INCIDENCE OF CYBERBULLYING AMONG SECONDARY SCHOOL STUDENTS IN ILORIN METROPOLIS

BY

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Abstract

Cyberbullying is on the rise due to adolescents' access to telecommunication devices. This study therefore investigated incidence of cyberbullying among students in Ilorin metropolis, Nigeria. The study's population included all secondary school students in Ilorin metropolis, with the target population consisting of all students in selected schools across the city's three Local Government Areas. This study enlisted the participation of 400 students. A researcher-designed instrument titled "Incidence of cyberbullying Questionnaire (ICQ) which was validated by experts and has reliability coefficient of 0.79. Percentage was used for demographic data and in answering the two questions raised. Hypotheses formulated were tested using t-test and ANOVA statistical tools at 0.05 level of significance. In terms of perpetration, 34% of the respondents reported threatening other students on frequent basis while 30.3% frequently attacked sexual identity of others. 51.8% of the respondents have witnessed cyberbullying and 49.8% of the respondents have been excluded from online group. The result of hypotheses revealed that in-school adolescents do not differ in the perpetration of cyberbullying across age group, gender, religion, school type and time spent online. However, respondents differ in the perpetration of cyberbullying based on their level of competency in the use of communication devices and social media sites use. In-school adolescents do not differ in their experience of cyberbullying victimization across the tested variables. Based on the findings of this study, it was recommended that school counsellors should design programme to teach skills to secondary school students about responding to potential cyberbullies.

Keywords: Incidence, Cyber bullying, Perpetration, Victimization, Students

Introduction

The emergence of modern technologies, particularly Information and Communication Technology, has substantially altered the trend in human interactions (ICT). These technologies, such as web-based information and applications, smart phones and other telecommunication devices, multimedia inventions, and software packages and operating systems, have altered the human social environment in many ways, particularly among youths. According to Lenhart, Douggan, Perrin, Stepler, Rainie and Parker (2015), nearly four out of five students (78%) own at least one form of electronic media or technology, such as cell phones, personal data assistant computers for internet access, as it serves as an important facility for effective teaching, learning, and communication. As of December 2021, the Nigerian Communication Commission anticipated 76 million broadband subscriptions and 195 million phone lines in the country. Many Nigerian students are using social networking sites since it has become a frequent tool for developing social ties, such as finding new friends and communicating with old ones (Mbanaso, Dandaura, Ezeh, & Iwuchukwu, 2015). However, students' usage of the internet has continued to foster cyber-bullying, which has become a prevalent problem in today's culture (Willard, 2004; Abaido, 2020).

Smith, del Barrio, and Tokunaga (2013) define cyberbullying as bullying that occurs via the use of electronic technology. Cyberbullying, according to Bergman and Baier (2018), is defined as the act of being cruel to others by sending or uploading harmful information or engaging in other forms of social aggression via the internet or digital technology. Although cyberbullying is a newer idea than traditional bullying, and the definition is constantly evolving (Li, Smith, & Gross, 2012), most scholars agree that it is the use of electronic communication technology to bully others (Kowalski, Giumetti, Schroeder, & Lattaner, 2014). Many developed and developing countries, such as Nigeria, acknowledge it as a growing

problem (Fareo, 2015; Olumide, Adams & Amodu, 2015). The terms cyberbullying and internet harassment are used interchangeably. Cyberbullying often lacks the features of schoolyard bullying, such as violence, repletion, and a power imbalance (Nixon, 2014). Some opined that cyberbullying should be limited to acts of harassment related to offline bullying, but online harassment should encompass all forms of harassment that occur online, regardless of source (Jones, Mitchell & Finkerlhor, 2013). Others argued that online harassment and cyberbullying are distinct since the latter involves recurring activity rather than just one. The vast range of youth who report cyberbullying and internet harassment is likely due to these diverse conceptions of cyberbullying and internet harassment (Hinduja & Patchin, 2010). The phrases cyber-bullying, online harassment, and internet harassment are all used interchangeably in this study.

