UNIVERSITY OF CAPE COAST

PREVALENCE, TYPES, MOTIVES AND IMPACT OF BULLYING
AMONG SENIOR HIGH SCHOOL STUDENTS IN THE AJUMAKO
ENYAN-ESSIAM DISTRICT

BY

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requirements for award of Master of Philosophy Degree in Guidance and
Counselling

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Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…………………………… Date……………………

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Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

This is a study into bullying practices in Senior High Schools. The main objective of the study was to examine the prevalence, types, motives and impact of bullying behaviour among Senior High School students in the Ajumako Enyan-Essiam District. The study was carried out in two schools; Bisease Senior High and Mando Senior High Schools. Descriptive survey design was used to guide the study. A population of 3,709 made up of first and second year students in the schools were used. The sample size for the study was 350 participants of which 344 respondents were used in the analysis. Proportional stratified sampling and simple random sampling procedure was used in arriving at the sample size for the study. Selected teachers were interviewed. The questionnaire answered by the participants consisted of 30 items. Simple frequencies, percentages and chi- square were used to analyse the data collected. The main findings of the study were that teasing and kneeling down were the most frequently used practices by the students to intimidate their peers. More girls than boys were psychologically affected by bullying practices and as a result impacted negatively on their school attendance. The study recommended that all stakeholders of education must be involved in designing unique anti-bullying programmes through seminars and conferences that will serve specific needs of each school.

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DEDICATION

To my dear wife ; Mercy Oteng Mintah and my beloved children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Stakeholders in education have been finding ways and means of addressing the numerous challenges that face the education sector, challenges that have prevented the full achievement of educational goals. Problems such as poor infrastructure, poor sanitation, lack of adequate instructional materials, inadequate motivation, absenteeism, truancy, substance abuse and teenage pregnancy face the sector. Many of these problems listed above have received much attention through research and have consequently resulted in improvements. The same however cannot be said of bullying in Ghana schools. It is one area that has been neglected for decades in terms of research even though, it has very serious negative effects on the physical, psychological, social, and academic development of the learner.

A study conducted by Olweus (1993), indicates that victims of bullying in schools suffer serious negative effects such as low school attendance, poor academic achievements, withdrawn and worrying behaviour, inability to make friends, anger, fear, low self-esteem, dropout among others. It is therefore ironic that a situation like this in schools has received very little studies.

Olweus and Solberg (1998) have said that "we generally speak of bullying when one or more persons repeatedly and over a period of time say or

do painful and unpleasant things to someone who has problems defending himself or herself" (p.7).

Tattum and Tattum (1992) in explaining what bullying is, assert that "bullying is the willful, conscious desire to hurt another person and put him/her under stress". To them bullying was conceived as a "desire". By implication, anybody who wants to hurt somebody and knows that he or she is carrying out that act to hurt, is qualified as a bully.

Olweus (1991) also defines bullying as "repeated, negative actions over time, including hitting, kicking, threatening, locking inside a room, saying nasty and unpleasant things, and teasing" (p. 413). These negative actions are considered to exist when someone purposefully inflicts, or tries to inflict, injure or discomfort another person. Such negative actions may be verbal such as threatening, degrading, teasing and non-verbal including hitting, kicking, slapping, pushing, vandalizing property, rude gestures and making faces (Olweus, 1993).

Behaviours of bullying have been classified as either direct or indirect, with direct bullying characterised by open attacks and indirect bullying characterised by social isolation, exclusion from the group, or non-selection (Bosworth, Espelage & Simon, 1999). According to Seals and Young (2003), teasing, name calling, kicking and threats are a common type of bullying. Selekman and Vessey (2004) have added that " boys generally use direct physical means of bullying including hitting ,kicking ,punching ,tripping, taking money, damaging belongings of others and engaging in extortion where as girls usually use more indirect and subtle forms of harassment such as

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rumour-spreading, malicious gossip, name calling, manipulation of friendships and social exclusion.

Bullying, aggression and other forms of violence in schools can make formal education less attractive and significantly hinder the student's ability to develop his full potential (Leach & Mitchell, 2006). Rigby (1993) agreed that violence against students may result in high levels of absenteeism.

Olweus (1993), observed that violence in schools is sometimes carried out by some teachers against students, and students on their peers. It is regrettable from the point of view of the researcher that teachers, who are expected to provide a comfortable learning environment for students to develop their potentials, are sometimes found creating a hostile environment for them through corporal punishment. A situation like this does not augur well for smooth academic work.

An important question to ask is, what motives do bullies have to carry out their actions and what do they seek to achieve?. According to Martin (2010), students who bully sought popularity, attention, a feeling of worth and approval from their colleagues. People bully because they are jealous and annoyed of their victims. They feel their victims are blessed with cherished parental care, something of value they do not have. To fill this emotional gap in their psyche, they tend to bullying (Radwan, 2011).

In order to be considered as bullying, there should also be an actual or perceived power imbalance; the person experiencing the negative actions has trouble defending him or herself and is helpless, to some degree, against the harassing person or persons (Rigby, 1993). As Roland and Idsøe (2001, p.447) have said that "bullying always involve hurting someone who is not quite able

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to defend himself/herself". Masterson (1997,p. 1) has also added that "bullying is different from peer conflict. It is a conflict between individuals who do not share equal physical or psychological power. Bullies are usually physically stronger than their victims who are usually perceived as weaker and unable to protect themselves".

Many experience bullying and many other forms of violence on a day-to-day basis within schools (Leach & Mitchell, 2006). Learners who are generally made fun of, ostracized and targeted by fellow learners over a period of years may build up anger and hatred that finally explode into physical violence (Marshall, 2000). Bullying, aggression and other forms of violence in schools can significantly jeopardize the potentials in students which the school is tasked to unearth and develop. More specifically, violence against students may result in higher levels of absenteeism, greater truancy and increased likelihood of drop out which are described by Lewin (2007) as forms of silent exclusion from school, all of which contribute to less effective learning.

Being bullied, leads to depression and low self-esteem, problems that can be carried into adulthood (Olweus, 1993). Bullying indeed scares its victims from school and eventually some of them become school dropouts. As observed by some studies, victims often fear school and consider the school as unsafe and unhappy place. A study conducted in the United States of America indicates that as many as 7% of America's eighth-graders stay at home at least once a month because of bullies. The act of being bullied tends to increase some students' isolation because their peers do not want to lose status by associating with them or because they do not want to increase the risks of being bullied themselves.

Another observation made by the National Association of State Boards of Education (2004) in the U.S. stated that thousands of students who are bullied are afraid to go to school because of teasing and harassment from peers; they have difficulty concentrating on their studies, have lower academic achievement levels, or are fearful of calling attention to themselves by speaking up in class. Ultimately, bullying creates a poor learning environment for all students. Some parents, who have been victims of bullying in their early years of life at school, find it necessary to have their children transferred to other schools if bullying persists.

Most adults can remember incidents of bullying in their lives in which they were the bullies or the intended victims. In fact, the common perception among the majority of societies around the world has been that bullying is a relatively normal and harmless experience, a culture or tradition that children should go through as part of growing up. As observed by Kaar (2009) citing Wilson (1992), some people hold the view that harassment, discrimination, rape and domestic violence are rites of passage which every individual has to go through as part of life. This suggests that even if students are subjected to such abuses at school by bullies, it is considered a normal practice in schools.

In the words of Lewin (2007), victims of bullying will many times commonly respond to bullying through escape and avoidance behaviours such as not attending school, refusal to go to certain locations, running away from home, and in some extreme cases, attempting suicide.

Exposure to bullying by peers has been found to be related to increased dropout rates, low self-esteem, fewer friends, declining grades and increased illness (Ballard, Argus & Remley, 1999). Being the bully on the other hand,

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also carries its negative effects. In a much-cited study of Norwegian learners, the research indicated that children identified as bullies in grades five to nine, were four times

more likely to appear in court on delinquency charges (Olweus, 1993).

Another important but often overlooked group of children who are affected by bullying are those children who are neither victims nor perpetrators of bullying, but who see bullying happen to their peers. These are bystanders who may negatively be affected by what they see (Bandura, 1975).

According to some findings, the existence of bullying in schools has become a worldwide phenomenon and a problem that can create negative impacts for the general school atmosphere and for the rights of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences both for students who bully and for their victims. Although formal studies as well as intervention programs to prevent bullying have been taking place for decades in some developed countries, the situation regarding developing countries including Ghana is different. Little formal studies exist to ascertain its impact on our students. A lot more formal studies must be done because the impact of bullying does not help anybody, rather it undermines the ability of individuals to contribute sufficiently to societal growth than they could have done without bullying.

Although the literature on bullying has grown significantly over the last decade, very limited research has been done in this area from a Ghanaian perspective. Today, the bulk of the research still originates in Europe, with a large amount of work also being done in Australia and the United States of America with little studies conducted in South Africa.

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Safety issues in schools have become a current academic concern in Ghana. In recent years the phenomenon of so called bullying and other school violence among students, youth and adolescents has been seriously undermining the programme of the school in unearthing and nurturing the potentials in our students. Many instances of bullying have been captured and reported by both the electronic and print media. Eyiah (2012), reports that bullying in senior high schools in Ghana is at its worse form, as new students who enter the boarding house suffer unnecessary harassment and intimidation from their seniors. Hammond (2013), for example, reports incidence of bullying in senior high schools in Ghana where fresh students or juniors are subjected to all forms of inhuman treatment. In one incident in a senior high school, a senior student dressed in military uniform at midnight ordered all form one students to wake up and kneel down on the floor; they were to spend the rest of the night on the floor as other seniors gave them tasks to do. Junior students who questioned the order were given dirty slaps. Others were made to be pushing an imaginary vehicle, singing, dancing and fanning their seniors as they slept throughout the night. In some instances, seniors took turns to inflict mal-treatment such as hitting the back of the hands of freshers with rulers, beating them with belts and giving up everything edible in their chop boxes to them.

A doctor in one of the country's hospitals recounts his experience in one of the mixed schools in Accra as a fresher. He recalls how a senior covered his head with a polythene bag and slapped him repeatedly as other seniors watched and laughed. He said he could not report the ordeal to the school authorities because he was scared his plight would worsen as the

seniors could even do more. Though he finished his course, he talked about how he continuously wished he could abandon his education just to escape the kind of treatment meted out to him by seniors (Hammond, 2013).

Whittal in Hammond (2013), refers to a study carried out by the Commission on Human Right and Administrative Justice (CHRAJ) in 2010 which showed that bullying, corporal punishment and harassment continue to occur in Ghanaian basic schools leading to injuries to some pupils. Out of 2,512 pupils in 250 schools nationwide who took part in focus group discussions, 628 which represented 25 percent claimed they had suffered from instances of bullying since the beginning of that year. Of the number, 58 got injuries which included nose bleeding and cuts on body parts.

According to Hammond (2013) citing a submission made by Dr. Akwasi Osei, the Chief Psychiatrist of the Ghana Health Service, about the negative impact of bullying, said that bullying has the effects of physical and emotional abuse. He explained that depending on how the victim takes it, bullying may lead to hatred for school, drop out of school, low self-esteem that can result in "timidity, nervousness and lack of assertiveness, and such a victim will become dull and too shy and readily trembles when under stress or in a crowd". Even more seriously, Dr. Osei said the act of bullying could lead to poor academic performance as the victim feels unhappy and will be unable to give his/her best in studies. He cited a number of cases where bullying has resulted in depression.

The Ghana Business News (2009) citing a research finding by Beatbullying (a charitable organization) reported that of the 59 cases of child

suicide reported in the national media between 2000 and 2008, 26 were definitely connected to bullying and that every child suicide case related to bullying, cited the school as the main place of persecution.

What is known in the school environment in Ghana is that bullying seems to have existed for a long time in our educational institutions. As far as I know, a few formal studies about bullying have been conducted. Kaar (2009) conducted a study into bullying in senior high schools in Ghana. He found out that bullying is highly prevalent in Ghana schools as 10-16 percent of students were under constant fear, easily fell sick and were unable to concentrate on their studies. Although the study has indicated that bullying exists among the students, unfortunately, based on a study conducted by Sabates, Owusu, Bosomtwi and Dune (2010), many teachers in Ghana still do not consider bullying as a serious problem in relation to students well-being or academic achievement. It is a phenomenon that is prevalent in our schools but highly underreported. To help address this issue, this study was generally designed to investigate the prevalence, types, motive and impact of bullying behaviour among senior high school students in Ghana.

Statement of the Problem

Bullying is not a new phenomenon, it is a worldwide problem and exists in almost every school (MacDougall, 1993). Many research findings from many countries such as Norway, Australia, USA, Indonesia and South Africa have been reported and its impact on the learner has been a disturbing one. Banks (1997), has reported that bullying can have serious negative consequences on both the victim and the bully. In the short term, it can result in absenteeism, truancy, low academic achievement, increase drop-out,

loneliness, anxiety, depression and suicidal thoughts. According to Oliver, Hoover and Hazler (1994), some of these behaviours such as low self–esteem, anxiety and depression can be carried into adulthood. Some more extreme long-term effects for the bully are equally disturbing; they include anti-social behaviours such as frequent drug use, vandalism, shoplifting and truancy (Council on Drug Abuse, 2011). Further, some studies in the Scandinavian countries have established a strong relationship between bullying students during school years and experiencing criminal troubles as adults.

In the Ghanaian situation, Hammond (2013) has reported that the resultant effect of bullying are numerous, they include; hatred for the school, drop out of school, low self-esteem culminating in timidity, nervousness and lack of assertiveness. It can lead to a distorted personality where the affected victim will become dull and too shy and readily trembles when under stress or in a crowd.

It is regrettable that in spite of the serious havoc that bullying is causing students in our schools as indicated by literature and authors above, it is hard to find any study carried out about the impact of the phenomenon on our students in the Ajumako Enyan-Essiam District. School authorities, counsellors, pastors and other professionals in the district must have enough information on bullying so that collective efforts can be devised to reduce if not eliminate it completely.

Judging from the above, many people will therefore agree with the researcher that bullying should not be allowed to exist in our schools because of its devastating consequences on our students' physical, psychological and educational development. Therefore, the proposed study aims at investigating

the prevalence, types and motives of bullying behaviour among senior high school students in the Ajumako Enyan-Essiam District. The study further aims to find out the impact of the phenomenon on Ghanaian students so that appropriate measures would be taken to curb it. The question therefore is what bullying activities are used by students and what prompts them to embark on bullying?

Purpose of the Study

From the above, overwhelming evidence exist to substantiate the fact that bullying is present in schools as many studies abroad (Norway, Australia, Canada and the United States of America) indicate. It is however unacceptable that in the Ghanaian school situation, a few studies have been done to establish the existence and impact of bullying on our students. It is not certain regarding the situation of bullying in the Ajumako Enyan-Essiam District of Ghana as one can hardly find a single study on the phenomenon. It is for this reason that the researcher has mainly purposed to investigate the prevalence and impact of bullying behaviour among senior high school students in the Ajumako-Enyan-Essiam District.

Specifically, the objectives of the study were to:

1. assess the frequency of bullying behaviour among senior high school students in the Ajumako Enyan-Essiam District**.**

2. identify the types of bullying activities practised by students in the schools.

3. identify the motives senior high school students in the district have in bullying other students.

4. examine the impact of bullying behaviour on students in the district.

