323	2.60
Total	112277.32	491			.809

Table 3 presents data on the Analysis of Variance (ANOVA) showing respondents' expression of consequences of bullying on the basis of bully interaction. The table shows that the calculated f-ratio of .323 is less than the critical f- ratio of 2.60 at 0.05 level of significance. On this basis, the null hypothesis which states that there is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on their bullying interaction was accepted. This means that based on bullying interaction or experience, in-school adolescent do not differ in their expression of consequences of bullying behaviour.

Hypothesis2:

There is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on gender

Table 4: Means, Standard Deviation and t-value of Respondents' expression on Consequences of Bullying Behaviour on the Basis of Gender

Gender	No	Mean	Standard Deviation	Df	Calculated value	t- Critical value	p-value
Males	284	63.54	14.98	92	2.59	1.96	0.40
Females	376	60.00	15.04				

Table 4 presents data on the mean, standard deviation and t- value of respondents' expression of consequences of bullying on the basis of gender. The table shows that the calculated t-value of 2.59 is greater than the critical t- value of 1.96 at 0.05 level of significance. On this basis, the null hypothesis which states that there is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on gender was rejected. The difference was noticed with the mean score of males higher that of females. This means that males in-school adolescent differs in their expression of consequences of bullying from the females students.

Hypothesis3:

There is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on age

Table 5: Means, Standard Deviation and t-value of Respondents' expression on Consequences of Bullying Behaviour on the Basis of age

Gender	No	Mean	Standard Deviation	df	Calculated t-value	Critical t-value	p-value
Below 15 yrs	225	62.26	13.52	493	0.28	1.96	0.78
15yrs & above	270	61.88	16.30				

Table 5 presents data on the mean, standard deviation and t- value of respondents' expression of consequences of bullying on the basis of age. The table shows that the calculated t-value of 0.28 is less than the critical t- value of 1.96 at 0.05 level of significance. On this basis, the null hypothesis which states that there is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on age was accepted. This means that in-school adolescent of different ages do not differ in their expression of consequences of bullying behaviour.

Discussion

The purpose of this study was to determine the consequences of bullying among in-school adolescent in Ilorin Metropolis, Kwara state. The result of the study indicates that the proportion of males who responded to the questionnaire was 57.4% while the female respondent 42.6%. The proportion of respondents in public school was 96.8% while respondents in private school were 3.2%. Also, 45.5% of the respondents were below 15 years while 54.5% falls between 15 years and above. Furthermore, 52.2% of the respondents were from polygamous home while 42.8% were from monogamous home. Respondents from single parent family structure were 57.0% while those from two biological parent family structures were 43.0%. Finally the result of the study revealed that 68.7% of the respondents have bullied their fellow students once or twice while (31.3%) have been bullied by their fellow students more than five times.

In this study, it was found that the consequences of bullying behaviour on in-school adolescent includes among others; low self esteem; Exhibition of aggression towards friends; "general pains on body joint and muscles when being fought; and performing poorly in school work etc. The findings conformed with the submissions of Veenstra, Indenberg, Oldehinkel, De-Winter, Verhulst & Ormel, (2005) who stressed that due to the externalised problem behaviours, members of social network of bullies and bully-victims are at a higher risk for injury. In addition, Nansel et al, (2004) submitted that bully-victims are more prone to academic and social problems at school; they tend to have lower achievement in test scores and lower school adjustment). The author's further argued that this group of children experience greater social isolation, injury and lower academic success. In the same vein, Stein, Dukes and Warren (2007) found that bully victims have more problem behaviours, the poorest psychological health, the most physical injury and the poorest school attitude.

The study also revealed that there is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on their bullying interaction.

This means that based on bullying interaction or experience, in-school adolescents do not differ in their expression of consequences of bullying behaviour. That is both the victim of bully and the perpetrators suffers the consequences of bullying behaviour. The finding of this study corroborates the submissions of Prinstein et al. (2001), who argued that the victims are much affected by peer victimisation both at short and long term and that adolescents who experience adjustment difficulties may initially be more vulnerable to victimisation which may then influence both concurrent and prospective adjustment problems. In a similar finding, Fekkes, Pijpers, Fredriks, Vogels and Verloove-Vanhorick (2006) also found that victims of bullying were at greater risk of developing new psychosomatic and psychosocial problems than children who were not bullied.

Also Junger-Tas & Van-Kesteren, (1999) posited that adolescents who engage in bullying behaviours tend to have conduct problems and are more likely to be involved in violence-related behaviours, such as weapon carrying and frequent fighting. These associations appear to persist into adulthood. In a study conducted by Olweus (1992), it was found that former adolescent bullies have increase in criminal behaviour at age of 24, four times more than non-bullies and Sixty percent had three or more convictions.