Cyberbullying can take many forms, including name calling, impersonation, and cyberthreats. Cyberbullying can take nine different forms, according to Willard (2004) and Abaido (2020): flame, harassment, denigration, impersonation, outing, deceit, exclusion, cyberstalking, and cyber threats. Angry and filthy language is used in flaming online confrontations via electronic messages. Harassment is another form of cyberbullying in which the cyberbully sends insulting communications over the Internet regularly. Denigration is defined as "dissing" someone online by sending or posting gossip or rumours about them that could harm their reputation or friendships. Impersonation is the act of pretending to be someone else in order to cause difficulties with others or to harm one's reputation and friendships. Posting secret, embarrassing information or photographs online without his or her permission is referred to as outing. Trickery is related to outing, in which the cyberbully deceives the victim into disclosing secrets or humiliating information, which they then post with others online (Bergmann & Baier, 2018; Willard, 2006).

The act of purposely excluding someone from an online group is known as exclusion. Cyberstalking is defined as persistent, intense harassment and denigration that includes threats or instils fear in the victim. Finally, cyber threats are described as either a threat of "distressing content," or general words that make it appear as if the writer is emotionally distressed and may be considering harming someone else, themselves, or committing suicide (Willard, 2006). Willard (2006) stated that cyber-bullies reach their online victims in a variety of ways, including sending cruel, vicious, and sometimes threatening messages, creating web sites with content about the victim without the victim's knowledge, or posting pictures online and asking others to rate things like who is the school's biggest loser. Other cyber-bullies may gain access to the victim's e-mail account and send e-mails posing as the victim, engage the victim in an instant messaging chat and send the information gathered to others, or take images of the victim without their knowledge, such as in the locker room (Willard, 2006). According to Beale and Hall (2007), most bullies use social media to abuse others by making derogatory comments about them, posting embarrassing images, and making improper sexual remarks, among other things. Media effects, according to Ferguson, Winegard, and Winegard (2011), can also be considered as a social element influencing bullying perpetration.

Because of the considerably bigger audience online and the fact that children can no longer escape their bullies by returning home to a safe setting, cyberbullying can be more harmful than conventional forms of bullying (Wang et.al., 2019). Furthermore, because of the anonymity provided by the Internet, a bully can be even more abusive online than they would be in person (Strom & Strom, 2013). Even while cyberbullying primarily occurs outside of school, it is becoming a rising problem for schools because behaviours that occur online sometimes manifest themselves in person the next day (Monks, Robinson & Worlidge, 2012). According to the data, cyberbullying is getting increasingly widespread. According to a survey, cyber-bullying victimisation rates have fluctuated over the previous few years, ranging from 18.8% in May 2016 to 28.7% in November 2017, with a mean of 27.32 percent based on seven different studies conducted from May 2018 to February 2019 (Hinduja & Patchin, 2019).

With the increased use of ICTs in society, cyberbullying has become increasingly frequent in Nigeria. Using a total of 653 pupils and a multistage sampling method, Olumide, Adams, and Amodu (2015) discovered that 39.8% of the respondents had been bullied electronically and 21.0 percent were both victims and perpetrators. Phone calls (63.5%), chat rooms (44.9%), and text messages were the most common forms of harassment (38.5%). The majority of the students were cyberbully perpetrators, and history of cyber victimisation and daily internet use were found to be correlations of perpetration. Ada, Okoli, Obeten, and Akeke (2016) found a significant frequency of cyberbullying among secondary school

students in the Nigerian states of Oyo and Benni. Other researchers, such as Okoye, Nwoge, and Onah (2015) and Oyewusi and Orolade (2014), found that cyberbullying is very common in Nigeria. Cyberbullying is on the rise among secondary school pupils, and it's linked to greater Smartphone access. After elementary school, the problem worsens rapidly and is common in middle schools. According to data from 2009-10 comparing primary, middle, and high school students, 1.5 percent of primary school students were cyberbullied, 18.6 percent of middle school students were cyberbullied, and 17.6 percent of high school students were cyberbullied. Increased use of electronic devices is linked to the rise; 89 percent of 13 to 14-year-olds utilized the Internet on a mobile device (Lenhartet al., 2015). The majority of the data on the problem comes from children aged 12 to 18, and more than 70% of these pupils were cyberbullied at least once or twice throughout the school year (Robers et al., 2014).