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5. identify the various ways in which bullying is being addressed in the schools.

Research Questions

The following research questions were used to guide the study:

1. What is the frequency of bullying practised by students in the selected schools?

2. What types of bullying activities can be identified in the selected schools?

3. What motives do students have for bullying their peers?

4. What are the impact of bullying on student victims?

5. What is being done to minimise bullying practices in senior high schools?

Hypotheses

In line with the stated objectives, the following hypotheses were formulated;

Ho: There is no significant difference between boys and girls with regard to bullying experiences.

Hi: There is a significant difference between boys and girls with regard to bullying experiences.

Ho: There is no significant difference between the impact of bullying experienced by boys and girls.

Hi: There is a significant difference between the impact of bullying experienced by boys and girls.

Significance of the Study

The findings of this study, would reveal a number of issues. First, it is expected that the results would equip workers of the Ghana Education Service (GES) with the knowledge of addressing bullying in schools. Psychologists and health professionals, who will be invited to talk to students on the negative impact of bullying on its victims, will also find the study useful because it will give them more insight into bullying and its negative health consequences.

Secondly, it is hoped that the findings will be useful to policy makers because they will no longer consider bullying as a normal practice in schools but a social problem that needs serious attention and come out with strategies to arrest it.

Thirdly, the findings of the study is expected to provide parents and guardians with a deeper insight into the devastating consequences of bullying, and therefore team-up with school authorities to advance the crusade against bullying so that a conducive learning environment will be created to promote effective teaching and learning in schools, thereby creating a comfortable learning environment for all students to develop their full potential.

Furthermore, it is hoped that pastors and counsellors in the community will also find the findings of this work useful. It is expected to help them in their counselling sessions to minimize the negative impact of bullying on their clients' physical, psychological, social and academic development.

Finally, future researchers would find the findings useful because it will direct them into other important areas in bullying that demand investigation.

Delimitation

This study did not cover the entire spectrum of the problem associated with bullying. The researcher found it reasonable to restrict the study to "the prevalence, types, motives, and impact of bullying" on students in Ajumako Enyan-Essiam District. Further, the research topic is confined to the two mixed schools: Bisease Senior High School and Mando Senior High, all in the District.

Limitations

The study suffered a number of setbacks due to its sensitive nature. The first limitation was that Form 3 students were not included in the study because they were writing their West African Senior School Certificate Examination (WASSCE) at the time data was taken; their inclusion might have influenced the results and conclusions of this study because they have spent more years in school and might have experienced more bullying practices than their juniors. Another limitation was that some of the teachers who were scheduled for interview on the subject were not available on the day of the interview. Some of them might have given very useful information to help combat bullying.

Definition of Terms

The following terms in the study are defined operationally:

Bullying: The practice where some students carry out negative actions on other students to discomfort them; such as forcibly collecting money, food, pen, kneeling down and kicking.

Bully: A student who intentionally inflict pain on other students with the intention of making them feel uncomfortable such as forcibly collecting money, food, kicking and kneeling down.

Victim: A student who often receives unpleasant treatment from another student or group of students; and that makes him or her feel bad about himself or herself which often makes him or her dislike school.

Bystander: A student who observes pain and hurt being inflicted on other students and feels pity for the victim, but usually is unable to do something to help the situation because of fear of being harassed by those who carry out such unpleasant acts.

Organisation of the Rest of the Study

The rest of the study is organised into four chapters. Chapter Two deals with review of related literature which comprises: Theoretical framework, conceptual review and empirical review. Chapter three is titled methodology and it involves research design, population, sample and sampling procedure, data collection procedure and plan of data analysis. Chapter four is titled results and discussion and chapter five deals with summary, conclusion and recommendations. Chapter five ends with suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focused on the review of related literature that provides a framework for the study. The review covered the following sub-headings:

1. Theoretical framework

2. Conceptual review

3. Empirical review

Theoretical Framework

Theory

A theory refers to a group of tested principles and assumptions that associate a happening to a cause and tries to find its solutions. According to Essuman (2012), "A theory makes an attempt to explain a natural, social and psychological phenomenon through the use of organized statements which involve assumptions, concepts, principles and hypotheses"(p.1). It is therefore, an approach and a guide that helps to understand and effectively overcome a problem. A theory describes, explains and predicts. According to Verna and Beard (1981), a theory helps the investigator to summarize previous information and guide his future course of action. It drives the research process and adds credibility to the study.

Theories that explain bullying in general try to scientifically bring understanding about how students get into bullying practices, how bullying starts, how students get involved, the effects and how it can be controlled. The theories that govern the study are:

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B.F. Skinner's Operant Conditioning Theory

Operant Conditioning theory was postulated by B.F. Skinner. Skinner opined that an individual's behaviour is determined by his environmental influences. Skinner views human behaviour as a consequence of a collection of a person's observed or overt behaviours. That is, a person's behaviour is determined by his environmental experiences.

Skinner does not accept that genetic influences play a role in human behaviour. He believes that biological or cognitive processes are not needed in explaining human behaviour. His theory explains that the consequence of a behaviour influence that behaviour. That is, if the consequence of a behaviour produces satisfying results such as praise, applause, smile and money then that behaviour will be repeated (Feldman, 1996). In the school situation, if bullies are applauded by their peers, it encourages them to repeat such behaviours and other students are more likely to imitate such behaviours. In contrast, where bullies receive punishment as a consequence of their behaviour, then that action will be suppressed and no student will be encouraged to imitate such a behavior (Feldman, 1996).

Albert Bandura's Social Cognitive Theory

Albert Bandura(1975), a Canadian Psychologist founded the observational learning theory. Bandura's theory was originally called Observational learning theory but was expanded and renamed social cognitive theory in 1986 (Bandura, 1986). Observational learning is an aspect of social cognitive theory. Other aspects of his theory are: outcome expectations, self-efficacy, goal-setting and self regulation. The relevant component to my study is observational learning or modeling. Observational learning focuses on how

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organisms learn by observing the behaviour of others called models and the consequence of the behaviours exhibited by those models. The social learning theory seems to agree with Skinner's theory in this aspect. Bandura believes that human behaviour is largely the result of environmental influences; meaning that humans learn from others in their environment called models. Bandura unlike Skinner believes that human behaviour is not only the result of environmental influences, rather environmental influences and a person's cognitive structures combine to determine a person's behaviour, and that aggressive behaviour is learned largely from the observation of people who demonstrate aggressive conduct.

In the school environment, most bullies were not born bullies but assumed that state as a result of observing bullies demonstrate that behaviour. To leave a mark in the school, some students tend to adopt these behaviours so that they too could become popular.

The social cognitive theory holds the view that a behaviour that is rewarding is more likely to be repeated, the reason being that the consequences that follow the act is rewarding. Such pleasant consequences could be getting rewards like praise, applauds, status, gifts or some other goal by being aggressive or getting self-reinforcement or reducing tension. It is also true that a behaviour that receives unpleasant consequences will not be repeated. In the school environment if children see that students who bully other peers do not receive punishment for their actions, it might be expected that more students would bully those weaker than themselves. Once bullies are applauded by their colleagues for carrying out an aggressive behaviour, they get that intrinsic motivation to do more hence similar acts are likely to be

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repeated again and again. Therefore, external rewards and reinforcement encourages student bullies to inflict more pain on their victims.

In a study conducted on school children about their behaviours, Siegel (1992) found out that many individuals believed that aggression will produce reinforcements. These reinforcements can formulate into reduction of tension, gaining financial rewards, or gaining the praise of others, or building self-esteem. Albert Bandura argued that aggression in children is influenced by the reinforcement they get from family members, the media, and the immediate environment (Bandura, 1975). It is also true that where an act is followed by unpleasant consequences such as punishment, losses and hurtful feelings, it reduces or eliminates the likelihood of the act being repeated or reinforced.

According to Bandura, three conditions that influence the likelihood that a behaviour would be imitated are: (1) where the model is powerful enough (2) the model is rewarded rather than punished for the behaviour and (3) the model shares similar characteristics with child" (Ormrod 2000). There is no doubt that bullies who bear these characteristics are often imitated by their peers.

Adler's Theory of Individual Psychology

Alfred Adler, a contemporary of Freud, is the founder of Individual Psychology. Adler's theory is centered on the belief that some people want to lead others, they are motivated by purposes and goals and that make them creators of their own personality (Silver & Corsini as cited by Santrock 2000). He maintained that people have the capacity to consciously monitor their lives and strive for superiority. His notion, striving for superiority, motivates people to adapt, improve, and master their environment.

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Adler's theory about the strive for superiority make senior students make themselves recognized and respected by bullying junior students. Senior students want to prove to their peers that they are of value and deserve respect from juniors who they perceive as inferior and naive.

Adler used two terms to describe human feeling of self-worth. The Inferiority complex he explained is the exaggerated feelings of inadequacy. In the school system, when students, especially first year students are subjected to bullying practices, it makes them feel as if they are not needed at the school and hence they become withdrawn or unassertive in their actions. Superiority complex, according to Adler, can also make some students to overate their self-worth to mask the feelings of inferiority (Santrock, 2000). This superiority may also lead some students to bully others. Students who come from wealthy or well known families may want to be treated as such at school and when that recognition is not accorded them, they would find ways of letting their peers realise them as such and this would be done through bullying.

It could be seen that Adler's theory emphasized people striving toward a positive being with their set goals to achieve. Thus in the school environment, senior students set goals to achieve and find means and ways of achieving them irrespective of whether it undermines the fundamental human rights of juniors or not.

Conceptual Framework

The Concept of Aggression

It appears the human race has not been able to completely live without violence or aggression. Aggression is an intention to cause harm or an act intended to increase relative social dominance (Wikipedia-the free

encyclopedia, 2013). The issues of wars, conflicts, robberies, rapes, murders etc. continue to receive media attention on a daily basis. At home, some husbands' abuse their wives, siblings fight, fellow workers use diverse ways of inflicting pain on their colleagues either consciously or unconsciously at the work place, some employers abuse their employees. At school, some teachers abuse their students, pupils and students fight over issues for various reasons ranging from more trivial to issues of substance. In the field of sports such as rugby, wrestling, boxing and football, people use aggression in their bid to succeed, aggression between groups of animals for example may force a population of animals into a new territory. The list goes on and on and on.

According to McCawley (2001), human beings exhibit aggressive behaviour on a regular basis. Aggression, according to McCawley, is "an action intended to harm someone". It can be a verbal attack (insults), threats or a physical punishment or restriction. Animals compete with each other over food, mates, and dwelling spaces or territories often demonstrating aggression in the process. The researcher has observed that the agama lizard and the cockerel for example are often seen fighting and conquering other males within their territories so as to secure mating opportunities. If aggression in some instances is seen as a way of stamping one's authority over others within a group, then violence appears to be a mechanism for the survival for the fitters in some contemporary societies of today.

From the above explanation, it is therefore not strange to see students indulge in all manner of behaviours that are not healthy enough to promote social cohesion, and smooth academic work.

The question that readily comes to mind is; why do some people display these aggressive behaviours? Why do some people appear to be more aggressive than others? According to McCawley (2001), chemical relationships between serotonin, testosterone, and frontal lobe brain chemistry may play a key role in determining aggressive behaviour, while other studies attribute human aggression to environmental and societal factors, others confine it to genetic or biological factors. Still, others believe that aggression is the result of both environmental and biological factors.

The argument for nurture involves aspects of human life that surround societal reasons for why aggression occurs as a part of human behaviour. Certain aspects of human life have been singled out as factors that contribute to the development and control of aggression. They include family factors, neigh bourhood factors, and peer influences. Environmental stimuli such as competition for resources like food, sexual access and territorial dominance also increase aggression particularly in males (Carter & Kusubski, 1998).

Biologically, some researchers believed that human aggression stems from high levels of serotonin. Moffitt et al. in McCawley (2001) have reported that high levels of blood serotonin was highly responsible for violent behaviour. Others seem to think that it may be due to testosterone. High testosterone (male sex hormone) is associated with more anti-social behaviours. Yet still, others believe that it may stem from a specific gene. A large survey conducted on adopted children found that living with adoptive parents who committed crimes is less risky than merely having the genes from a person who committed crimes.

Like most behaviours, aggression could be examined in terms of its ability to help an animal reproduce and survive. Animals may use aggression to gain and secure territories, as well as other resources including food, water, and mating opportunities. Researchers have theorized that aggression and the capacity for murder are products of our evolutionary past (McCawley, 2001).

Fandrem, Strohmeier and Roland (2009, p. 901) view aggression as "a hostile, angry reaction to perceived frustration". This kind of aggression occurs as a consequence of a perceived provocation, threat or frustration and is usually accompanied by a strong feeling of anger. It means that when victims of bullying are harassed to a certain limit, it gets to a point where they can no longer cope with the irritation and consequently retaliate by responding angrily.

Gender and Aggression

Gender plays a role in both human and animal aggression. Males are naturally more physically aggressive than females from an early age, and men are reported to have committed the vast majority of murders (Buss, 2005). This is one of the most robust and reliable behavioural sex differences. There is evidence that males are quicker to aggression and more likely than females to express their aggression physically (McCawley,2001). When considering indirect forms of non-violent aggression, such as social rejection, some scientists argue that females can be quite aggressive than males although female aggression is rarely expressed physically.

Studies show that males are more likely to retaliate when provoked than females. Females often use non-physical means particularly verbal to revenge when provoked. Carter and Kusubski (1998) agree that males are more

aggressive than females .This can be attributed to a multitude of reasons ranging from upbringing to social stimuli encountered on a daily basis. In addition to these factors, hormonal differences among males and females also provide an explanation for the difference in aggression levels between the sexes.

Hormones are often seen as factors responsible for the way in which a person behaves. Hormones are often "blamed" for certain behaviours in individuals. The sex hormone "testosterone" is a major factor in aggressive behaviour in males and there is a generous amount of supporting data for this hypothesis. The removal of testosterone from a subject results in a decrease in aggressive behaviour. In adult males, castration clearly reduces the frequency of aggression (Karli, 1991).The application as well as the removal of testosterone has an effect on the behaviour of individuals, making the former more aggressive and the later less aggressive. Several studies have reported positive links between secretion of the sex hormone testosterone and some measures of aggression and criminal behaviour in men (Green,1990).

Females who are exposed to excess testosterone for whatever reason, are born with various degrees of masculinized features and exhibit more aggression than normal females. In one study, female rhesus monkeys from northern India were given testosterone during pregnancy; the animals showed behaviour more akin to that of male infant offspring. As adults, these females also showed more aggression than normal female monkeys.

Administration of female hormones such as estrogen has shown to reduce aggression in men. Progesterone another female hormone also alleviates feelings of hostility and decreases the likelihood of aggression in

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men when used to counteract the fluctuating levels of testosterone. The application of 'Provera', a drug very similar to natural progesterone, has resulted in a decrease of sexual offenses in mature men and a decrease of sexual activity and aggression in young boys.

Environmental stimuli such as competition for resources like food, sexual access and territorial dominance also increases aggression in males than females (Carter & Kusubski, 1998).

The Concept of Bullying

Definition of Bullying

The issue of bullying has been perceived to be a normal practice that every human being should go through in his life time. It is a subject that is not given any serious attention although it has damaging consequences on the personality of the growing child. Many individuals and groups hold different views as far as the meaning and understanding of the term bullying is concerned. Many definitions of bullying describe it as intimidating, abusive, malicious, offensive behaviour that is intentional, persistent and repeated, directly or indirectly on an individual or group. In some cases bullying can be covert and subtle, but still has the power to exert hurt and distress on the recipient.

