INFLUENCE OF GUIDANCE PROGRAMMES ON THE BULLYING ATTRIBUTES OF SECONDARY SCHOOL STUDENTS IN BADAGRY LGA, LAGOS STATE

BY

Adetumilara Haastrup: Educational Foundation Department, Faculty of Education, University of Lagos, Nigeria; E-mail: isiakagafar87@gmail.com

Kehinde Lawal: Educational Foundation Department, Faculty of Education, University of Lagos, Nigeria
&
Isiaka Gafar: Educational Foundation Department, Faculty of Education, University of Lagos, Nigeria
E-mail: isiakagafar87@gmail.com

Abstract
This study examined the influence of guidance programmes on the bullying attributes of secondary school students in Badagry Local Government Area of Lagos State. Four research questions were asked and four research hypotheses were formulated to serve as a guide in the conduct of the study. The descriptive survey research was used to conduct the study. The population of this study consisted of all students (both male and female) in Badagry Local Government Area of Lagos State. A total number of Four Hundred (400) copies of questionnaire were randomly distributed to the respondents and were retrieved for data analysis. The data obtained after the administration of the questionnaire were subsequently analyzed using simple percentages, frequency distribution table: Chi-square (X^2) statistical tool at 0.05 level of significance was used for analyzing the hypotheses raised. The findings of the study revealed that orientation programme; information programme: referral programme and counseling programme significantly influence the bullying attributes of secondary school students in the study area. Some recommendations were stated as the way forward and they are: The schools and home should work with the counselor collaboratively to instill good value in their children/student: The counselor through guidance and counseling programmes should inform teachers to have skills and knowledge in classroom management and control: There should be school-wide education, training and bullying prevention programmes, through behavior modification theories. The school should provide guidance and counseling programmes to support the students at risk of being involved in bullying: Students who bully often need intensive support or intervention, so it is important for schools and social service agencies to work together; The counselor and teachers must recognize the danger of violent films and discourage their children/students from watching them and use insight training to stop such viewing.
Keywords: Guidance programmes, Bullying, Orientation programme, Information programme, Referral programme and Counselling programme

Introduction
Education is undoubtedly the greatest instrument in which man has devised for his own progress. All societies therefor have one form of education or another but; the use in which it is put varies. It is often considered being the only way of getting to the top in Nigeria and so, failure brings untold hardship and frustration to the individual. There are many factors that influence how well students do in school and the amount of confidence the students have for themselves. In adolescence young people seem to break away from their families and try out different roles and situations to figure out who they are and where they fit into the world. they spend more time with their friends and less time with their families. This is a normal, healthy stage of development, but the growing distance between parents and their children and the increasing importance of friends can be a source of conflict and anger within the family. The desire to feel accepted and to fit in is one of the strongest forces in adolescents; this can lead teens to do thing that they know are wrong, dangerous, or risky. The school is an institution established for the formal education of the citizen of any country. Students acquire relevant knowledge, skills, positive behavior, competencies, values and abilities for useful living in the society at school. While at school, student socialize with others as they work in groups for their positive development. Positive development of students morally, socially, intellectually and emotional cannot take place if they do not see the school environment as friendly, safe and secure.

Bullying attribute is one form of violence that has been threatening the life of students in school in Nigeria. Keashly and Neuman (2010) define bullying as harassing, offending, excluding someone or negatively affecting someone or negatively affecting someone's work tasks. They continued by saying that bullying has occurred repeatedly and regularly and over a period of time. Bullying is characterized by acts of intentional harm, repeated over time, in a relationship where an imbalance of power exists (Pepler and Craig, 2007; Ma Stewin and Mah 2001). Bullying is

not just a child's play but a terrifying experience faced by many school children every day (Craig, 1998; Beran, 2005; and Thornbery 2010).