Victims of cyberbullying, according to Hinduja and Patchin (2013), may be at risk for other negative developmental and behavioural consequences, such as school violence, truancy, decreased academic achievement, school withdrawal, an increased tendency to violate others, delinquency, and criminal behaviour. Other negative effects of cyberbullying on student emotional outcomes include frustration, embarrassment or fear, aggression and fighting, drug use, and carrying a weapon to school (Ybara & Mitchel, 2004); in addition, victims of cyberbullying experienced low self-esteem, anxiety, sadness, fear, embarrassment, depression, anger, school violence, and suicide (Willard, 2006; Beran & Li, 2005; Hinduja & Patchin, 2008; Hinduja & Patchin, 2008) (Kowalski et al., 2014). According to Every and Perry (2014), emotions can have a long-term impact, such that even after one and a half years, the victim still avoids the perpetrator whenever and wherever they are seen. Despite the fact that the prevalence of bullying is likely to reduce as children become older, victims who have not effectively handled the issues that have emerged as a result of bullying are more likely to fail academically (Olweus, 2012). It is against this background that this study aims at investigating incidence of cyberbullying among secondary school students in Ilorin metropolis.

Research Questions

The study sought answers to the following research questions:

1. What is the rate of cyberbullying perpetration among secondary school students in Ilorin metropolis?
2. What is the rate of cyberbullying victimisation experienced by secondary school students in Ilorin metropolis?

Research Hypotheses

1. There is no significant difference in the secondary school students' perpetration of cyberbullying based on age, gender, level of competency, religion, school type, social media use and time spent online
2. There is no significant difference in the secondary school students' cyberbullying victimization experience based on age, gender, level of competency, religion, school type, social media use and time spent online

Methodology

The study used a descriptive survey as its research design. When looking at the reasons of issues or events, this design is a good scientific tool to use. The study's population included all secondary school students in Ilorin metropolis, with the target population consisting of selected students from the city's three Local Government Areas (That is, Ilorin West, Ilorin South and Ilorin East). This study enlisted the participation of 400 students. Purposive sampling technique was employed to select secondary schools with access to communication gadgets. Then purposive sampling technique was used to select respondents with access to internet facilities either at home or school from each of the 3 Local Government Areas for this study. Forty respondents were selected for participation from each of the ten selected schools. Respondents were stratified based on age, gender, religion and duration of time spent online.

A researcher-designed instrument titled "Incidence of cyberbullying Questionnaire (ICQ) was used to collect relevant data from the respondents. The 20 items instrument was structured on a four-point Likert-type Scale with option of 5 times or more – 4 points, 3-4 times – 3 points, 1-2 times – 2 points, and never – 1 point. Ten of the 20 items measured cyberbullying perpetration while the remaining ten item measured cyberbullying experience. The content validity of the instrument was achieved by giving it to five experts in the Department of Counsellor Education, Faculty of Education, University of Ilorin and reliability

coefficient of the instrument yielded 0.79. Percentage was used to determine the rate of secondary school students' involvement in cyberbullying perpetration and victimization while t-test and Analysis of Variance statistical tools were used analyse the influence of moderating variables on the respondents' perpetration and victimization of cyberbullying

Results

Table 1: Percentage Distribution of Respondents Based on Age, Gender, Level of Competency, Religious Background, Social Media Use, School Type and Time Spent Online

Variables	Frequency	Percent
Age		
15 years and below	104	26.0
16- 17years	184	46.0
18 years and above	112	28.0
Total	**400**	**100**
Gender		
Female	217	54.2
Male	183	45.8
Total	**400**	**100**
Religious Background		
ATR	30	7.5
Christianity	130	32.5
Islam	240	60.0
Total	**400**	**100**
Time Spent Online		
2 to 3 hours	182	45.5
4 to 5 hours	133	33.3
6 to 7 hours	85	21.3
Total	**400**	**100**
School Type		
Private School	135	33.8
Public School	265	66.2
Total	**400**	**100**
Social MediaUse		
Facebook	142	35.5
WhatsApp	162	40.5
Instagram	33	8.3
Twitter	31	7.8
Telegram and others	32	8.0
Level of Competency		
Very Competent	165	41.2
Moderately Good	183	45.8
Not Good at all	52	13.0