Some authorities have viewed bullying as essentially the desire to hurt or put someone under pressure (Tattum & Tattum, 1992). According to Rigby (2003) bullying must involve an imbalance of power where a less-powerful person or group being repeatedly and unfairly attacked. Rigby (2008) again defines bullying as "the systematic abuse of power in interpersonal relationships" (p.22). In other words, bullying occurs when a person is picked

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on over and over again by an individual or group with more power, either in terms of physical strength or social standing. The researcher can infer from the above that bullying in many cases is pre-meditated by the bully and that it is a persistent planned assault by one person or persons, which can be verbal, physical or psychological against another person or group of persons who are usually weak.

The most common definitions of bullying in use today were adopted from Roland (1989) and Olweus (1991) in Darmawan (2010, p.15). Roland defines bullying as "long standing violence, physical or psychological, perpetrated by an individual or group directed against an individual who cannot defend himself or herself" (p. 21). Olweus similarly defined bullying as "repeated, negative actions over time, including hitting, kicking, threatening, locking inside a room, saying nasty and unpleasant things, and teasing" (p. 413).

One will agree with the researcher that what the victim experiences is unjust and hard to bear. One could deduce from this assertion that for any act to constitute bullying, there must be power imbalance between the oppressed and the oppressor, the act must be intended to undermine the liberties of the oppressed emotionally or physically and this unfair treatment should happen on a number of times.

Mayo (2001), in his research into bullying, defined bullying as any behaviour that occurs repeatedly over time, intended to harm or disturb another person or group of persons and that there is evidence of power imbalance, with a more powerful person or group attacking a very weak person or group of persons.

Coy (2001) in her work asserts that bullying can take the form of name calling, put-downs, saying or writing inappropriate things about a person, deliberately excluding individuals from activities, not talking to the person, threatening a person with bodily harm, taking or damaging a person's things, hitting or kicking a person, making a person do things which under normal circumstances he/she would not want to do, taunting, teasing and coercion. She says that bullying can be physical, verbal, psychological, or a combination of these three.

From the above definitions, the researcher agrees with Bonds and Stoker (2000), that certain key elements or features exist in bullying which include; an imbalance of power, repeated actions, intentional actions and unequal levels of effect.

Olweus and Solberg in Darmawan (2010), have said that there is an element of "pain" and "unpleasantness" experienced by the victim when bullying occurs. They explained that the pain and unpleasantness may be due to direct bullying involving hitting, kicking, insults, offensive and sneering comments or threats, while indirect bullying, which is just as painful, is the experience of being socially isolated and excluded from group membership. It should be clearly noted that the harassment does not constitute bullying when people of the same age and power engage in occasional conflicts.

Olweus (1993), in making the understanding of bullying clearer made a distinction between direct and indirect bullying. Direct bullying he says involves open attacks on the victim, while indirect bullying consists of isolating the victim from a group. But the question to ask is, should we consider all unpleasantness as bullying. Smith and Thompson (1991) gave a

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criterion in identifying any action considered to be bullying. They explained that bullying must be unprovoked on the part of the victim. Besides, research has shown that for any action to constitute bullying, there must be the intent to harm, the action must be repeated severally, and there must be power imbalance between the bully and the victim.

Bosworth, Espelage and Simon (1999), on their part assert that bullying can be seen as a continuum of mild to extreme behaviours. In soliciting the views of students understanding of the concept of "bullying", a group of tenth grade students were asked to explain the term "bullying" and one of them explained that "bullying occurs when someone uses his/her power to hurt or scare others". It can be done by an individual or by a group. It can be carried out physically, emotionally or verbally. People bully because they feel bad about themselves or they want to gain popularity, sometimes even for pleasure (Fuller & King, 1995).

O' Moore and Minton (2004) have explained why many people do not attach any seriousness to the issue of bullying. They maintain that many societies have certain myths about bullying which make many parents to trivialize the impact of bullying. Some of these myths are:

i.   Bullying happens in all schools, so it is nothing to worry about.

ii.   It will toughen you and make you know what life is about.

iii.   It is part of life.

iv.   Words will never harm you.

It is ironic to note that the so called harmless act has in many cases resulted in school fights, shootings and suicides just to mention a few. Many

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will agree with the researcher why this problem needs urgent attention and research in our schools.

A critical observation from the above definitions in general clearly brings out three essential elements about bullying:

1. the behaviour is aggressive and negative;

2. the behaviour is carried out repeatedly;

3. the behaviour occurs in a relationship where there is an imbalance of power between the parties involved.

Gender Differences in Bullying

Studies indicate that differences exist in the way males and females practice bullying and its effect on them. Lerner and Lerner (2001), reported that boys and girls were equally harassed and had almost equal level of effects. Olweus and Limber in Garrett (2003) mentioned that males tend to bully often as well as be on the receiving end of bullying behaviour more than females. Clarke and Kiselica in Ma (2002) found that boys usually bully both sexes whereas girls often bully other girls. Boys are usually bullies themselves or encourage the act of bullying where as girls often take the role of bystanders and defenders. Garrett (2003) found that boys often use physical and verbal types of bullying where as girls are found of using relational/social, rumours and verbal types of bullying.

A study conducted by Paul and Cillessen (2003), reported that there were short term negative consequences for early adolescent girls who were victimized but not for boys of the same age. The researchers found that girls had higher levels of depression, anxiety and negative social self-perception.

Paul and Cillesen (2003), explained that the reason for this finding was that girls are more socially perceptive than boys and the nature of the victimization they face is usually relational, therefore girls internalize events more prominently than boys. The researcher can infer from above that girls appear to be more negatively affected by bullying than boys.

Types of Bullying

Bullying has been put into various types by different authors. According to Hunter and Boyle (2002) and Olweus (1993), bullying can either be direct or indirect. Direct bullying manifests itself in the form of open attacks on its victims such as hitting, kicking, slapping, pushing, vandalizing property, rude gestures and making faces. Indirect bullying, on the other hand, consists of teasing, name-calling, gossiping and isolating a person from a group. Baldry and Farrington (2000), Selekman and Vessey (2004) have explained that boys generally use direct physical means of bullying including hitting, kicking ,punching ,tripping, taking money, damaging belongings of others and engaging in extortion whereas girls usually use more indirect and subtle forms of harassment such as rumour-spreading, malicious gossip, name-calling, manipulation of friendships and social exclusion.

Lee (2004) also categorized bullying into four types (physical, verbal, social and cyber-bullying). Physical bullying is direct bullying whereas verbal, social and cyber-bullying constitute indirect bullying.

a. Physical bullying

Coloroso (2003), explains that physical bullying is visible and readily identifiable. A research findings by Glover, Gough, Johnson and

Cartwright (2000) gave the following as some of the visible physical bullying activities that take place in schools:

a.	Pushing	g.	Food taken from victim
b.	Slapping	h.	School bag taken from victim
c.	Kicking	i.	School bag damaged
d.	Tripping	j.	Clothes taken or damaged
e.	Stamping on	k.	P.E kits taken or damaged
f.	Spitting on	l.	Money demanded

Coloroso (2003), explained that the child who physically harms another child is seen as the most troubled of all the bullies and is more likely to move towards more serious criminal offences. Garett (2003) has added that students who engage in physical bullying are at risk of committing more serious violent offences by age 15-24, and such bullies are four times more likely to be convicted of crimes by age 24 than non-bullies. The researcher agrees with the school of thought that believes that bullying should be stopped in schools to prevent possible future criminal offences by our students.

b.Verbal bullying

Verbal bullying usually involves using hurtful words against the victim. According to Coloroso (2003), words are powerful tools that can break the spirit of the child who is on the receiving end of verbal bullying. It is one of the most common types of bullying used by both boys and girls and accounts for about 70 percent of reported cases which can have an immediate impact (Lee,2004). Verbal bullying is often directed at vulnerable groups such as ethnic groups, sexually oriented groups and students with learning

difficulties. As reported by Lee (2004), Coloroso (2003) and Olweus (1995), verbal bullying takes the following forms:

i.	Name-calling	v.	Taunting
ii.	Teasing	vi.	Personal defamation
iii.	Cruel criticism	vii.	Insulting remarks
iv.	Racist slurs	viii.	Belittling

They further explained that verbal bullying can include abusive phone calls, intimidating e-mails, anonymous notes containing threats of violence, untruthful accusations, false and malicious rumours and gossips. Richter, Palmary and de Wet (2000) have mentioned that verbal bullying such as teasing and name calling are common in schools.

c. Social bullying

Lee (2004), defines this category of bullying as "a deliberate exclusion from a group or intimidation within a group". Some researchers call it relational bullying. Coloroso (2003) defines relational bullying as "the systematic diminishment of a bullied child's sense of self". Social bullying can be direct with behaviours like exclusion, ignoring, isolating or shunning the company of the victim. Indirect form of bullying involves excluding the victim from a group, and the victim does not experience it unless he is informed of it or he attempts to join the group (Lee, 2004). Coloroso 2003), O'Moore and Minton (2004) have stated that social bullying often involve subtle gestures such as :

i.	Aggressive stares	vi.	Looks that contain nasty messages
ii.	Rolling of eyes	vii.	Hostile body language
iii.	Sighs		

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iv.   Sneers

v.   Frowns

It should be noted that this type of bullying is not readily identifiable as the first two types because the results are not very obvious but the victim deeply experiences the pain.

d. Cyber-bullying

This is a modern form of bullying that occur electronically using new technology. Lee (2004) refers to it as 'technobullying' or 'e-bullying' which makes use of the internet, e-mail and cell phones to hurt the victim. This is an indirect form of bullying where the recipient or the suffering party may not know the perpetrator (bully).

Motives students have for Bullying their Peers

Students have so many reasons for bullying their peers. According to Martin (2010), students who bully sought popularity, attention, a feeling of worth and approval from their colleagues.

Some people derive pleasure when they see other people go through pain.

Fuller and King (1995).They feel good when others go through pain and use that as a form of fun.

In the words of Radwan (2011), some students bully because of jealousy. They are annoyed of their victim's unique abilities in education, sports, beauty, parental care and other qualities. Something of value they do not have. To fill this emotional gap in their psyche, they tend to bullying

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Others bully because they suffered similar abuses in the past and for that reason they want to pay others back (Ghana Business news,2009). In the words of O'moore and Hillary (1989), some students inflict various types of ordeal on their peers because they want to maintain tradition.

Some authorities have theorized that, some people bully others because they want to demonstrate that they have superiority over others who they consider as inferior.

Factors that contribute to Children becoming Bullies

Many authorities have given two major factors; environmental and biological that contribute to children becoming bullies. Among them are the following:

a. Inborn Temperaments

Rigby in Bonds and Stoker (2000), have mentioned that genetic predispositions of a child can make that child prone to aggressive and violent behaviour. They further stated that some bullies are born with a behavioural control disorder. Such individuals are highly emotional, lack understanding and quickly justify their unacceptable behaviours in their dealings with their peers.

b. Environmental Influences

Certain child rearing practices including aggression may lead to bullying behaviour (Bonds & Stoker, 2000). According to them, research has shown that lack of supervision, the use of inconsistent disciplinary methods and lack of involvement of the child in some decision making issues at home etc. can result in bullying behaviour among children. Smith and Sharp (1994), have added that lack of warmth between parents in the family, the use of physical violence within the family as well as no clear guidelines   for

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behaviour monitoring all contribute to children becoming bullies. Banks (1997), has added that bullies often come from homes where physical punishment is often utilised and where they are taught to strike back physically at other peers when dealing with a problem.

Bonds and Stoker (2000), have mentioned that improper child-upbringing by parents can also result in children becoming bullies. They explained further that parents who do not correct unacceptable behaviours of their wards at an early age, risk helping their children to become bullies. Some of these children at that age justify their behaviours because of their inability to distinguish between right and wrong conduct. So if parents do not correct such negative conduct at that early age they facilitate their children becoming bullies. Such children grow into bullies and parents, parents and adults find it difficult to control them**.**

Modeling and imitation have also been found to facilitate children becoming bullies. When children observe adults and other peers demonstrate aggressive conduct on their victims without any punishment, they admire the power and influence that the bully exerts (according to Bandura's social learning theory). Hazler (1996) mentioned that behaviours that are observed on television programmes, movies, computer games etc. where children are exposed to heroes, villains who use violence to achieve their goals, all contribute to children becoming bullies. In the view of the researcher, parents and adults should expose children more to television programmes and computer games that are non-violent but rather portray acceptable conduct, because that equally help in building acceptable behaviour in children. Again, even if a child is born with genetic predisposition that prone him to bullying

behaviour, it does not mean that such a child will grow to become a bully. This is because individual personality is the result of genetic, environmental and personal experiences. Therefore, if adults are able to create an environment that supports acceptable behaviours both at home and school, all children irrespective their genetic orientation will learn and become valuable to society.

Classes/Grades of Students that are mostly Victimised by their Peers

A number of research findings according to O' Moore, Kirkham and Smith (1997) in Greeff (2004), have reported that bullies tend to most often bully learners who are in the same grade or age, followed by young learners or learners in lower grades. Zindi (1994), noted that most bullies were in the same grade; the same class as victims or in a higher grade than the victim. Borg (1998), reported that the prevalence of bullying not only appear to decline as learners mature; it actually changes from aggressive physical forms to more passive verbal forms.

In the words of Wolke ,Woods, Stanford and Schultz (2001) in Greeff (2004), before 1978, it was commonly accepted that bullying behaviour took place outside the school premises. Since then, various authors have noted that much more bullying occur in the school than there is on the way to and from school. The playgrounds in the school has been reported by a number of research findings as the common place of bullying occurrences followed by the classroom, dinning halls and toilets (Smith & Shu, 2000).

Parties to Bullying

Parties to bullying consist of three groups; sometimes called the 'bully triad'. The person who bullies others (the bully), the recipient of the bullying behaviour (the bullied/victim) and the person who observes the bullying behaviour taking place (the bystander).

The Bully

The bully is a person who victimizes his peers through willful, conscious and deliberate actions intended to induce fear. Most people think that bullies are mostly physically well built. This assumption is not entirely true because Coloroso (2003), indicated that bullies cannot be identified by their physical stature but by the way they act. This means that some bullies are small while others are big. A distinctive characteristic about bullies is their aggression towards their peers. Bullies are often aggressive towards adults, teachers, and their attitude towards violence is generally stronger than that of other students (Olweus, 1993).

A typical bully is embittered (due to abusive upbringing) and is irritated by the fact that those around him/her have failed to provide him/her with the necessary emotional support (Radwan, 2011).

According to Coloroso (2003, p.20), Bonds and Stoker (2000, p.23) bullies have common characteristics such as the following:

i.   They lack empathy and have a feeling that their behaviour is justified.

ii.   They lack remorse and value the rewards they achieve from their behavior (such as receiving attention or gaining control over somebody).

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iii.   Will use other people to get what they want.

iv.   Concerned with their own wants and pleasures and not concerned about the rights or needs of others.

v.   Will generally bully when adults are not around.

vi.   Will not accept responsibility for their own actions.

vii.   Cannot consider the consequences of their behaviour as they lack foresight and think in unrealistic ways.

viii.   A bully's behaviour has been modeled from a significant role model(either a parent or an adult).

ix.   Bullies usually become bored and are thrilled by exerting power over others.

x.   When confronted by a "united front" of peers who believe that the behaviour is unacceptable, the power of the bully is diminished.