According to Einarsen, Hoel, Zapf, and Cooper (2003), bullying is an escalating process in the course of which the person confronted ends up in an inferior postion and becomes the target of systematic negative social acts. Every day thousands of teens wake up afraid to go to school. Bullying is a problem that affects millions of students, and it has everyone worried, not just the kids on its receiving end. Yet because parents, teachers, and other adults don't always see it, they may not understand how extreme bullying can get. Some bullies attack their targets physically, which can mean anything from shoving or tripping to punching or hitting, or even sexual assault. Others use psychological control or verbal insults to put themselves in charge. Bullying among students of secondary school occur worldwide, among all problems of secondary school, none is as debilitating as bullying because of its effect on the bully and the victim as well. Bullying is a pattern of behavior in which one individual is chosen as the target of repeated aggression by one or others; the target person (the victim) generally has less power than those who engage in aggression (bullies) (Baron & Bryne, 2005). Social psychologist in their definitions says that bullying is a psychological violence; a sustain aggression that strips a person of control and dignity (Paszkiewicz, 2010). Bullying is rampant in our secondary school and it has a lot of effects on the students. Is difficult to discover a secondary school today where bullying does not exist.

Guidance refers to leading a persons to self-actualization or helping him to develop his full potential. This objective of self-actualization is difficult to be attained if a students is unaware of, or unrealistic about his potential. Bhatnagar & Gupta (1999) define guidance as a process of helping the individual find solutions to his own problems and accept them as his own. They further say that guidance is an integral part of education; a continuous service; both generalized and specialized service, for the "whole" child and is not confined only to some specific aspects of his personality, Shertzer (1976) defines guidance;

> *"It is the process of helping an individual to understand himself and his world. Conceptually, guidance involves the utilization of a point of view to help an individual as an educational construct. It refers to the provision f experiences which assist pupils to understand them as a service it refers to organized procedures and process to achieve a helping relationship"*

Guidance programmes for secondary school students are designed to address the physical, emotional, social and academic difficulties of adolescence. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses; their study habits can be improved. Better study habits and study skills lead to better achievement scores. The guidance programmes promote academic, educational, personal, social and career development. Guidance programmes foster positive attitude towards school learning and work and hence, improve academic achievement.

In school guidance, there have been three major approaches in dealing with student problems, which are; remedial, preventive, and developmental guidance (HUI, 2010). Remedial guidance focuses on offering interventions and therapies to students experiencing emotional, psychological, or behavioral difficulties. In the case of school bullying, a remedial guidance approach focuses on the individual student level, victims as well as bullies. Such as approach is a responsive and curative approach. Preventive guidance is a proactive approach, which stresses, which stresses anticipation of problems like bullying, enhancing students' awareness of bullying and victimization, and skills and strategies to handle bullying. Developmental guidance approach, on the other hand, is a positive approach to facilitate students' whole person development including their personal, social, and moral self-formation.

Development guidance addresses issues such as self-knowledge, self-responsibility, interpersonal relationships, and bonding. These are delivered through a guidance curriculum at classroom level and school wide programs. Through education on the need for self and for others, tolerance of individual differences, self-determination and responsible decision making, students will attain positive self and interpersonal development. Among these three approaches, developmental guidance contributes the most to the holistic development of students and is considered as one of the most effective measures in promoting students' healthy development and in preventing juvenile delinquency.

According to Fajoju (2009), only few student or pupils can blend harmoniously with their school mates without experiencing violence in school. World over, bullying of students is becoming more prevalent than ever before. It is also the most common form of aggression and violence in many schools that students engage in (Spiel, Salmivalli & Smith, 2011). Studies in some European countries (Smith, 2011), in South Africa (Maleatsa, 2005) and in Kenya (Ndetei, Ongecha, Khasakhala, Syanda, Mutiso, Othieno, Odhiambo & Kokonya, 2007) show that bullying is not only common but also makes schools unsafe as perceived by learners, parents and educationists. Olweus, the

pioneering researcher in bullying behavior defined bullying as a long term exposure of the victim, to physical or verbal attack or social ostracism, intentionally perpetuated by a single or group of students (Olweus, 1993). Casas & Hickman (2001) observed that three forms of bullying exist: physical, verbal and relational.

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

Asamu (2006) opined that a good deal of bullying is carried out by older students toward younger ones. The older students often exposed the younger and weaker students to the act of bullying. Most bullying occurs on playground or in the classroom but these behavior also occur in corridors, and in the school hall. Although a substantial portion of students are bullied on the way to and from the school. Bank (2000) observed that some children are at more risk of becoming bullies and victims than others, although this is in no way predetermined. It depends on a combination of individual, family, peer, and school experiences. The secondary school guidance programme should be a part of the total school programme and complement learning in the classroom. It should be child centered, preventive and developmental. The guidance should be aim at maximizing the student's potential by encouraging their social, emotional and personal growth at each stage of their development.

Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problem of the students. In modern times the complexity of life has intensified the need of organized guidance services. Both developed and developing countries lay great emphasis on the guidance of their youth to channelize their energies. Generally, students who get bullied can be regarded as being passive or being submissive victims. They are usually quiet, careful, sensitive, and may start crying easily. They are unsure of themselves and have poor self- confidence or negative self-image.

In Nigeria today, the attitudes of parents, educators and policy makers toward bullying are changing and it is no longer accepted as a part of a normal childhood experiences (Fajoju, 2009). Bullying is now considered a maker of serious or violent behavior and information on how to effectively respond to bullying is not readily available. Of much concern is that thousands of children are afraid of going to school because of testing and harassments. It is the light of the above that researcher has decided to embark upon this study in order to proffer solutions that might be of help to all stakeholders of Education in the country. Therefore, the research seeks to find out, the influence of guidance programmes on the bullying attributes of secondary school students in Badagry Local Government Area of Lagos State.

Statement of the Problem
Secondary school education is supposed to be bedrock and foundation toward higher knowledge in tertiary institutions. The National Policy on Education (2004) stipulated that secondary school education is an instrument for national development that fosters the worth and development of the individual for further education and development, general development of the society and equality of educational opportunities to all Nigeria children, irrespective of any real or marginal disability. However, the above mentioned aim of secondary school education is being threatened by bullying attributes of students. Bullying is a very serious problem in schools (primary and secondary schools). If not seriously tackled, bullying can lead to absence from school, damage to school property and even death. Some students have been hospitalized as a result of bullying which consequently affected their adjustment (social, psychological and psychosocial) and academic performance. In some cases, the victims of bullying do not report incidences of bullying to their parents, guardians and teachers and end up being emotionally depressed and truants. Students with special need are worse hit because by their very nature, they are very vulnerable, several reports on bullying that, students, toitering during lesson while some play in nearby compounds refusing to go to school because of fear of being bullied. As noted by Aluede (2006) and Fajoju (2009), the use of guns, knives and other dangerous weapons is now more common than ever in Nigerian school system. This causal observation and several reported cases of bullying and, teachers' perception about bullying and its impact on academic performance of students and school administrators strategies for managing bullying in school so that the environment could become student friendly for their effective learning.

In this modern age, guidance and counseling can play a pivotal role for improving the well-being of the students at all level by eliminating the hurdles faced by students in their studies and at home. Guidance programmes are very important subject both for teachers and teachers – training institutions, but unfortunately, its importance has not been visualized as per the desired level in our educational institutions. If a child is properly guided in school particularly at elementary level, more optimistic results could be achieve. Student various problems including bullying, absenteeism and drop out ratio can also be controlled and eliminated by conducting proper guidance and counseling programmes. Unfortunately, there is no strong mechanism of formal guidance and counseling concept in our institutions neither there is an appointment of full or part time counselors in schools. The problem of this study, therefore, put in a question form is: Does guidance programmes have any influence on the bullying attributes of secondary school students? Thus, therefore, this study is designed to explore the influence of guidance programmes on the bullying attributes of secondary school students in Badagry Local Government Area of Lagos State. There is the need to be able to identify some bullying attributes/traits among schooling students and the guidance programmes that could be adopted to curb or substantially reduce bullying attributes among schooling students.

Purpose of the Study
The main purpose of this study is to examine the influence of guidance programmes on the bullying attributes of secondary school students in Badagry Local Government Area of Lagos State.

Research Questions
The following research questions were answer in this study:
1. What is the influence of orientation programme on the bullying attributes of secondary school students?
2. To what extent does the information programme influence the bullying of secondary school students?
3. What is the influence of referral programme on the bullying attributes of secondary school students?
4. How does counseling programme influence the bullying attributes of secondary school students?

Research Hypotheses
The following hypotheses were addressed in this study;
1. Orientation programme does not significantly influence the bullying attributes of secondary school students.
2. Information programme does not significantly influence the bullying attributes of secondary school students.
3. Referral programme does not significantly influence the bullying attributes of secondary school students.
4. Counseling programme does not significantly influence the bullying attributes of secondary school students.