The second hypothesis stated that there is no significant difference in the expression of in-school adolescents on the consequences of bullying behaviour based on gender. The hypothesis was rejected. The difference was noticed with the mean score of males higher than of females. This means that male in-school adolescents differ in their expression of consequences of bullying from the female students. This may be as a result of the fact that males due to their natural masculine nature can withstand victimization than the female. Although both male and female adolescents would suffer the consequences of bullying, the consequences of the act would not have the same effect on both genders in terms of long and short term effect. The finding of the study is in agreement with the submission of Olweus, (1997) that boys engage in bullying behaviour and are victims of bullies more frequently than girls. The author further posited that patterns of bullying and victimization are very different for boys and girls. Boys are much more likely to report being bullies, and perpetrating violent acts on others than are girls. Girls are somewhat less likely than boys to be the victims of bullying, although the rates are not as discrepant as the bullying perpetrator rates (Olweus, 2004).

The third hypothesis stated that there is no significant difference in the expression of in-school adolescents on the consequences of bullying behaviour based on age was accepted. The hypothesis was accepted. This means that in-school adolescents of different ages do not differ in their expression of consequences of bullying behaviour.

Conclusion

On the basis of the findings, the summary conclusion was drawn.

- i. The consequences of bullying behaviour on in-school adolescents includes among others; low self esteem; exhibition of aggression towards friends; general pains on body joint and muscles when being fought; and performing poorly in school work etc.
- ii. There is no significant difference in the expression of in-school adolescents on the

consequences of bullying behaviour based on their bullying interaction.

- iii. There is a significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on gender.
- iv. That there is no significant difference in the expression of in – school adolescents on the consequences of bullying behaviour based on age.

Counselling Implications of the findings

Bullying is a major source of victimization among adolescents which has been associated with violent behaviours and has numerous bio-psychosocial and educational outcomes. As one of the most persistent and distinctive form of violence and aggression bullying behaviour deserves the attention of all education stakeholders such as policymakers, administrators of schools, parent teachers, counsellors and the community at large. In order to have a quality education, a child should learn in a quality, safe and secure environment. These would help them adapt into a better learning environment in order to be physically, emotionally and intellectually healthy.

The school counsellor especially has a lot of role to play in helping to reduce and prevent bullying behaviours among in-school adolescents. Some of these included that:

- i. Counsellors in schools should provide all children (irrespective of age and gender) the opportunities to develop good interpersonal skills and create a supportive and inclusive social context such that children appreciate themselves and respect other peoples view and opinion.
- ii. School counsellors are primarily agents of change and prevention within the school system therefore they have a duty to strengthen their intervention skills especially those strategies that would help deal with bullying problems in schools. Therefore, school counsellors should consider adopting the strategies that would be effective in managing bullying problems in Nigerian schools
- iii. Additionally, counsellors can help to teach bullies positive behaviour through modeling, coaching, praise, social skills, conflict management skills, anger management skills, character education, signing anti- teasing or anti- bullying pledges e.t.c in order to reduce bullying incidents in schools.
- iv. Counsellors should increase public awareness and knowledge about bullying behaviour problem in order to reduce bullying. This can be achieved through active involvement of teachers and parents in prevention programme; sensitizing school personnel on how to identify incidents of bullying among student; suggesting the development of firm sanctions and consequences for students who engage in bullying; and teaching assertiveness skills to the bullied victims.
- v. It is also important for counsellors to get familiar with the students in the school. The counsellor needs to know the characteristic of each student and their challenges both from home and in the school. Information on students can be retrieved from their school record, or through other informal methods from the way the students dress and interact with other students

Recommendations

Based on the result of the findings and all that has been discussed in this study, it was recommended that:

- i. Preventive counselling services in schools should be initiated with a view to protecting in-school adolescent of different age brackets and gender from the various consequences of bullying behaviour such as low self esteem; unassertiveness' and aggressiveness; health challenges; and poor school performance.
- ii. Bully victims and the bullies of all age bracket and gender in schools should be provided with remedial counselling services in order to help them learn appropriate way of relating with others and develop proper adjustment as well.
- iii. Extracurricular activities should be organised to help students of all ages and gender to develop a good interpersonal relationship, acquire moral and humanitarian values, develop assertive skills and other necessary life coping skills
- iv. Teachers and parents should be educated on how to identify the signs of bullying in their children since most of the manifestation of bullying emanate mostly from home and should being more open to asking their children directly about bullying experiences.
- v. Community involvement in curbing bullying behaviour is also important. School counsellor in collaboration with other school personnel should solicit the support and involvement of community leaders in organizing prevention and remedial programme in schools. The community-school partnerships could assist with funding that can help to provide resources for the programme.

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