Types of Bullies

Various types of bullies exist. It is important for adults dealing with bullies to know more about their behaviour so that they can classify and provide them with the supportive services they need. Coloroso (2003,p.18) puts bullies into the following different types which are:

a. The confident bully

The confident bully has a high ego but has no empathy for his victims. Sullivan, Cleary and Sullivan(2004) call this type of bully "the clever bully". He/she has been labeled "the clever bully" because of his ingenious ways of behaving. People who are closer to him do not believe that he/she is capable of carrying out negative behaviours.

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b. The fully armoured bully

This type of bully is cool, reserved and detached from peers but very deceptive. He likes to bully his victims when he is sure no one is watching. He is vindictive towards his victim (Coloroso, 2003).

c. The social bully

He/she uses gossips, rumours, shunning and verbal taunts to isolate and exclude his victim from the group. This type of bully is mostly envious of the victim's positive qualities (Coloroso,2003).

d. The hyperactive bully

This type of bully according to Coloroso (2003), is the one who struggles with academics and has very poor social skills. He responds aggressively to other children at the slightest provocation.

e. The bullied bully

Sullivan et al. (2004), have explained that this type of bully is also a victim. He/ she is bullied by other bullies and sometimes he/she also bullies other children. He/she sometimes strikes at peers who have bullied him/her before and other weaker peers (Coloroso, 2003). Sullivan et al. explained that it is difficult to deal with this type of bully because at one moment he demonstrates aggressive behaviour against peers and at other moments, he is vulnerable.

f. The gang of bullies

This type of bullies come together to form a strong alliance in pursuit of power, control and dominance. The group is made to feel as if they belong

to one family with a united front. They become devoted to the group even if their operations are a detriment to other individuals (Coloroso,2003).

Olweus (1993), adds another type of bully known as the passive bully. The passive bully as explained by Olweus, is that individual who takes part in bullying activities but does not initiate it.

Types of victims

A student or child who becomes the target of bullying behaviour is called the victim. Sullivan et al. (2004, p. 17) describe a victim of bullying as " anyone who shows vulnerability and does not have the support of the group". A confident person in one environment can be vulnerable in another; this explains why children who move from one school to another are always at risk. Victims of bullying have one thing in common which is they are the object of scorn and thus recipient of verbal, psychological, physical and relational aggression (Coloroso, 2003).

Sullivan et al (2004), explain that the abuse that the victims suffer, make them lose their sense of self and often experience depression. Again, victims suffer low self-esteem, self-harm and suicide. McCann (2002) has added that it is important not only to focus on the bully, but also the victim when dealing with threats of violence. The bully may view bullying as a way of gaining power and control where as the victim may see violence as a way of defending himself/herself. The researcher is of the opinion that bullying may trigger aggression within the victim and therefore he/she learns one way of dealing with problems, and that is through aggressive behaviour.

The following are some of the classifications of victims of bullying according to Hazler (1996),Bonds and Stoker (2000) and Sullivan et al. (2004):

The passive victim

This is the most common type of victim according to Bonds and Stoker (2000). The passive victim tries to please the bully and does not fight back, hence the name "passive" victim (Sullivan et al, 2004). Bonds and Stoker (2000) have itemized some characteristics of such a child:

i.   not assertive but submissive

ii.   has few friends and not connected to a social network.

iii.   is particularly weak(especially boys).

iv.   is anxious and insecure.

v.   is cautious and quiet.

The provocative victim

Bonds and Stoker (2000) stated that the provocative victims are fewer in number and more difficult to identify than the passive victim. Sullivan et al. (2004) have mentioned that the provocative victim characteristically demonstrates annoying, immature or inappropriate behaviour that tend to irritate those around him. This type of victim has poor social skills and often fights back the bully (Bonds & Stoker,2000). Olweus (1993) has added that the provocative victim shows a combination of anxious and aggressive reaction patterns. Bonds and Stoker further give the characteristics of the victim as:

i.   is aggressive and argumentative.

ii.   prolongs conflict even when losing.

iii.   displays disruptive and irritating behaviours.

iv.   is easily emotionally aroused.

v.   may be diagnosed with attention deficit.

The Vicarious Victim

This victim from the works of Bonds and Stoker (2000) are children who have either witnessed or heard about incidences of bullying at their school and have become affected by the environment of fear which the bully has created. Vicarious victim according to the authors is a child who:

i. feels vulnerable as a potential target.

ii. has moderate to high degree of empathy and sensitivity.

iii. does not take a stand against bullying due to fear.

iv. experiences guilt about his or her failure to act.

Bonds and Stoker (2000) have said that the vicarious victim is easily identifiable than the other types of victims but suffer similar psychological, emotional and physical consequences just like the other types of victims.

Signs Displayed by Victims of Bullying

According to Sullivan et al. (2004), Rigby (1996) and Olweus (1993), teachers, parents and guardians must look for the following signs that characterize children who are victims of bullying:

i. They have physical injuries.

ii. Their belongings disappear.

iii. The child is usually alone and left out of activities.

iv. The learner, who was working well and achieving good grades, now seems to be working less and his/her grades drop.

v. They become reluctant to go to school.

vi. They are frequently absent from school.

vii. They have few friends.

viii. The child may wet his/her bed; cry out in his/her sleep.

ix.   Withdraws from school activities and wants to be left alone.

x.   Appearing anxious and biting his/her nails.

xi.   They often practice truancy.

xii.   They seem despondent and unhappy.

xiii.   The child become withdrawn and irritable.

xiv.   The child stops talking about peers and everyday activities at school.

xv.   They do not bring classmates/peers home after school.

Bystanders in Bullying

This is the third group of the bully triad. They are those children who are neither victims nor perpetrators of bullying, but who see bullying happen to their peers. These are people who may negatively be affected by what they see (according to Bandura's social learning theory on aggression, 1975).

Bonds and Stoker (2000) stated that the bystander has the potential for helping to solve the problem of bullying. He or she is not involved in bullying but knows what is going on and who specifically is involved. Lee (2004) has noted that a bystander is not necessarily a student but can also be a teacher who is inactive in dealing with bullying. It is regrettable from the point of view of the researcher that some of the people who have been entrusted with the responsibility of protecting the child in the school environment look on unconcern and do nothing about it. This situation encourages children to remain silent the next time bullying takes place.

The negative effects of bullying on bystanders are disturbing. It results in fear and anxiety, the possibility of using aggression in future especially where there is no punishment for the bully. Coloroso (2003) describes the long term societal consequences on the bystander; It inhibits children from

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developing feelings of empathy, love and compassion which are attributes of good personality development. Therefore, though the bystander is not directly involved in bullying activities, the fact still remains that it has serious negative impact on him/her and the society in which the act occurs.

Types of Bystanders

Sullivan et al (2004,p.19) list the following types and roles of bystanders:

i. The sidekick: This type of bystander is closest to the bully and is sometimes referred to as henchman.

ii. Supporters/ passive bullies: These are bystanders who will support bullying but do not take active part in the act itself (Coloroso, 2003). Sullivan et al. (2004) refer to them as 'reinforcers' because their conduct is seen as supporting bullying.

iii. Passive supporters: These are children who observe bullying behaviour, they enjoy watching the act but do not openly display support (Coloroso, 2003). Sullivan et al. (2004) call this type of bystanders as the 'outsiders' as they prefer not to draw much attention to themselves but their lack of neutrality makes it seem as if they condone the act of bullying.

iv. Disengaged onlookers: These are children who observe bullying being perpetrated against other children and silently say to themselves that "it is none of our business". They do not take a stand against bullying (Coloroso, 2003).

v. Possible defenders: These are onlookers who do not favour or like bullying and often think that they should do or say something about it,but they don't (Coloroso, 2003).

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vi. Defenders of the target**:** These are onlookers who step in and try to help the victim. These bystanders are seen by Sullivan et al. (2004) to be distant from the bully but may have the courage to step out of their role as bystanders and condemn bullying.

Groups that are Target of Bullies

According to Sullivan et al. (2004), everybody stands the risk of becoming a victim of bullying. Studies have shown that certain groups are particularly targets of bullies. Such groups include:

i. homophobic children; these are children who are bullied by their peers because of their actual or perceived sexual orientation. Sometimes a child is labeled gay, just to humiliate him/her thereby placing his/her sexuality in question.

ii. special need children; these are children who become victims of bullying because they stay with people other than their own parents who provide them with certain basic needs like food, shelter and health. Their guardians and sometimes children of their caretakers subject them to various kinds of abuse because of the little support they give them.

iii. perceived racist group; this is where groups are targeted because they look different, use different language and have different customs.

Other groups of children who are target of bullies are those from poor homes, children who are not attractive, new entrants to the school, youngest children in the school, submissive children, children who are unwilling to fight, shy and reserved children. Others include fat, thin, tall or short children (Coloroso, 2003 p.43).

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The Impact of Bullying on Student Victims

Bullying has so many consequences not only on the victim but also on the bully and the bystander as well. The following are some of the consequences of bullying on the victim.

Impact on the victim

Victims usually suffer physical, psychological and academic harm as explained below:

Physical Impact of Bullying on Students

According to Garret (2003), the physical impact of bullying on students are many. They include frequent illness such as fever, colds, cough or chest infections, headaches and migraines. Others are sleeplessness, nightmares, poor concentration, forgetfulness, anger and shattered self-confidence. Hammond (2013), Baier (2007), Bidewell (1995) and Hoover (2000) have explained that bullying can result in injuries like nose bleeding and cuts, bruises and sores on the victim's body.

Psychological Impact of Bullying on Students

Bullying has several psychological impact on its victims. Nansel et al. (2001), have stated that "youth who are bullied generally show higher levels of insecurity, anxiety, depression, loneliness, unhappiness and low self-esteem." When students are bullied on a regular basis, they become depressed, suicidal or even homicidal. Garret (2003) sees victim of bullying as being generally unhappy with low self-esteem, avoiding places such as the school due to the social interaction taking place there. Laflamme, Engstram, Moller, Alldahl and Hallqvist (2002) add to these consequences by stating that children who are bullied become isolated from their peers. Hazler, Miller, Carney, Green

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(2001)and Baier (2007) believe that even low levels of harm inflicted again and again over an extended period of time, diminishes the victim's sense of hope. In the words of Sullivan et al. (2004), the extreme negative response to bullying is attempted suicide.

Casey-Cannon, Hayward, and Gowen (2001),Sekyere (2013), Sagarese and Gianneti (1999), reported that psychological disturbances that result from being bullied include; lower self-esteem, inattentiveness, social withdrawal, anxiety, depression and suicidal tendencies. Other research findings have indicated that, majority of students who are bullied are not able to concentrate in class and that they are even frightened that no one will be around to relieve them from bullying. Some of them indicated that they are more or less always living in perpetual anxiety. A situation like this does not augur well for effective academic work and good emotional development.

Academic Impact of Bullying on Students

Enough evidence exists to prove that when children are bullied frequently, it results in serious negative impact on their school performance. This issue has been confirmed through a large scale study of bullying in USA by Nansel, Overpeck, Pilla, Ruan, Morton and Scheidt (2000) in Darmawan (2010). They found from the study of 15,000 students in grade 6-10 that there was a significant association between being involved in bullying activities and lower academic achievement. It was also found out that rates of absenteeism and dropouts were higher among students who were victimized than among their non-bullied peers (UN, 2005).In addition to this, Schwartz, Farver, Chang, and Lee-Shin (2002), and Greef (2004) have noted that those who are frequently involved in bullying, demonstrate poor academic achievement in

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school. "However, studies from a large sample of students in Scandinavian countries have shown no clear evidence to link bullying behaviour as a consequence of poor grades at school. Instead, it was found that both bullies and victims had lower than average marks than children who were not involved in bullying activities" (Olweus, in Darmawan, 2010, p.24).

Other claims in relation to the negative consequences for those who bully are that children who habitually bully, significantly experience higher levels of depression (Salmon, Jones, & Smith, 1998) or even attempted suicide (Rigby, 2003). However, the claim remains unclear as to whether this should be regarded as the possible consequence of bullying in relation to feelings of guilt or shame, or whether it is related to negative styles of parenting, or both (Rigby, 1996).

The researcher from the above explanation from the authors can infer that if bullies can have serious issues with the police due to their unacceptable behaviours, then they can equally carry such behaviours in to their marriages thus creating troubles for their partners.

Consequences for those who Bully others

Many studies into bullying have looked at the impact of the phenomenon on the victim. Only a few studies have focused on the consequences for those who bully (Darmawan,2010). There is no clear consensus, unlike the consequences for victims. A few findings have highlighted on the impact on the bullies themselves. Olweus in Darmawan (2010) found during his studies in Norwegian schools that those who have been identified as bullies in schools were 4 times more likely to come before the court as a consequence of delinquency. Garett (2003) has added that

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students who engage in physical bullying are at risk of committing more serious violent offences by age 15-24, and such bullies are four times more likely to be convicted of crimes by age 24 than non-bullies.

Other studies in the United Kingdom, have also shown that those who have been identified as bullies at school were more likely than others to have children who behaved aggressively (Farrington, 1993). There is no clear explanation of how this happened, whether by family upbringing or genetic transmission or both (Rigby, 2003).

Rigby (1996) has mentioned that bullies have the tendency to demonstrate unacceptable behaviours at school such as drug use and shoplifting which can result in having trouble with the police.

Consequences for the Bystander

According to Coloroso (2003), bullying has a disturbing negative effects on the bystander. It develops a malfunctioning personality in children in that it can make the bystander to strike at other children without feeling of empathy, compassion and shame. It is the opinion of the researcher that the bystander as a result may not be able to live peaceably with fellow children.

Rigby (2003), categorized the possible negative consequences of bullying on the victim as follows:

a. Low psychological well being, which includes states of mind that are generally considered unpleasant such as general unhappiness, low self-esteem, feelings of anger and sadness.

b. Poor social adjustment such as feeling of aversion toward one's social environment in the form of expressing dislike for one's immediate environment and loneliness.

c. Psychological distress, which is more serious than the first two categories and manifests itself in the form of high levels of anxiety, depression and even suicidal thinking.

Suggested Solutions to stop Bullying/Interventions

Hazler (1996) recognizes the importance of certain key role players such as; the school, parents, teachers and bystanders in dealing with the problem of bullying. Rigby, Smith and Pepler (2004) agree that there is the need for a whole school programme to be planned and implemented to address the issue of bullying. It is important to create an atmosphere in the school where students and children feel safe to learn comfortably. It is significant to note that most bullying activities take place at school and therefore a debate on the issue must be opened so as to discuss how schools can intervene.

What the School Administration can do to stop Bullying

Lee(2004) mentions that there is the need for the school to involve the adult community in order to deal with bullying; adults need to be aware of the magnitude of the problem in the school and not to turn away and think it will just go away. Olweus (1993) states that once a school has decided to initiate systems against bullying, it is a good idea to organize a school conference day around the problem. The author stated categorically that important personalities such as the principal, teachers, school psychologist, school counsellor as well as parents and students must be involved.