The table showed that 104 (26.0%) of the respondents were 15 years and below, 184 respondents which represent 46 percent of the total respondents were 16 to 17 years old, while 112 (28.0%) of the respondents were 18 years and above. Also, 217 (54.2.0%) of the respondents were female while 183 (45.8%) of the respondents were male. Based on religious affiliation, the table shows that 30 (7.5%) of the respondents reported practicing the African Traditional Religion, 130 respondents which represent 32.5 percent of the total respondents reported adherence to Christianity, while 240 (60.0%) of the total respondents reported adherence to Islam. From the table, 182 (45.5%) respondents claimed spending 2 to 3 hours online per day, 133 (33.3%) respondents reported spending 4 to 5 hours online per day, while 85 (21.3%) respondents reported spending6 to 7 hours online per day. 142 (35.5%) respondents use Facebook frequently, 162 (45.5%) respondents use the WhatsApp frequently, 33 (8.3%) respondents use Instagram, 31 (7.8%) respondents use Twitter, while 32 respondents which represent 8.0 uses Telegram and other social media sites frequently. The table showed that 135 (33.8.0%) of the respondents attend private secondary schools, while 265 (66.2%) of the respondents were students of public secondary schools.

Research Question 1: What is the rate of cyberbullying perpetration among secondary school students in Ilorin metropolis?

Table 2: Rank Order of Frequency of Cyberbullying Perpetration

Item No.	In the last six months,	Infrequent (%)	Frequent (%)	Rank
10	how often do you threatened students of your age online	263 (65.8)	137 (34.3)	1st
6	how many times have you attacked the sexual identity of others online	297 (69.8)	121 (30.3)	2nd
9	how many times have you posted embarrassing pictures of others to public platforms	284 (71.0)	116(29.0)	3rd
2	how often have you gossip about other online	290 (72.5)	110 (27.5)	4th
5	how many times have you mocked or tease others online	292 (73.0)	108 (27.0)	5th
8	how often have you spread rumors about others through e-mail or instant message	295 (73.8)	105 (26.3)	6th
1	how often have you disclosed the secrets that you have been told online	306 (76.5)	94 (23.5)	7th
3	how often have you called others derogatory names online	308 (77.0)	92 (23.0)	8th
7	how often have you labeled other people unreliably	311 (77.8)	89 (22.3)	9th
4	how often have you attacked the personality of others online	320 (80.0)	80 (20.0)	10th

Table 2 represents incidence of cyberbullying perpetration. The Table shows that 34.3% (137) of the respondents reported they frequently threatened students of their age online, 30.3% (121) frequently attacked the sexual identity of others online, 29.0% (116) frequently posted embarrassing pictures of others to public platforms, 27.5% (110) gossiped about others online, 27.0% (108) mocked or tease others online, 26.3% (105) spread rumors about others through e-mail or instant message, 23.5% (94) disclosed the secrets that you have been told online, 23.0% (92) called others derogatory names online, 22.3% (89) labeled other people unreliably, and 20.0% (80) attacked the personality of others online.

Research Question 2: What is the rate of cyberbullying victimisation experienced by secondary school students in Ilorin metropolis?

Table 3: Frequency of Cyberbullying Victimisation Experienced by Secondary School Students in Ilorin Metropolis

Item No.	In the last six months,	Infrequent (%)	Frequent (%)	Rank
15	how many times have you been a witness to cyberbullying incidence	193 (48.3)	207 (51.8)	1st
14	how often have you been excluded from an online group	201 (50.2)	199 (49.8)	2nd
16	how often has someone posted disfigured unpleasant images that make you look bad	221 (55.3)	179 (44.8)	3rd
12	how often have you received angry, rude messages via e-mail or other text message	229 (57. 3)	171 (42.8)	4th
11	how often has someone send harmful, untrue or cruel statement about you online	242 (60.7)	157 (39.3)	5th
17	how many times has your school mate sent hurtful, statement about you to other people online	269 (67.3)	131 (32.8)	6th
19	how many times have you been sexually harassed online	275 (68.8)	125 (31.2)	7th
20	how often have you had someone posted sensitive personal information about you online	279 (69.8)	121 (30.3)	8th