Methodology
This study utilized a descriptive survey design. This a design in which groups of items or objects are studied, by collecting and analyzing data from only a few people considered are to be an exact representative of the entire group. The study population covered students in all public junior and senior secondary schools in Badagry Local Government Area of Lagos State. The student comprised males and females are in junior and senior secondary 2 classes. The simple random sampling technique was used in order to select the representatives of this study from the larger population of the study. The samples of the study were made of four (4) school (2 junior secondary schools and 2 senior secondary schools) which were randomly chosen. The samples of the study were made of 400 students, (both male and female). 50 male and 50 female students were randomly selected for each of the schools.

The study made use of the structured survey questionnaire designed by the researcher and the research questionnaire was on the "Influence of Guidance Programmes on the Bullying Attributes of Secondary School Student (IGPBASSS) and it would be titled "IGPBASSS QUESTIONNAIRE" which was given to the students to answer. The questionnaire was divided into two parts. Part 'A' contained items on the bio data of the respondnets such as age, gender, name of school etc. Part 'B' contained formulated questions or items about the orientation programme, information programme, referral programme, counseling programme and the bullying attributes of secondary school students as captured in the formulated hypotheses. This study adopted the Likert four – point rating format of Strongly Agree (SA), Agree (A), Disagree (D) and Strong Disagree (SD) respectively. Face and content validity was assured and cronbach Alpha reliability c0-efficient of 0.84 was achieved to establish the suitability and consistency. The researcher administered 400 questionnaires to the participants in their various schools. The completed questionnaires was retrieved upon completion and prepared for data.

Results

Hypothesis One: Orientation programme does not significantly influence the bullying attributes of secondary school students.

Table 1: Analysis of orientation programme and bullying attributes of secondary school students

Variables	YES	NO	N	Df	X_{cal}	X_{tab}	Decision (0.05)
Orientation programme	281	119	400				
Bullying attributes	301	99	400	13	54.01	22.36	Reject H_0

Level of significant 0.05

From the table above, the calculated Chi-square value is 54.01 and the tabulated value is 22.36 at 0.05 significant levels with 13 degree of freedom. Since, the calculated Chi-square value of 54.01 is greater than tabulated value of 22.36; therefore the null hypothesis which states that orientation programme does not significantly influence the bullying attributes of secondary school students is rejected, while the alternate hypothesis is accepted. This implies that orientation programme significantly influence the bullying attributes of secondary school students.

Hypothesis Two: Information programme does not significantly influence the bullying attributes of secondary school students.

Table 2: Analysis of information and bullying attributes of secondary school students

Variables	YES	NO	N	Df	X_{cal}	X_{tab}	Decision (0.05)
Orientation programme	275	125	400				
Bullying attributes	301	99	400	12	41.72	21.03	Reject H_0

Level of significant 0.05

From the table above, the calculate Chi-Square value is 41.72 and the tabulated value is 21.03 significant level with 12 degree of freedom. Since, the calculated Chi-Square value of 41.72 is greater than tabulated value of 21.03; therefore the null hypothesis which states that information programme does not significantly influence the bullying attributes of secondary school students.

Hypothesis Three: Referral programme does not significantly influence the bullying attributes of secondary school students.

Table 3: Analysis of referral programme and bullying attributes of secondary school students

Variables	YES	NO	N	Df	X_{cal}	X_{tab}	Decision (0.05)
Orientation programme	247	153	400				
Bullying attributes	301	99	400	9	40.85	16.92	Reject H_0

Level of significant 0.05

From the table above, the calculated Chi-Square value is 16.92 at 0.005 significant levels with 9 degree of freedom. Since, the calculated Chi-Square value of 40.85 is greater than tabulated value of 16.92; therefore the null hypothesis which states that referral programme does not significantly influence the bullying attributes of secondary school students is rejected, while the alternate hypothesis is accepted. This implies that referral programme significantly influence the bullying attributes of secondary school students.

Hypothesis Four: Counseling programme does not significantly influence the bullying attributes of secondary school students.

Table 4; Analysis of counseling programme and bullying attributes of secondary school students

Variables	YES	NO	N	Df	X_{cal}	X_{tab}	Decision (0.05)
Orientation programme	273	127	400				
Bullying attributes	301	99	400	13	52.02	26.30	Reject H_0

Level of significant 0.05

From the table above, the calculated Chi-Square value is 52.02 and the tabulated value is 21.03 at 0.05 significant levels with 16 degree of freedom. Since, the calculated Chi-Square value of 52.02 is greater than tabulated value of 21.03; therefore the null hypothesis which states that counselling programme does not significantly influence the

bullying attributes of secondary school students is rejected, while the alternate hypothesis is accepted. This implies that counseling programme significantly influence the bullying attributes of secondary school students.