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A research work carried out by Hazler et al. (2001) showed that often physical confrontation was mistaken as bullying and that verbal or social abuses were less likely to be identified correctly. He also mentioned that people are less likely to show concern, attempt to prevent or intervene in situations involving social, emotional or verbal harm.

The researcher is of the opinion that these important role players must be trained so as to equip them with the requisite skills and knowledge to deal with the problem of bullying; not only recognizing the problem but also the appropriate action to take when the need arises.

Awareness must also be created among school pupils as well as promote positive pupil relationships. One way of doing this according to Lee (2004) is to clearly spell out the rights and responsibilities of pupils. The rights include:

i.   To feel safe at school as well as to be safe.

ii.   To be free from insults and negative teasing.

iii.   Be able to associate with other students for friendship.

iv.   Secure their possessions.

The responsibilities are to ensure:

i.   the safety of others.

ii.   the security of their possessions.

iii.   freedom from teasing and name-calling.

Sullivan et al. (2004) list the following as a process that the school can embark upon when it comes to the issue of addressing bullying:

i.   Gaining knowledge and expertise (reading as much literature as possible to have in-depth knowledge on bullying).

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ii.   Convincing key groups (principal, senior management, school board) that an anti-bullying initiative is vital.

iii.   Forming a planning committee to develop a genuine whole-school approach.

iv.   Developing an action plan with guidelines which helps with implementation.

v.   Implementing the plan.

vi.   Evaluation (a process which provides feedback on the success of the programme).

For Garrett (2003), the following factors when put in place, will ensure the success of a school campaign against bullying:

a. A code of conduct needs to be communicated to all students. Rules that should apply to all students include:

   i.   We will not bully other students.

   ii.   We will try to help students who are being bullied.

   iii.   We will make it a point to include all students who are easily left out.

   iv.   When we know someone is being bullied, we will tell a teacher or an adult we trust.

b. The school needs to create a comfortable learning environment where children who are bullied or bystanders can report such cases to a specific person. The researcher is of the opinion that when this is done, the child at the school will feel empowered as he/she now gets the assurance that school authorities are there to give him/her protection.

c. Coaching is given on what to do when being bullied and how to explain the incidences to adults.

d. Experts from outside the school are brought in to train staff. There are many selected programmes that can be brought into the school to assist with the whole school campaign.

e. Demonstration of alternative behaviour is shown to the bullies.

Policies usually include procedures, actions and steps taken in dealing with bullying (Rigby, 1993). The existence of anti-bully policy is very important because it makes students feel psychologically and physically safe in the learning environment. It makes students feel valued by those around them (peers and adults).

It is very important for every school to have a written anti-bully policy which is given to every student within the school community (Garrett, 2003). Anti-bully policy that will motivate students to change problem behaviour must first be identified (Pellegrini, 2002). A written document is always important because all parties involved will realise how such a problem will be dealt with and it also serves as a protocol for the school (Rigby et al. 2004). The researcher is of the view that an anti-bully policy will guide all the adults in the school community when it comes to dealing with the problem of bullying.

Garrett(2003) has suggested the following measures of intervention:

i. Intervention should be immediate, it should be stopped the moment the school authorities become aware of it.

ii. The intervener needs to speak to the bully and the victim separately.

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iii.   The school authorities should do more reading on the problem of bullying**.**

iv.   The perpetrators will tend to deny their actions and responsibilities. They are to be reminded that their behaviour will not be tolerated and told of what is expected of them.

v.   The victim is to be reassured that all steps will be taken to prevent a recurrence.

vi.   The bully's parents need to be informed as soon as possible. A phone callfollowed by an appointment (if necessary) is usually the best.

vii.   Where possible, parents are invited to help design a plan of action for the perpetrators.

viii.   For bullies, education about acceptable behaviour is necessary. Consequences such as removal of privileges are enforced.

ix.   The behaviour of the bully as well as the safety of the victim is to be monitored in the school.

x.   If the bully does not change his behaviour despite the efforts of the school, he should be placed in an alternative programme for experts to intervene.

Sullivan et al.(2004) outline possible themes which could be communicated within the policy as follows:

a.   A belief that bullying can be stopped.

b.   A culture in which students are able to report when they suffer bullying.

c. The fact that everyone needs to share responsibility to help stop bullying behaviour.

d. The fact that the problem is the bullying behaviour, rather than the victim's behaviour.

According to Higgins (1994), the key feature of any anti-bullying intervention programme should include pupil participation in decision-making, discussion and active involvement in the implementation of anti-bullying activities. Higgins stated that simply providing new play and teaching opportunities may not be enough to significantly reduce levels of bullying.

Earlier researchers into the problem of bullying agree that in designing policies against bullying, the following suggestions must be looked at:

i. Attention should be focused on creating a school climate that discourages
bullying,

ii. Series of surveys should be conducted to assess the nature and extent of
bullying behaviour and attitudes in schools,

iii. Equipping staff with the requisite skills to recognize and respond to bullying,

iv. Students involvement in developing consistent rules against bullying,

v. Periodic review and enhancement of the school's disciplinary code related
to bullying behaviour,

vi. Classroom activities to discuss issues related to bullying,

vii.   Integration of bullying prevention programmes across the curriculum,

viii.   Individual and group work with children who have been bullied,

ix.   Individual work with children who have bullied their peers,

x.   Involvement of parents in bullying prevention and intervention activities, and

xi.   Use of teacher or staff groups to increase staff knowledge and motivation related to bullying.

The Role of Teachers in Combating Bullying

The teacher plays an active role when it comes to the issue of combating bullying. The teacher according to Goldstein, Apter and Harootunian (1994) is at the forefront of any effort of the school to successfully deal with the problem. The child at school is closer to the teacher both in the classroom and at the playground. Pelper, Craig, O' Connell, Atlas, and Charach (2004) have mentioned that a good school climate discourages bullying and protects vulnerable children. Garrett (2003) has said that in the classroom, the teacher can implement the following to help combat bullying:

I.   Establish rules regarding bullying, which establishes a responsibility for each student to conform to these rules.

II.   The teacher should create both positive and negative consequences for behaviour displayed in the classroom setting.

III.   Hold regular classroom meetings which help develop and clarify rules for anti-bullying behaviour.

IV.   Meeting with parents in an effort to inform them of anti-bullying efforts being made in the school.

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Role of Learners in Combating Bullying

In the words of Lee (2004, p.84) " peer involvement in preventing bullying forms a central part of the school's programme in addressing bullying, where children are invited to contribute to decisions at a variety of levels including teaching and learning issues and policy formulation". Delara (2006) agrees to Lee's idea when he stated that "students have special contributions to make in the prevention not only of bullying but also of other forms of school violence". The researcher supports the idea of involving learners in the crusade against bullying because learners will find it difficult to go contrary to rules that they themselves were involved in their establishment.

Peer support can also be helpful. In senior high schools where students are a bit matured, peer-counselling based interventions can be adopted (Lee, 2004). Training and supervision of such students are essential and should be done by experienced counsellors (Sharp & Cowrie, 1994).

The researcher has observed that in many cases, the bullying problem remains a secret because the victim is reluctant to tell an adult about it. However, where a peer forms part of a support system, they may seem more willing to share their story (Lee, 2004). Lee continues to say that peer-counselling works on two levels: the first aims at changing the pupils response to bullying and the second is changing the pupils' condoning the practice to view it as unacceptable**.**

Sullivan et al. (2004) have found out that senior students can be particularly useful in anti-bullying initiatives. The researcher recognizes the importance of using peer group in addressing the issue of bullying and believes that senior high school student leaders in Ghana can greatly help in this aspect.

The Role of Counsellors in Addressing Bullying

The role of the counsellor in combating bullying in schools is of supreme importance. Many authors have given a number of roles that the counsellor performs in helping to address bullying in schools. Hazler (1996), puts these roles into the following steps:

Building Rapport: Hazler mentions that the first important thing the counsellor should do is to build rapport in his dealings with the victim and the bully. This will make the victim and the perpetrator not to keep their distance, but rather to draw closer to the cousellor.

Building Trust: The second step is to build trust so that both the victim and the bully will open up. If trust is well built, clients will feel that their identities are protected, they will then be willing and feel comfortable to give valuable information to help in the therapeutic process.

Understanding the victim and bully: The third step according to Hazler is to try to understand both the victim and the bully, not only by listening to the words they use but also critically observing their emotions, feelings and thoughts behind the behaviour of each individual involved. These are signs of detailed potential information about the victim and the bully that will help in the provision of quality therapy.

Explore the potential thoughts, feelings and emotions of the victim and the bully: This will help determine the counselling needs of each of the parties.

Deciding on the needs of each of the parties: Hazler (1996) explained that therapy for the victim and bully may differ depending on the nature and severity of trauma experienced by each of them.

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Joint Meeting: At this stage, the counsellor decides if bringing the victim, bully and people affected by the act of bullying would yield positive results. If bringing the parties together would fuel tension, then there is no need for arranging a meeting that assembles the parties together.

Setting Goals: This is the stage where the victim and the bully, each defines the goal he wants to achieve in the counselling process. Hazler (1996), notes that these counselling goals must be clarified, reviewed and modified so that they can be achieved. The author further explained that these goals must be accompanied by time frames and concrete actions.

Terminate joint meetings: Hazler (1996) explained that bringing an end to joint meetings must be done in an organized way; which highlights on the value of gains made, skills learned and the sources for further assistance in the future where necessary.

Empirical Review

Frequency of Bullying Practised by Students

In the early 1970s, the idea of researching into the phenomenon of bullying was almost non-existent. Although bullying among school children according to MacDougall (1993) was not a new phenomenon. It seems nobody was interested globally to research into the concept of bullying. It was one distinguished Norwegian researcher Dan Olweus whose research work into bullying in schools in the 1970s, revealed a rather disturbing picture about the phenomenon. His findings raised various concerns about bullying in the Scandinavian countries. The phenomenon later became an area of interest in the field of research.

A research work conducted by Olweus in 1970 revealed that even though bullying was prevalent in Norwegian schools and other countries of the world, it was not given any serious attention. It was a report in Scandinavia newspaper in 1982 that brought to the notice of the public that three early adolescent boys from Norway committed suicide because of severe and long-standing bullying they suffered from peers. This event brought about a nationwide anti-bullying campaign against the phenomenon. The immediate response was that, data was collected from 140,000 students in 715 schools to assess the prevalence and impact of bullying in the Norwegian schools (Olweus, 1987).

The results indicated that 15%, or one out of seven children in Norwegian schools were involved in bullying "now and then" or more frequently. About 9% of the students were classified as victims while 6% were bullies. In 1993, Olweus developed Bully/Victim Questionnaire with two versions - one for grades one to four, and the other for grades five to nine which helped to significantly reduce bullying to about 50%.

As a result of the earlier research into bullying by Olweus in Norway, a number of other researchers have studied the prevalence rates of bullying around the world. In England, Stephenson and Smith (1987) found that 7% of their sample were victims of bullying, 10% were bullies, and 6% were both bullies and victims. Whitney and Smith (1993) observed that 10% were bullied at least once a week.

In the United States, Nansel,Overpeck, Pilla, Ruan, Morton and Scheidt(2000) citing a research work published by Banks (1997), stated that

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approximately 30% of all children and youth in grades 6 through 10 have been bullied or have bullied other children more often within a schooling term. In another study in Australia, Slee (1995) noted that 26% of the sample was bullied once a week or more often.

In the African context very little figures exist to ascertain the prevalence of bullying in our educational institutions. In Zimbabwe, Zindi (1994) reported that 16% of students were bullied now and then, and 18% were bullied weekly or more often. Figures in other African countries when it comes to bullying are subject to speculation because of lack of adequate studies on the subject.

In Ghana like other African countries as indicated above, although the print and electronic media have been reporting on the issue (Graphic online, 2008), little formal studies have been done to enable stakeholders in education to truly ascertain its impact on our students. Kaar (2009) conducted a study into bullying in senior high schools in the northern part of Ghana. He found out that bullying was highly prevalent in Ghanaian schools as 10-16 percent of students were under constant fear, easily fell sick, experienced headaches and were unable to concentrate on their studies. Although the study indicated that bullying exist among the students, unfortunately, a study conducted by Sabates, Owusu, Bosomtwi and Dune (2010), in the Northern Region of Ghana also reported that boys and girls who were bullied at school had a high absenteeism rate than those who were not.

Many teachers in Ghana still do not consider bullying as a serious problem in relation to students well-being or academic achievement. It is a

phenomenon that is prevalent in our schools and yet highly underreported due to the fact that not many studies have been conducted in this area.

It is significant to note that probably many schools in Ghana are facing similar bullying problems as evidenced in countries above where various studies were conducted. This suggests that critical studies on bullying must be carried out in Ghanaian schools to help unravel the nature of bullying and its impact on students.

Summary

Research works into Bullying in many countries such as the US, Canada, Australia, Zimbabwe and South Africa have revealed that it is one of the problems in the school environment that negatively impede effective teaching and learning. Studies conducted on bullying in various countries revealed the negative impact that bullying has on its victims. Olweus (1993) found that victims were usually depressed, lonely, had migraines and headaches. Lee (2004) also found that victims were severely distressed and had academic difficulties. Nansel et al. (2001) findings revealed that victims felt insecure, developed low self-esteem and showed symptoms of mental problems.

Again, other research findings from abroad have revealed that bullying is now a serious problem in schools. Unlike in the past when bullying was considered as not harmful, today the so-called harmless behaviour has in some cases resulted in dropout of brilliant students, some students have committed suicide, homicide and in some advanced countries, it has resulted in school shootings.

The above findings are indication that, it is most probable that many schools in Ghana are facing similar bullying problems. This suggests that critical studies on bullying must be carried out in Ghanaian schools to help unravel the nature of bullying and its impact on students. It is imperative that stakeholders in education: the government, school authorities, counselors, parents and community elders need to understand the impact of bullying on students and find ways of adequately addressing it. Many cases of bullying go unreported because the victims who are the suffering parties think that the adult in the community will not take any action against the perpetrators to serve as a deterrent to potential offenders. A serious attention paid in addressing bullying, will in no doubt make the child feel safe enough to disclose important information regarding bullying and feel comfortable at school.

It is also important that each school identifies and addresses its peculiar bullying problems by choosing appropriate preventive, educational or therapeutic programmes. It is time for all and sundry to put in place pragmatic oriented measures to prevent this problem from escalating further.

CHAPTER THREE

Research Methodology

This chapter focused on the research design, population, sample, sampling techniques, research instrument, data collection procedure, methods of scoring data and how the data were analysed.

Research Design

Descriptive survey design was used in this study applying both quantitative and qualitative methods. According to Babbie (1992), survey method allows the researcher the opportunity to also ask questions on a given topic thus giving flexibility in his or her analysis. A descriptive survey research design according to Amedahe (2002) is a plan or blueprint which specifies how data relating to a given problem should be collected and analysed. It provides a procedural outline for the conduct of any investigation.

Fink (2001), on the other hand, observes that research design involves all the stages and processes taken to reach the respondents and take the required data from them. That is, the steps the investigator goes through to get the required data and information from the respondents.