18	how often has someone send you an insulting message online	283 (70.8)	117 (29.2)	9th
13	how many times have you ever been harassed online through sending of pictures and videos by a student who attend your school	302 (75.5)	98 (24.5)	10th

Table 3 represents incidence of cyberbullying victimisation. The table reveals that 51.8% (207) of the respondents had frequently witness cyberbullying victimisation, 49.8% (199) have been excluded from an online group, (44.8%) of the respondents asserted that someone posted disfigured unpleasant images that make them look bad, 42.8% (171) received angry, rude messages via e-mail or other text message, 39.3% (157) of the respondents stated that someone had sent harmful, untrue or cruel statement about them online, 32.8% (131) had their school mates sent hurtful, statement about them to other people online, 31.2% (125) have been sexually harassed online, 30.3% (121) stated that someone had posted sensitive personal information about them online, 29.2% (117) asserted that someone had send them insulting messages online, and 24.5% (98) have been harassed online through pictures and videos sent by students who attend their school.

Hypotheses Testing

Two null hypotheses were postulated and tested for this study. The hypotheses were tested using t-test and Analysis of Variance statistical methods at 0.05 levels of significance.

Hypothesis One: *There is no significant difference in the secondary school students' perpetration of cyberbullying based on age, gender, level of competency, religion, school type, social media use and time spent online*

Table 4: Summary of ANOVA and t-test Showing Differences in the Respondents' Perpetration of Cyberbullying Based on Age, Gender, Level of Competency Religion, School Type, Social Media Sites Use and Time Spent Online

Variable	Df	t-value	F-value	p-value
Age	2	-	1.61	.200
Gender	1	0.82	-	.408
Level of Competency	2	-	5.04*	.007
Religion	2	-	1.02	.360
School type	1	1.66	-	.097
Social media site use	4	-	3.59*	.007
Time spent online	2	-	0.26	.764

**Significant, p<0.05*

Table 4 reveals no significant difference in the respondents' perpetration of cyberbullying age group, gender, religion, school type and time spent online. However, significant differences were found in the respondents' perpetration of cyberbullying based on their level of competency in the use of communication devices and social media sites use.

Hypothesis Two: *There is no significant difference in the secondary school students' cyberbullying victimization experience based on age, gender, level of competency, religion, school type, social media use and time spent online*

Table 6: Summary of ANOVA and t-test Showing Differences in the Respondents' Cyberbullying Victimization Experience Based on Age, Gender, Level of Competency, Religion, School Type, Social Media Sites Use and Time Spent Online

Variable	df	t-value	F-value	p-value
Age	2	-	2.66	.071
Gender	1	1.42	-	.156
Level of Competency	2	-	2.55	.079
Religion	2	-	.006	.994
School type	1	1.33	-	.182
Social media site use	4	-	1.16	.324
Time spent online	2	-	.830	.437

Table 6 shows no significant difference in the respondents' cyberbullying victimization experience across age group, gender, level of competency in the use of communication devices, religion, school type, social media use and time spent online.

Discussion

Based on the analysis of collected data the researcher deduce that the average time spent online per day by respondents is close to 3 hours 30 minutes, however, the highest number of respondents revealed that they spent 2 to 3 hours per day. Regarding the use of social networking sites, the result of this study revealed that WhatsApp and Facebook media are mostly use social networking sites by the respondents. This finding is in congruence with the findings of Akintola, Bello and Daramola (2016) that reveals that out of 387 undergraduates sampled, 174 (45%) identified WhatsApp as their favourite social media platform. 94 (24.3%) of the sampled respondents selected Facebook as favourite social media platform, Instagram 52 (13.4%) and Twitter (43 – 11.1%) ranked second to the last in term of social media platforms used by secondary school students while WordPress has the lowest frequency rate 2 (0.5%).