Discussion of Findings

This section address the findings, bullying may lessened through anti-bullying programs in schools that serve to raise awareness of the problem, target school culture, and work with pupils directly. Most schools may have policies about overt, physical aggression, but do not adequately address indirect forms of bullying school counselors can play a critical role in preventing bullying in their schools by providing interventions to both victims and bullies (Esplelage (2001). Esplelage (2001) contends that bullying "might be a type of behavioural strategy to manage the emotions of anger, impulsivity, and depression". Thus, prevention programs should focus on these emotional indicators. He further suggested that an important component of prevention programs are the messages that school personnel and other significant adults in the child's life provide regarding violence and teasing. There are some structural changes that can take place at schools to help reduce the incidence of bulling. More supervision and monitoring in school areas where bullying might likely occur can help to decrease its occurrence (Beane, 2008). These areas include the playground, the cafeteria, hallways, and classrooms prior to class time. Beane (2008) suggested implanting strategies to structure some of the more unstructured times at school, such as recess.

In addition, there is evidence that suggests school personnel often do little to intervene in bullying. Charach and Ziegler (2005); Grooper and Froschl (2000) found that in 71% of the incidents bullying, although teachers and other school personnel were present, they did not become involve in stopping the behavior. However, both boys and girls in this study, wanted teachers to stop ignoring bullying and become involved. Helping teachers identify more subtle forms of bullying, such as those demonstrated by girls, may be necessary. Educating teachers about bullying and ways in which they can effectively intervene may assist in lowering the incidence of bullying.

Parents, too, may need to be educated about identifying the signs of bullying in their children of being more open to asking their children directly about bullying experiences. Community involvement is essential. School personnel should contact community leaders to discuss the prevention program at their school and solicit their support and involvement. Community – school partnerships can be formed to assist with funding that can help to provide resources for the program. Church, Mosque and community organizational leaders can be contacted to encourage them to reinforce a zero bullying tolerance beyond the school walls (Charach and Ziegler, 2005; Grooper and Froschi, 2000).

Conclusion

The present study was done with the aim of studying the influence of guidance programmes on bullying attributes of secondary school students in badagry Local Government Area of Lagos state. The present study was done with the aim of studying the influence of guidance programmes on the bullying attributes of secondary school students in Badagry Local Government Area of Lagos state. In conclusion, bullying has quickly become a major issue in today's workplace. There are many ways or things to do to stop bullying, many programs help to address the same protective and risk factors that bullying programs do. The best way to address bullying is to stop it before it starts. Bullying can threaten students' physical and emotional safety at school and can be negatively impact their ability to learn, prevention of bullying though education and awareness such as guidance programmes is possible and that all of us can play a role, we need to understand the issues of bullying more deeply. We need to learn about what the word's best research is telling us. We need to be aware of practical approaches, policies, programs and resources that are affective. Being bullied is not a fun experience for anyone. By learning some of the facts surrounding bullying, hopefully you will be better prepared to handle a situation that you might be faced with. Just because you are not the victim of a bully doesn't mean that you are not involved. If you see someone else bullying or someone being bullied you now have the tools to help make some positive changes. No matter what end of the bullying in the student, we need to make sure all of us are doing our part to prevent and stop this. Bullying is a serious matter, whether we like it or not. If you do not think that you can handle the situation on your own, there is no harm in asking for help. You can find help in a variety of places, even within your own family.

Recommendations

In view of the finding of this study, the following recommendations are here by presented;
1. The school and home should work with the counselor collaboratively to instill good values in their children/students.
2. The counselor through guidance and counseling programmes programmes should inform teachers to have skills and knowledge in classroom management and control.

3. The school should be school-wide education, training and bullying prevention programmes, through behavior modification theories.

4. The school should provide guidance and counseling programmes to support the students at risk of being involved in bullying.

5. Students who bully often need intensive support or intervention, so it is important for schools and social service agencies to work together.

6. The counselor and teachers must recognize the danger of violent films and discourage their children/students from watching them and use insight training to stop such viewing.

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