Descriptive survey method involves collecting data in order to test hypotheses or answer research questions concerning the current status of the study (Gay, 1992). Descriptive survey basically attempts to measure "what exists" with respect to variables or conditions in a situation (Marchandisse & Breuse, 1981). This enabled students to give their current views, opinions, impressions and perceptions about the problem of bullying. The purpose of

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descriptive survey according to Amedahe (2002) is to give accurate aspects of a situation as it naturally occurs. Assessment of bullying situation in the two schools was made through administration of questionnaire and interview. Quantitatively, copies of the questionnaire were administered on students to give their responses on bullying practices in their schools and qualitatively, selected teachers were interviewed to give their opinions and views on the topic.

Descriptive survey design has many advantages; It is relatively easy to administer, it allows data to be collected from a large number of respondents, it also focuses on vital facts about people and their beliefs, opinions, attitudes and provides more understanding about a phenomenon. Again, it provides information that helps to take sound decisions. Some of its disadvantages include; Respondents may not feel comfortable providing answers that present themselves in unfavourable manner, respondents may not feel encouraged to provide accurate and honest answers, also a broad sample needs to be taken in order to get a good result that represents the entire population(Wyse,2012).The descriptive sample survey was chosen for this study because in considering the purpose of the study, the research questions and the target population, it was the appropriate design which could lead the researcher to achieve the purpose and to draw meaningful conclusions from the study.

Population

Population, according to Fraenkel and Wallen (2000), refers to a complete set of individuals (subjects or events) having common observable traits or characteristics in which the researcher is interested in. They further explained

that population is a group that is of interest to the researcher, the group to whom the researcher would like to generalize the results of a study. This implies that population is that group in a study about which the researcher is interested in gaining information and drawing conclusions from. Population establishes the boundary conditions that specify the inclusion of people for the study.

Nworgu (2006) classifies population into target and accessible. The target population involves all the members of a specified group to which the investigation is related, and the accessible population is defined in terms of those elements in the group within the reach of the researcher.

For the purpose of this study, the target population comprised all students in public and private senior high schools in the Ajumako-Enyan-Essiam District. The accessible population however, is made up of all students in the public second cycle schools in the Ajumako-Enyan-Essiam District of which Bisease Senior High and Mando Senior High were randomly selected for this study. The composition of the total population for the three public and three private senior high schools in the district is shown in Table 1 below:

Table 1: Distribution of Student Population

School	Form	No of Boys	No of Girls	Total No of Students
Bisease	1	180	222	402
Sen.High	2	203	190	393
	3	210	224	434
Denkyira	1	161	180	341
Sen. High	2	176	180	356
	3	162	172	334
Mando	1	178	170	348
Sen. High	2	168	207	375
	3	181	197	378
Ajumako	1	34	43	77
Se. High	2	30	25	55
	3	37	41	78
Success	1	10	11	21
Sen. High	2	18	20	38
	3	15	09	24
High Brains	1	11	09	20
Sen. High	2	08	12	20
	3	08	07	15
Total		**1,790**	**1,919**	**3,709**

As indicated in Table 1, the schools had a total population of 3,709 students consisting of 1,790 boys and 1919 girls. Out of this number, Bisease Senior High had a student population of 1,229. Mando Senior High had 1,101 students, Denkyira Senior High had 1,031. The rest were Ajumako Senior

High with a student population of 210, Success Senior High had 83 students and High Brains Senior High with 55 students.

Sample and Sampling Procedure

According to Fink (2001), a sample is a portion or subset of a group. Such a subset must be representative of the population such that important characteristics like age, gender, and status, are distributed similarly in the group.

In selecting the sample for the study, the researcher used two sampling techniques namely; proportional stratified sampling and simple random sampling. In proportional stratified sampling, a fraction from each of the strata is drawn to constitute the sample (Amedahe, 2002). Therefore, a fraction of the male population and a fraction of the female population from two of the schools: Bisease Senior High and Mando Senior High were drawn to constitute the sample.

The total population for the study area was 3,709 and so 350 was used as the sample size since this number is within the suggested sample size specifications given by Krejcie and Morgan (1970). According to Krejcie and Morgan, a population of three thousand five hundred (3,500) gives a sample size of three hundred and forty-six (346), while a population of four-thousand (4000) requires a sample size of three hundred and fifty-one (351). See Appendix E.

First, proportional sampling was used to obtain 350 respondents for the study based on the populations of males and females from first and second year students of the two schools put together which was 1,518 with a ratio of

the males to the females as 729 : 789. Based on proportional basis, the calculations made in arriving at the sample size for males and females from the two schools were determined by multiplying the population of first and second year males in the two schools by 350 (sample size for the study area) and dividing by the total population of males and females in the two schools. In other words, the ratio for males in each form (class) was first determined and multiplied by 350. The sample size for females was obtained in the same way as shown in Table 2(the actual calculations can be found in Appendix G).

Table 2:Sample sizes of Males and Females selected from the Two Schools

School	Form	No of Males	No of Females	No of Males selected	No of Females selected
Bisease S. H. S	1	180	222	41	51
	2	203	190	47	44
Mando S.H. S	1	178	170	41	39
	2	168	207	39	48
Total		**729**	**789**	**168**	**182**

Source: Field Data March, 2014

From Table 2, 168 males and 182 females from the two schools making a total sample size of 350 were selected for the study. The sample selected from each form (class) was also arrived at by multiplying the number of males in each form and the number of females in each form by 350 and dividing by the total population of males and females in the two schools put together. Form 3 students were not included in the study because they were writing their final WASSCE Exams.

Simple random sampling procedure was chosen to get the respondents from the forms (classes) in the two schools as indicated in Table 3 below.

Table 3: Sample Sizes chosen from the Selected Forms in the Two Schools

School	Form	No of Males selected	No of Females selected	No of Males selected	No of Females selected
Bisease SHS					
Business	1	78	80	18	19
Gen. Arts	1	82	92	19	21
Science	1	15	10	3	2
Home Econs	1	5	40	1	9
Business	2	85	55	20	13
Gen. Arts	2	94	80	22	18
Science	2	17	15	4	4
Home Econs	2	7	40	1	9
Mando SHS					
Business	1	70	60	16	14
Gen. Arts	1	81	68	19	16
Science	1	19	7	4	1
Home Econs	1	8	35	2	8
Business	2	70	65	16	15
Gen. Arts	2	78	85	18	20
Science	2	15	7	4	1
Home Econs	2	5	50	1	12
Total		**729**	**789**	**168**	**182**

Source: Field Data March, 2014

In using the simple random sampling method, the names of the students were taken from the class registers and written on cards. The cards were put in a container which was shaken to mix them up. The researcher randomly picked a card a number of times from the container until he got the required sample size. This procedure was repeated until the required number from each class was obtained. Proportional stratified sampling was used because it allows both males and females to be fairly represented. Again, simple random sampling was used because it gives all units of the target population an equal chance of being selected (Amedahe, 2002).

Instruments

Questionnaire and interview guide were used as the instruments for data collection. The questionnaire consisted of Four-Likert type and a "Yes" and "No" scale. The four-likert scale in section A had never, 1-2times, 3-4times and 5times/more.

The questionnaire items were 30 and were made up of adapted questionnaire items from Olweus (1996),which was used to measure victims and bullies in schools, types and motives students have for bullying other students, the impact of bullying on students and the practical activities needed to address bullying in schools. Some of the specific items adapted include: (a) I was hit, kicked, pushed, (b) My money or other things taken away from me, (c)I was teased in a hurtful way. The responses to each of the questions were; (i) It has not happened to me this couple of months (ii) Once or twice (iii) 2 or 3 times a month (iv) Several times a week. Olweus developed this questionnaire in relation to national campaigns against bullying in Scandinavian countries that was later adopted and translated for use in many countries including the USA

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and has helped to reduce bullying behaviour in schools to about 50 percent. This instrument uses anonymous questionnaire that required students to write only their grade level, gender and age without their names.

The questionnaire for this study was divided into seven sections: - A, B, C, D, E, F, and G.

Section 'A' comprised questions on the prevalence of bullying practices in Senior High Schools, andwas interpreted as "never to 2times" represent "No" and "3 to 5times/more" represent "Yes".

Section 'B' comprised questions about the typical types of bullying in Senior High Schools, where "Not at all true" and "not true" together will represent "Not true" and "True" and "very true" together will represent "True".

Section 'C' comprised questions about why students bully their peers, where similarly "Not at all true" and "Not true" together will represent "Not true" and "True" and "Very true" will represent "True".

Section 'D' was made up of questions about the academic impact of bullying on student victims. Scoring was done on either "No" or "Yes" basis.

Section 'E' was made up of questions about the psychological impact of bullying on student victims and was similarly scored on "No" or "Yes"basis.

Section 'F' was made up of questions about the physical impact of bullying on student victims. "No" or "Yes" was used in scoring.

Section 'G' was made of up of questions that could help address the problem of bullying in schools. "Agree Strongly" and "Agree" will represent

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"Agree" whereas "Disagree Strongly" and "Disagree" together will represent "Disagree"

Interview was conducted for teachers. Ten(10) teachers; five from each school out of a total of one hundred and thirty two(132) were purposively selected for the interview, and seven(7) availed themselves on the day of interview. House Masters and School Counsellors were interviewed about bullying issues they had witnessed among students. The interviewees were assured of confidentiality of information they provided. Permission was sought from interviewees before their responses were recorded.

Validity and Reliability

Even though the questionnaire items were adapted from that of Olweus (1996) there were some modified to make them fit into the demands of the research questions. To ensure validity, the draft items were made available to senior experienced lecturers from the Department of Educational Foundations, University of Cape coast, who made valuable suggestions with regard to the adequacy of the items. Their suggestions helped in improving the face and content validity of the items. Some of the items were reworded to ensure that they were appropriate and bring understanding to students. This helped to elicit the appropriate responses from students regarding the prevalence, types, motives and impact of bullying among students.

Fifty-five (55) items were initially drafted and given to the lecturers out of which thirty (30) items were recommended for use.   Fraenkel   and Wallen (2000) refer to reliability as the consistency of scores obtained from one administration to another and from one set of items to another. It suggests that the same thing is repeated or recurs under identical or very similar

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conditions. The Cronbach's alpha coefficient method was used to test the reliability of the instrument.

Pre-Testing

A pre-test was carried out. The purpose of the pre- testing was to find out whether the questionnaire items meet the required standard. The pre-testing offered the researcher the opportunity to look at the content validity of the items set, that is whether or not the items measured what they are supposed to measure taking cognisance of the research questions.

The pre-testing created the opportunity to revise some of the items to make it appropriate for the study. Also, it helped in identifying the nature of the problems to be encountered during the main study. The researcher used simple random sampling to select 30 students from Denkyira Senior High School to respond to the items on the instrument. The reason for the selection of Denkyira Senior High was that it is located in the same district that the study took place and has similar culture, religious beliefs and geographical settings. SSS 2B students were involved in the pre-testing.

The Cronbach's Alpha was used to test the reliability of the instrument. The first test produced a reliability co-efficient of 0.74. The responses from the respondents showed that some of the items were not good enough because some students did not understand them. According to Woken (2011), pre-testing gives the researcher the chance to evaluate the usefulness of data collected and make needed alterations so as to analyse data in the main study more efficiently. When those items were reframed, and the instrument administered a second time, a reliability coefficient of 0.85 was achieved(reliability report at Appendix C).

Data Collection Procedure

Fraenkel and Wallen (2000), refer to data as information researchers obtain on their subjects for their research work. Data are the empirical evidence or information that one carefully gathers according to rules or procedures. Data can be quantitative or qualitative. Copies of the questionnaire were administered to 350 students from the two schools. A letter of introduction was earlier collected from the Head of Department of Educational Foundations in the University of Cape Coast to the schools where the researcher carried out the study.

The researcher sought permission from the heads of the selected schools to meet the students and teachers on days that were convenient to them before administering the questionnaire and conducting the interview. The respondents were adequately spaced to prevent them from consulting each other. Each item was adequately explained to the students.

Data Analysis

The data collected on this study was edited, coded, organised, summarised, and analysed with reference to the various items and sections on the instrument to give a clear picture about the state of the problem in Ghanaian schools. The researcher used descriptive statistics in the form of frequencies and percentages toanalyse the data because this helped to give a clear picture about the problem of bullying. In order to test the hypotheses of the study, Chi Square was used to measure two independent categorical variables (boys and girls). In all the analysis, the researcher used the Statistical Product for Service Solution (SPSS) version 16.0 procedures.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the findings of the study. As mentioned earlier in chapter one, the main purpose of this study was to make an enquiry into the prevalence, types, motives and impact of bullying behaviour among Senior High School students in the Ajumako-Enyan-Essiam District. The data were organised in tables. Chi-square was used to test the hypotheses posed at statistical significant level of 0.05.

Demographic Data

The sample composition and frequency distribution according to the respondents' school, form and gender are reflected in Table 4.

Table 4: **Frequency Distribution of the Respondents according to School, Form and Gender**

Name of School	Form	No of Males selected f(%)	No of Females selected f (%)	No of Males used f (%)	No of Females used f (%)
Bisease S.H.S	1	41 (11.6%)	51(15.5%)	40 (11.5%)	50 (14.4%)
	2	47 (13.3%)	44 (12.5%)	47 (13.4%)	44 (12.5%)
Mando S.H.S	1	41 (11.6%)	39 (11.0%)	39 (11.0%)	38 (10.9%)
	2	39 (11.0%)	48 (13.7%)	38 (10.9%)	48 (13.7%)
TOTAL		**168 (47.5%)**	**182 (52.7%)**	**164 (46.8%)**	**180 (51.5%)**

Source: Field Data March, 2014

From Table 4, three hundred and forty-four (344) respondents (164 boys and 180 girls) representing 98.3 percent of the participants were used for the analyses (see Appendix E). Six (6) students(one boy and one girl from Bisease Senior High, and three boys and one girl from Mando Senior High)

did not fill their questionnaire properly and so were not included in the

analyses.

Research question 1. What is the frequency of bullying practised by students

in the selected schools?

The data in Table 5 is used to answer research question 1. The summary is

captured in appendix D.

Table 5: **Frequency Table showing Responses of Students on Bullying Practices in the Selected Schools (items 1, 2, 3, 4, 5 and 6)**

Items	Never	1-2 times	3-4 times	5 times/more	TOTAL
Within this academic term I have :					
1. been teased by other students	34(9.9%)	63(18.3%)	73 (21.2%)	174(50.6%)	**344(100%**)
2. my money, bag, pen and other items forcibly taken away from me.	87(25.3%)	63(18.3%)	72(20.9%)	122(35.5%)	**344(100%)**
3. been made to kneel down without cause.	41(11.9%)	64(18.6%)	60(17.5%)	179(52.0%)	**344(100%)**
4.bullied other students by teasing them.	116(33.7%)	82(23.8%)	78(22.7%)	68(19.8%)	**344(100%)**
5. bullied other students by forcing them to kneel down without cause.	278(80.8%)	45(13.1%)	13(3.8%)	8(2.3%)	**344(100%)**
6. bullied other students by forcibly taking money, bag, pen and other items from me	273(79.4%)	42(12.2%)	16(4.6%)	13(3.8%)	**344(100%)**

Source : Field Data March, 2014

Table 5, shows the responses of students in percentages and frequencies selecting No (Never to 2 times) and Yes (3 to 5 times/more). This was to make the analysis simple. In Table 5, the researcher was interested in finding out from students whether or not they have frequently fallen victim to bullying practices or frequently bullied other students within the term.
The Table shows six items that were designed for respondents to indicate either "Yes" or "No" to items that apply to them.