The study also revealed the incidence of cyberbullying in term of perpetration and victimization. In terms of perpetration findings from the analysis showed 34% of the respondents reported they had threatened students of the same age on frequent basis and 30.3% of the respondents frequently attacked sexual identity of others online in the last 6 months. In the same vein, the study revealed that in terms of victimization, 51.8% respondents have witnessed cyberbullying incidence and 49.8% of the respondents have been excluded from online group. These results reinforced the findings of Ada et al., (2016); Okoye et al., (2015); Olumide et al., (2015); Oyewusi and Orolade, (2014) who reported high prevalence of cyber bullying among secondary school students in various parts of Nigeria. It is also similar to Rice, Petering, Rhoades, Winetrobe, Goldbach, Plant, Montoya, and Kordic (2015), that found 6.6% reported being a cyberbully victim, 5.0% reported being a perpetrator, and 4.3% reported being a perpetrator–victim. Hinduja and Patchin (2010) had earlier reported that 20% of secondary school students experienced cyberbullying victimisation. Though, the rate of cyber bullying perpetration as well as victimisation is higher in the present study. Cyberbullying behaviour frequently occurred on Facebook or via text messaging. Cyberbully perpetrators, victims, and perpetrators–victims all were more likely to report using the Internet for at least 3 hours per day (Rice et al., 2015).

The result of hypothesis one showed no significant difference in the respondents' perpetration of cyberbullying across age group, gender, religion, school type and time spent online. However, significant differences were found in the respondents' perpetration of cyberbullying based on their level of competency in the use of communication devices and social media sites use. The finding negates the study of Ybarra and Mitchell (2004b), Slonje and Smith (2008) who reported that the opportunity for cyberbullying perpetration may increase with age as older pupils more often (than younger peers) have cell phones, access to the internet, knowledge of current apps and instant messaging services. Govender and Young (2018) found that age was significantly associated with cyberbullying perpetration. The authors argued that 13-year-old learners were perpetrating cyberbullying behaviours more often than their 11-and 12-year-old counterparts.

In terms of gender, the finding relates to that of Griezel, Finger, Bodkin-Andrews, Craven and Yeung (2012); Govender and Young (2018); Hinduja and Patchin (2008); Monks, Robinson and Worlidge, (2012) who found no association between the gender of a learner and perpetrating cyberbullying behaviour. That is males and females are equally likely to perpetrate cyberbullying. On the contrary, David-Ferdon and Hertz (2009); Safari (2016) who revealed that female students are more likely to perpetrate cyberbullying compared to their male counterparts, while Li (2006) revealed that males were more likely to cyberbully others when compared to their female counterparts. Similarly, the findings differ from Smith, Thompson and Bhatti (2012); Walrave and Heirman, (2011) who reported boys acting more as perpetrators than girls. The gender variance in perpetration of cyber bullying has been noted to be associated with the type of cyber bullying been engaged in (Keith & Martins, 2005). Although this is not found to be true in the outcome of this investigation.

The study showed no significant difference in secondary school students' perpetration of cyberbullying based on religion. This shows that secondary school students across the three religious groups are involved in the perpetration of cyberbullying. The finding in this study is not in supports of the previous study such

as Kinanti and Hartati (2017) that found a significant negative relationship between extrinsic and intrinsic religious orientation and intentional cyberbullying. Arianti, Anggraini and Paryati (2020) also reported a significant negative relationship between religiosity and cyberbullying behaviour in adolescents. The reason for differences in this study and previous studies could probably be that various religious institutions in the locale of study have not been addressing the issue of cyberbullying and the adolescents' perception regarding perpetration of cyber bullying is not questioned. In terms of school type, the finding negates Bevilacqua, Shackleton, Hale, Allen, Bond, Christie et al., (2017) who found significant difference in the perpetration of cyberbullying among students who attend various school types. In terms of time spent online, the finding disagrees with Mishna, Khoury-Kassabri, Gadalla, Daciuk (2012) who reported that students who perpetrate cyberbullying used computers for more hours in a day than those who used it in less than an hour.