From the data, teasing stands out as the most frequently used bullying practice in the schools. As the data indicates, 247(71.8%) respondents to item 1 answered "Yes" to demonstrate that they were victims of frequent teasing within the academic term. Similarly, 146(42.5%) of the participants in response to item 4 answered that they frequently bullied their peers through teasing within the same period.

The next bullying practice that most students frequently suffered from within the period was kneeling down. Quiet a good number of the participants (239/69.5%) in response to item 3 answered "Yes" to have been victimized often by being made to kneel down without cause. With 21(6.1%) of the respondents in response to item 5 openly answered "Yes" to have frequently bullied other students by forcing them to kneel down without cause.

The least number of respondents 194(56.4%) in answering item 2 indicated that they were less frequently victimized by their peers who forcibly took away their money, school bags and pens. A lesser number of respondents 29 (8.4%) in response to item 6 said "Yes" they bullied their peers by forcibly taking away their belongings such as money, school bags and pens.

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From the responses of the participants above, many of the students frequently experienced either teasing, kneeling down or losing their belongings to their peers for 3 times or more within the academic period, with teasing standing out as the most frequently used bullying practice.

From the responses to the six items for answering Research Question 1, it is clear that majority of the respondents frequently experienced teasing, followed by kneeling down without cause and a relatively smaller number had their money, bags, pens and other items forcibly taken away from them. This finding is in line with the research works by Zindi (1994), Richter et al. (2000),Seals and Young(2003), Coloroso(2003), Selekman and Vessey (2004) and Lee(2004) as cited earlier in the literature review that teasing and name calling are the most frequently used bullying practices in schools.

It should be noted from the responses of the participants above that a good proportion (42.4%) of the students who answered item 4 reported that they bullied their peers through teasing. This perhaps means that many of them considered teasing as a normal practice in schools and therefore, did not consider it as bullying.

However, only 8.4 percent of the respondents in answering item 6 answered that they were true bullies because for 3 times or more within the academic period, they forcibly took away belongings of their peers. This may stem from the fact that most of them perhaps thought of the phenomenon of bullying as a bad and undesirable practice and therefore, did not want to be identified as bullies, so they simply refused to give the true responses.

Research Question 2: What types of bullying activities prevail among

students inthe selected schools?

Responses to items 7-11 were used to answer this research question. The

summary is found in Appendix D.

Table 6: Frequency Table showing Responses of Students on the Types of Bullying Practices that prevail in the Selected Schools (items 7, 8, 9,10and 11)

Item	NAT	NT	T	VT	TOTAL
7. I was hit or pushed by a student/group of students (physical bullying).	120(34.9%)	46(13.4%)	160(46.5%)	18(5.2%)	**344(100%)**
8. My book, ruler, uniform and other items were forcibly taken away from me (Physical bullying).	144(41.9%)	22(6.4%)	126(36.6%)	52(15.1%)	**344(100%)**
9. I was treated differently because of my tribe/religious beliefs(social bullying).	219(63.7%)	93(27.0%)	25(7.3%)	7(2.0%)	**344(100%)**
10. I was called hurtful names (verbal bullying).	85(24.5%)	46(13.4%)	90(26.2%)	123(35.8%)	**344(100%)**
11. I was insulted					

Table 6 (continues)

(verbal bullying).	26(7.6%)	95(27.6%)	123(35.8%)	100(29.1%)	**344(100%)**

Source: Field Data March, 2014

NAT -   Not at all true

NT -   Not true

T   -   True

VT   -   Very true

In Table 6, the researcher collapsed the responses of participants into "True"(true and very true together) and likewise "Not true" (not at all true and not true together). This was to simplify the analysis. Research question 2 sought to find out from respondents the types of bullying practices that prevail among students in the selected schools.

The data provided show that insults (verbal bullying) is highly prevalent among the students. This was demonstrated by 223(64.9%) of the participants in response to item 11. The next prevailing type of bullying was calling of hurtful names(verbal bullying) where 213(62.0%) of the participants in responding to item 10 reported that they were harassed by being called names they were not happy about. This was followed by 178(51.7%) of the participants in response to items 7 and 8 respectively who said that it was true that they were hit, pushed and their book, ruler and uniform were forcibly taken away from them(physical bullying).

About 75 percent of the teachers interviewed confirmed that the practices exist among the students. A senior housemaster in one of the schools recounted an incident where a senior student persistently harassed a fresh student to give him money and when the money was not given, he forcibly collected a handkerchief from this innocent boy to clean himself at nature's call. A counsellor in one of the schools also narrated a case where a junior student was forced to kneel down in front of senior students and made to speak to his 'genitals' whilst others looked on with laughter and insults. Therefore,

data in Table 6 clearly show that verbal bullying in the form of insults and calling of hurtful names are highly prevalent among students in the schools.

The results on Research Question 2 indicated that the most prevalent type of bullying practice among the students was verbal bullying (insults and calling of hurtful names) followed by physical bullying (hitting, pushing, forcibly taking books, ruler, uniform).It means that the vast majority of the students used verbal and physical bullying to intimidate their peers.

This finding confirms the studies done by Zindi (1994), Olweus (1995),Richter et al.(2000) and Seals and Young(2003) who reported that the most frequently used type of bullying in the schools was verbal bullying (teasing and name-calling) followed by physical bullying (hitting, kicking and other threats).

The preference of many students to the use of insults as a type of bullying may stem from the fact that, it is either a practice often used by adults in the community they live and as such it is just a transfer of learned behaviour or students often use it when victims refused to yield to their demands.

Research Question 3. What motives do students have for bullying other students?

Data in Table 7 is used to answer Research Question 3, (see also Appendix D).

Table 7: Frequency Table showing Responses of Students on the Motives they have for Bullying other Students

Item	NAT	NT	T	VT	TOTAL
12. It was done to me when I came to form one so I must also do it to others.	18(5.2%)	50(14.5%)	171(49.7%)	105(30.6%)	**344(100%)**
13. Just for fun.	18(5.2%)	80(23.3%)	196(57.0%)	50(14.5%)	**344(100%)**
14. Because it is a tradition in this school.	20(5.8%)	108(31.4%)	175(50.9%)	41(11.9%)	**344(100%)**
15. Because it makes me feel popular in school.	137(39.8%)	146(42.4%)	50(14.5%)	11(3.3%)	**344(100%)**
16. It makes students to become scared or afraid of me.	158(45.9%)	125(36.3%)	45(13.1%)	16(4.7**%**)	**344(100%)**
17. Because they proved difficult to give things I demanded from them.	190(55.2%)	105(30.5%)	37(10.8%)	12(3.5%)	**344(100** %)

Source: Field Data March, 2014

NAT = Not at all true

NT   = Not true

 T   = True

 VT = Very true

In the analysis of Table 7, the researcher again collapsed the responses of participants into not true (not at all true and not true together) and true (very true and true together). The idea is to make the analysis simple. As shown in

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Table 7, 276 or 80.3 percent of the respondents to item 12 indicated that it was true that their motive for bullying particularly junior students was that when they came to Form 1 class, the seniors they met did it to them, so they too must do it to fresh students.

Two hundred and forty-six (246) or 71.5 percent of the participants similarly in response to item 13 admitted that their motives for bullying other students is to make fun. Many of the teachers interviewed also confirmed that most of the students did it for fun without thinking of the consequences on victims. Two hundred and sixteen (216) or62.8 percent of the participants in response to item 14, recorded that their motives for harassing their peers was to allow tradition to continue. Bullying according to them is a practice they came to meet at the school and must be preserved.

The least number of respondents was recorded on item 16 where 49(17.8%) of the students admitted inflicting pain on their colleagues because they refused to give in to things they demanded from them**.** Therefore, the major motive that majority of the students have for bullying their fellow students was to pay their peers back for the ordeal they went through in the hands of their seniors when they came as fresh students.

The results presented in Table 7 revealed that students had various motives for bullying their peers. The primary motive that majority of the students had for bullying their peers was that when they came as fresh students in Form 1, their seniors did it to them and so they must also pay others back. The next motive was just for fun, followed by it is a tradition in the schools and for that matter it must not be allowed to die, rather it must continue. The least motive students have for bullying their peers was that they subjected

other students to various kinds of ordeal when they refused to give in to things they demanded from them.

This result is in congruence with the reports of Kaar (2009) and Hammond(2013) as stated in the literature review that, majority of the students who bully their peers do it because they want to avenge the harassment and humiliation they suffered from their seniors when they came to school as freshers.

Studies conducted by O'Moore and Hillery (1989), MacDougall (1993),O'Moore and Minton(2004) found out that the primary motive that majority of the students had for bullying their peers was to allow tradition to continue in the schools. The current study rather found that the motive of most students for bullying their peers was to pay others back for the wrongs meted out to them by their seniors.

The difference in the results might be attributed to the fact that, in the current study, unlike the previous ones, Form 3 students were not included because they were writing their final WASSCE Exams.

Research Question 4: What are the impact of bullying on student victims? (Academic, psychological and physical impact). The Data in Tables 8, 9 and 10 are used to answer research question 4. The summary is captured in Appendix D.

Table 8: Frequency Table showing Responses of Students on the Academic Impact of Bullying (items 18, 19 and 20)

Item	No	Yes	Total
18. It makes me delay in reporting to school.	230(66.9%)	114(33.1%)	**344(100%)**
19. I often absented myself from school.	233(67.7%)	111(32.3%)	**344(100%)**
20. My score in class assignments and exercises dropped.	241(70.1%)	103(29.9%)	**344(100%)**

Source: Field Data March, 2014

Table 8 sought to find out from students the extent to which they were affected academically by bullying practices. As the data above indicate, a good number of the students responded "Yes", demonstrating that their academic progress was affected by bullying practices. The highest number of respondents of 114 (33.1%) representing the response on item 18 admitted that the experiences they had from bullying activities sometimes made them delay in reporting to school. This was followed by 111(32.3%) of the participants also in answering item 19, which indicated that the experiences they had from bullying made them often absented themselves from school. The least affected number 103(29.9%) of the participants in responding to item 20 also reported that their grades in class assignments and exercises dropped due to bullying activities they suffered in the hands of their peers.

When asked in the interview session whether bullying affected the academic performance of student victims, some of the teachers in both schools mentioned that bullying practices such as extorting money, punching peers

repeatedly and persistent teasing can damage the academic progress of victims. They mentioned some students who told them that the experiences they had from bullying made them lose self-confidence, felt anxious, depressed, and in some cases absented themselves from school because the school environment was not comfortable for them.

Table 9 shows the distribution of students who were psychologically affected by bullying practices.

Table 9: Frequency Table showing Responses of Students on the Psychological Impact of Bullying (items 21, 22 and 23)

Item	No	Yes	Total
21. I felt sad.	125(36.3%)	219(63.7%)	**344(100%)**
22. I felt stressful.	125(36.3%)	219(63.7%)	**344(100%)**
23. I thought of dropping out of sch.	182(52.9%)	162(47.1%)	**344(100%)**

Source: Field Data March, 2014

Table 9 sought to find out from the participants how they were psychologically affected by bullying practices. The data above indicate that majority of the students were indeed affected psychologically. Two hundred and nineteen (219) or 63.7 percent of the respondents to items 21 and 22 respectively said"Yes" to indicate that they felt sad and stressful after going through the ordeal of bullying within the term. A lesser number of respondents 162 (47.1%) also in answering item 23 reported" Yes"; which means they thought of dropping out of school due to bullying. The statistics above though in percentages clearly will discourage a significant number of the students to avoid the school environment because it is uncomfortable and unfriendly.

Table 10 shows the distribution of students who were physically affected by bullying practices.

Table 10: Frequency Table showing Responses of Students on the Physical Impact of Bullying (items 24, 25 and 26)

Item	No	Yes	Total
24. I experienced Headaches.	209(60.8%)	135(39.2%)	**344(100%)**
25. Because of the beatings I received sores and bruises were left on my body.	227(66.0%)	117(34.0%)	**344(100%)**
26. I easily felt sick after going through bullying.	214(62.2%)	130(37.8%)	**344(100%)**

Source: Field Data March, 2014

Table 10 shows the distribution of the responses of participants on the physical impact of bullying behaviour on student victims. The responses of the participants indicate that quite a good number of them answered "Yes" to demonstrate that they were truly affected physically by bullying. This is demonstrated in the statistics provided above. For example, 135(39.2%) being the highest number of the students in response to item 24 reported that they experienced headaches a number of times. This was followed by 130(37.8%) of the respondents who felt sick due to bullying and 117(34.0%) of the students sampled in reporting on item 25 indicated that sores and bruises were left on their bodies due to the beatings they received from their peers. The statistics above clearly will impede effective teaching and learning.

Therefore, from the responses of the students above, bullying has so many negative impacts on student victims and it is largely psychological.

The results presented in Tables 8, 9 and 10 confirmed that bullying practices have psychological, physical and academic effects on students. The results indicated that majority of the students were highly affected psychologically and less affected academically by bullying practices.

Psychologically, 63 percent or more of the students confirmed that it was true that they felt sad and stressful and some of them also thought of dropping out of school because the school environment was not comfortable for them. This finding and result agrees with Skinner's behavioural theory of learning that 'individuals will avoid or escape unpleasant situations that confront them' A student who is brooding over bitter experiences understandably cannot benefit from effective teaching and learning. This finding supports research works by Hazler, Miller, Carney and Green(2001), Casey-Cannon et al.(2001), Rigby(2003).,Olweus(1993)., Baier(2007)., Kaar(2009) and Sekyere (2013)who reported that psychological disturbances that result from being bullied include:lower self-esteem, inattentiveness, greater social withdrawal, anxiety, depression, general unhappiness and suicidal tendencies.

Physically, 35 percent or more of the students said that it was true that they experienced headaches, sores and bruises were left on their bodies and also some of them fell sick within the academic period due to bullying activities they suffered in the hands of their peers. This result confirms that of Sharp(1994).,Bidewell(1995).,Hoover(2000).,Garret(2003).,Baier(2007).,Kaar (2009) and Hammond(2013) who noted that physical impact of bullying on the learner includes nose-bleeding, high level of stress and anxiety, headaches, migraines, tiredness, sleeplessness, nightmares, illness, and changes in

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appetite. It is a common knowledge that a student who is sick cannot possibly learn well in school.

Academically, around 30 percent of the students were affected in a number of ways such as; delay in reporting to school, absenteeism from school and experienced a fall in the grades scored in class exercises and assignments within the academic period. This finding is confirmed by many research works conducted by Olweus (1993), Nansel et al.(2000), Schwartz et al.(2002),Rigby(2003), Greeff (2004), Baier (2007) and Kaar, (2009)who reported that the academic impact of bullying on students, ranged from absenteeism, truancy, lack of concentration, poor performance in class and to worst of all, becoming a dropout. Bullying results in poor academic performance, high absenteeism and leaving school early (UN, 2005).

The findings on Research Question 4 is supported by the contention of Ballard, Argus and Remley 1999), Rigby(1999).,Sagarese and Gianetti(1999) and Garret(2003) who contended that exposure to bullying by peers has been found to be related to increased dropout rates, lower self esteem, shattered self-confidence, fewer friends, declining grades and increased illness.

Research question 5: What is being done to minimise bullying practices in senior

high schools?

Data in Table 11 is used to answer Research Question 5. The summary can be found in Appendix D.