The result of hypothesis one revealed significant differences in the respondents' perpetration of cyberbullying based on their level of competency in the use of communication devices and social media platforms use. Further analysis of the result using Scheffe post-hoc revealed that respondents who are not good in the use of communication devices and those using Facebook contributed more to the significant differences. This finding revealed that students who are not conversant with the use communication devices reported more engagement in cyberbullying perpetration. And those who had Facebook account might likely use it to perpetrate cyber bullying. This finding disagrees with the study of Walrave and Heirman (2009) who reported higher ICT expertise and owning a computer with privileged online access share an increased likelihood of online bullying behaviour. In terms of social media platform use, the finding supports the study of Abaido (2020) who identified Facebook as one of the top three platforms used for cyberbullying perpetration.

The result of null hypothesis two showed no significant difference in the respondents' cyberbullying victimization experience across age range, gender, level of competency in the use of communication devices, religion, school type, social media use and time spent online. This result negates the finding of Tarapdar, Kellett, and Young (2013) who compared the experiences of two age groups, 12–13-year-old and 14–15-year-old and the findings showed that 40 % of the later age group and 35 % of the younger age group reported being affected by cyberbullying. Older youth were shown to experience higher levels of cyberbullying and aggressive methods, use peer-to-peer support and independent means such as internet provider reporting procedures to address the problem. It is also not in line with the findings of Lenhart et al., 2015; Robers et al., 2014 who found older adolescents to experienced higher rate of victimisation with increasing level of education. In terms of gender, the outcome tallies with that of Smith, Thompson and Bhatti (2012) that reported no significant gender difference in cyber bullying victimization; but differ from the finding negates Walrave and Heirman, (2011), Fanti, Demetrious and Hawa (2012) study who reported girls experienced more victimisation than boys. Regarding the respondents' level of competency in the use of communication devices, finding are in agreement with Mishna, Khoury-Kassabri, Gadalla and Daciuk (2012), who suggested that cyber victims were not aware of the skills related to online safety, thus often experienced cyberbullying victimization while online.

Finding on school type seems to negate that of Raji, Sabitu, Bashir, Lawal, Kaoje, Raji and Usman, (2019) who found significant difference in prevalence and predictors of bullying victimization among in-school adolescents attending different school type (public and private). In terms of social media platforms use, the finding relates to the study of Sampasa-Kanyinga and Hamilton (2015) who found the use of social network sites was associated with an increased risk of cyberbullying victimization. Based on respondents' time spent online, the finding is consistent with finding of Safaria (2016) that show no evidence that the frequency of Internet use (e.g., time spent online daily) was related to incidence of cyber victimization. Rather, it is what individual use the Internet for that was found more significant in the experience of cyber victimization. Wolak et al., (2007) revealed that students who experience cyberbullying engaged or used internet for more hours.

Conclusion

It was concluded that WhatsApp and Facebook media are mostly use social networking sites by the respondents and larger percentage of the respondents claimed to be very competent and moderately good in the use of communication devices. Perpetration of cyberbullying is common among secondary school students in Ilorin metropolis as more than one in three students frequently threatened other students of

same age online and almost one third of respondents claimed to "attack the sexual identity of others online in the last 6 months. The rate of experiencing cybervictimisation is very high. Almost half of the respondents have been frequently excluded from online groups, and they have experienced someone posting disfigured unpleasant images that make them look bad. It can be concluded that male and female secondary school students across age and religious groups in private and public schools engage in the perpetration of cyber bullying equally.

Recommendations

In the light of the findings of this study, the following recommendations, were made:

1. Government needs to find means to properly monitor online activities/actions, and restrict every tools/activities that can support online bullying.
2. Based on the findings school counsellors should design programme to teach skills to secondary school students about responding to potential cyberbullies.
3. Education stakeholders should consider developing holistic cyberbullying intervention programme for students regardless of their age, gender, religious background, level of competencies in the use of devices, social media site use and school type.
4. School counsellors should design bullying prevention programmes that will be able to address any form of bullying in school.

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