Table 11: Frequency Table showing Responses of Students on Interventions to stop Bullying in the Selected Schools (items 27, 28, 29 and 30)

Item	AS	A	D	DS	TOTAL
27. The counselling unit of the school have been giving counselling to student-victims, bullies and their parents.	10(2.9%)	43(12.5%)	135(39.3%)	156(45.3%)	**344(100%)**
28. Supervision is being done by teachers and students during break time and at the dormitory so as to bring offenders to book.	3(0.9%)	32(9.3%)	155(45.1%)	154(44.7%)	**344(100%)**
29. Teachers, students, parents and the school community are educated about the negative impact of bullying and what can be done to stop it.	1(0.3%)	38(11.0%)	122(35.5%)	183(53.2%)	**344(100%)**
30. Preventive activities to stop bullying have been integrated into the school curriculum.	6(1.7%)	30(8.8%)	149(43.3%)	159(46.2%)	**344(100%)**

Source: Field Work March, 2014

AS= Agree strongly

A= Agree

D= Disagree

DS= Disagree Strongly

In the analysis of Table 11, the researcher again collapsed the frequencies and percentages of Strongly Agree and Agree together as "Agree",

Disagree and Disagree strongly together as "Disagree". The reason is to make it simple for analysis.

In response to item 28, 309(89.8%) of the students "disagreed" that better supervision is being done by teachers and students during break time and in the dormitories to bring offenders to book. Thirty five (35) or10.2% percent of the students answering the same item "agreed".

In answering item 30, 308 (89.5%) of the students "disagreed" that preventive activities to stop bullying have been integrated into the school curriculum while 36(10.5%) of them "agreed". Three hundred and five (305) or 88.7 percent of the learners sampled, in answering item 29 "disagreed" that teachers, students, parents and the school community have been given education about the negative impact of bullying as well as what to do to stop it. Thirty nine (39) students or 11.3 percent of them in response to the same item "agreed".

Two hundred and ninety one (291) of the students representing 84.6 percent in answering item 27, "disagreed" that the counselling unit of the schools have been giving counselling to student victims, bullies and their parents while 53(15.4%) of them "agreed".

From the responses gathered from Table 11, it was found out that various stakeholders in education have a big role to play if bullying in the two schools were to minimize. Teachers, parents, the school community and the students themselves must be involved in designing a bully-free school environment and policy. This was evidenced in student's responses where they indicated that each of these categories of people could do more than they are currently doing to help combat bullying.

As seen from Table 11, none of the responses students gave to items 27, 28, 29 and 30 was less than 80 percent. It implies that school authorities are not paying enough attention to the anti-bullying measures that can help address bullying issues in the schools. Had the authorities been taking the measures seriously, the students would not have responded in that manner. Some of these measures according to earlier research work by Olweus (1993), have been used in other countries abroad such as Australia, USA and Canada, and has helped to reduce bullying practices in schools to about 50 percent. The finding is consistent with the reports of Garett (2003)., Lee(2004)., Sullivan et al.(2004) and Kaar (2009) as cited earlier in the literature review of this study that teachers, parents, students and the community must be involved in designing anti-bullying programmes to eliminate bullying from the schools. The researcher supports the view that the crusade to kick bullying out from the schools is a collective responsibility which all key parties must help in addressing.

Hypothesis 1

Ho: There is no significant difference between boys and girls with regard to bullying experiences.

Hi: There is a significant difference between boys and girls with regard to bullying experiences.

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Table 12: **Comparison of the Responses of Bullying Practices Experienced by Boys and Girls (items 1, 2, 3, 4, 5 and 6)**

Item	Boys		Girls		Total
	Yes	**No**	**Yes**	**No**	
1. I was teased by other students.	114(69.5%)	50(30.5%)	133(73.9%)	47(26.1%)	**344(100%)**
2. My money, bag, pen forcibly taken away from me.	96(58.5%)	68(41.5%)	89(49.4%)	91(50.6%)	**344(100 %)**
3. I was made to kneel down without cause.	84(51.2%)	80(48.8%)	83(46.1%)	97(53.9%)	**344(100%)**
4. I bullied other students by teasing them.	71(43.3%)	93(56.7%)	75(41.7%)	105(58.3%)	**344(100%)**
5. I bullied other students by making them to kneel down without cause.	13(7.9%)	151(92.1%)	8(4.4%)	172(95.6%)	**344(100%)**
6. I bullied other students by forcibly taking money, bag etc.	20(12.2%)	144(87.8%)	9(5.0%)	171(95.0%)	**344(100%)**

Source: Field Work March, 2014

B= Boys

G= Girls

The data in Table 12 demonstrate that more girls 133 (73.9%) than boys 114 (69.5%) were teased during the term. In contrast, more boys 96 (58.5%) than girls 89 (49.4%) experienced uncomfortable situations where money, bag and pen were forcibly taken away from them. Similarly, more boys than girls were made to kneel down without cause. The data also indicate that more boys bullied their peers by forcibly taking money, bag and also made them to kneel down without cause. A chi-square test was run to find out

if these differences were significant. Table 13 shows the results of the test. The summary is captured in Appendix D.

Table13: **Chi-Square Test Results on Bullying Practices Experienced by Boys   and Girls**

	Value	df	Asymp. (2-sided)
I was teased by other students.			
Pearson chi-square	0.812	1	0.368
Money, pen, other items taken.			
Pearson chi-square	7.418	1	0.006
Kneeling down without cause.			
Pearson chi-square	0.897	1	0.344
Bullied others by teasing.			
Pearson chi-square	0.093	1	0.171
Bullied others by making them to kneel down.			
Pearson chi-square	1. 816	1	0.178
Bullied others by forcibly taking their money etc.			
Pearson chi-square	8.920	1	0.007
Pearson chi-square	0.387	1	0.534 Not sig.
No of valid cases	344		

From Table 13, there was generally no significant difference between boys and girls with regard to bullying experiences. With a pearson chi-square value of 0.387 at 1 degree of freedom with a sig. value of 0.534 which is more than the alpha value of 0.05, the conclusion is that the test result is not significant. Therefore, Ho is retained and Hi is rejected.

However, it is clear that more boys 20 (12.2%) than girls 9 (5.0%) bullied their peers by forcibly taking away their monies, school bags, pens etc. from them during the school term.

It is clear from Table 13 that generally, no significant differences were found between boys and girls with regard to bullying experiences. This finding agrees with research works by Lerner and Lerner (2001) and Greeff (2004), who reported that no significant differences existed between boys and girls when it comes to bullying experiences.

The result however, shows that more boys 20 (12.2%) than girls 9(5.0%)

bullied their peers by forcibly taking money, school bags, pens and other belongings from them. This finding is confirmed by the reports of Olweus (1995), Baldry and Farrington (2000) and Nansel et al. (2001) who noted that boys were generally more violent and destructive in their bullying than girls. This is understandably so because males are naturally stronger than females due to the presence of male hormones' testosterone'(McCawley, 2001).

Hypothesis 2

Ho: There is no significant difference between the impact of bullying
experienced by boys and girls.

Hi: There is a significant difference between the impact of bullying
 experienced by boys and girls.

Chi-square test was run to find out if there is a significant difference between the impact of bullying experienced by boys and girls who took part in the study. This was tested in three areas; academic, psychological and physical.

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Tables 14, 15, 16, 17, 18 and 19 show the results of the test. The summary is however, found in Appendix D

Table 14: Frequency Table showing Responses of Students on the Academic Impact of Bullying on Boys and Girls (items 19, 20 and 21)

	Boys		Girls		Total
Item	Yes	No	Yes	No	
19. It makes me delay in reporting to school.	54(32.9%)	110(67.1%)	60(33.3%)	120(66.7%)	**344(100%)**
20. I often absented myself from school.	46(28.0%)	118(72.0%)	54(36.1%)	115(63.9%)	**344(100%)**
21. My grades in class exercises and assignments dropped.	52(31.7%)	112(68.3%)	51(28.3%)	129(71.7%)	**344(100%)**

Source: Field Work March, 2014

The data in Table 14 indicates that more girls 60 (33.3%) than boys 54 (32.9%) delayed in reporting to school due to the discomfort of bullying practices taking place in the schools. Again, more girls 54 (36.1%) than boys 46 (28.0%) absented themselves from school during the academic term because of bullying, whereas more boys 52 (31.7%) than girls 51 (28.3%) experienced a fall in the grades they scored in class exercises and assignments within the same period.

In order to find out if these differences were significant, a chi-square test was run to find out if there is a statistically significant difference between boys and girls who were affected academically by bullying practices. Table 15 shows the results of the test.

**Table 15: Chi-Square Test Results on Academic Impact of Bullying
Experienced by Boys and Girls**

	Value	df	Asymp. Sig(2-sided)
Delay in reporting to sch.			
Pearson chi-square	0.006	1	0.936
I absented myself from sch.			
Pearson chi-square	2.552	1	0.110
Grades scored in class exercises dropped.			
Pearson chi-square	0.466	1	0.495
No of valid cases	344		

With regard to being bullied and delay in reporting to school, with a pearson chi-square value of 0.006 at one degree of freedom at a sig value of 0.936 which is more than the 0.05 alpha level, the test result was not significant. The conclusion is that there was no statistically significant difference between boys 54 (32.9%) and girls 60 (33.3%) who delayed in reporting to school because of bullying. Therefore, Ho is retained and Hi is rejected.

In relation to being bullied and absenteeism, with one degree of freedom at the 0.05 alpha levels and a Pearson chi-square value of 2.552, the test result was not significant since the sig. value of the test two-tailed was 0.110. This means that the proportion of boys 46 (28.0%) to girls 54 (36.1%) who absented themselves from school due to bullying was not statistically significant.

In the case of being bullied and the grades scored, with one degree of freedom at 0.05 alpha level and a Pearson chi-square value of 0.466, there was

no significant difference between the proportion of boys 52 (31.7%) compared to girls 51 (28.3%) who were affected by bullying practices within the term. The sig. value of 0.495 attests to it. Therefore, Ho is retained and Hi is rejected.

Table 16: Frequency Table showing Responses of Students on the Psychological Impact of Bullying on Boys and Girls (items 22, 23 and 24)

	Boys		Girls		
Item	Yes	No	Yes	No	Total
22. I felt sad.	96(58.5%)	68(41.5%)	125(69.4%)	55(30.6%)	**344(100**%)
23. I felt stressful	92(56.1%)	72(43.9%)	127(70.6%)	53(29.4%)	344**(100** %)
24. I thought of dropping out of school.	63(38.4%)	101(61.6%)	99(55.0%)	81(45.0%)	**344(100%)**

Source: Field Work March, 2014

Data in Table 16 demonstrate that more girls than boys were affected psychologically by bullying practices in the selected schools. As seen from the table, more girls 125 (69.4%) than boys96 (58.5%) felt sad. Also, more girls 127 (70.6%) than boys 92 (56.1%) felt stressful, and again more girls 99 (55.0%) than boys 63(38.4%) thought of dropping out of school during the academic period. A chi-square test was run to find out if these differences were significant, as shown in Table 17 below.

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Table 17:Chi-Square Test Results on Psychological Impact of Bullying Experienced by Boys and Girls

	Value	df	Asymp. sig (2-sided)
I felt sad			
Pearson Chi-square	6.560	1	0.047
I felt stressful			
Pearson Chi-square	7.754	1	0.005
I thought of dropping out of school			
Pearson Chi-Square	9.474	1	0.002
No of Valid cases	344		

In the case of being bullied and sadness, with one degree of freedom at 0.05significant level at a Pearson chi-square value of 6.560 with a sig two-tailed value of 0.047 which is less than the 0.05 alpha level, the test result was significant. It indicated that the proportion of boys 96 (58.5%) compared to girls125 (69.4%) who felt sad during the period was statistically significant. Therefore, Ho is rejected and Hi is retained.

On the issue of being bullied and stress, with a pearson chi-square value of 7.754 at one degree of freedom at a sig. value of 0.005, which is less than the 0.05 alpha level, the test result was significant. This means that less boys 92 (56.1%) than girls 127 (70.6%) became stressed up due to bullying practices that occurred in the schools within the academic period. Therefore Ho is rejected and Hi is retained.

In the case of being bullied and the thought of dropping out of school, with one degree of freedom at a sig value of 0.002 which is less than the 0.05 alpha level, the test result was significant at a pearson chi-square value of

9.447. It implies that less boys (63/38.4%) compared to girls 99 (55.0%) in relation to the thought of dropping out of school was statistically significant.

The conclusion is that there is a statistically significant difference between the proportion of boys to girls who felt sad, stressed-up and also thought of dropping out of school during the academic term. Therefore, Ho is rejected and Hi is retained.

The test result indicated that more females were psychologically affected by bullying practices and brood more over bullying experiences than males.

Table 18: Frequency Table showing Responses of Students on the Physical Impact of Bullying on Boys and Girls (items 25, 26 and 27)

	Boys		Girls		
Item	**Yes**	**No**	**Yes**	**No**	**Total**
25**.** I experienced headaches.	60(36.6%)	104(63.4%)	75(41.7%)	105(58.3%)	**344(100%)**
26**.** Because of the beatings I received sores and bruises were left on my body.	56(34.1%)	108(65.9)	61(33.9%)	119(66.1%)	**344(100%)**
27. I easily fell sick.	58(35.4%)	106(64.6%)	72(40.0%)	108(60.0%)	**344(100%)**

Source: Field Work March, 2014

The data in Table 18 shows that more girls 75 (41.7%) but less boys60 (36.6%) experienced headaches due to bullying practices that prevail in the two schools. Also, more girls 72 (40.0%) than boys 58 (35.4%) easily fell sick as a result of bullying activities, whereas more boys 56 (34.1%) but less girls 61 (33.9%) developed sores and bruises within the academic period. A chi-

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square test was run to find out if these differences were significant. Table 19 shows the results of the test.

Table 19: **Chi-Square Test Results on the Physical Impact of Bullying Experienced by Boys and Girls**

	Value	df	Asymp. Sig. (2-sided)
Headaches			
Pearson Chi-square	0.929	1	0.335
I easily fell sick.			
Pearson Chi-square	0.784	1	0.376
Sores and bruises developed on my body.			
Pearson chi-square	0.003	1	0.960
No of Valid cases	344		

With a pearson chi-square value of 0.929 at one degree of freedom with a sig value of 0.335 which is greater than the alpha value of 0.05, it implies that the test result was not significant. That is, there was no statistically significant difference between the proportion of boys 60 (36.6%) compared to girls75 (41.7%) who experienced headaches as a result of being bullied. Therefore, Ho is retained and Hi is rejected.

In the case of being bullied and falling sick, with one degree of freedom at a sig. value of 0.376 which is more than the 0.05 alpha level and a pearson chi-square value of 0.784, the test result was not significant. It means that the proportion of boys58 (35.4%) compared to girls72 (40.0%) who fell sick as a result of being bullied, was not statistically significant. Therefore, Ho is retained and Hi is rejected.

With regard to being bullied and the experience of developing sores and bruises, at a pearson chi-square value of 0.003 at one degree of freedom and a sig value of 0.960 which is more than the 0.05 alpha level, the test result was not significant. It means that there was no statistically significant difference between boys 56 (34.1%) and girls 61 (33.9%) who experienced bruises and sores during the academic period. Therefore, Ho is retained and Hi is rejected.

The results on Hypothesis 2 indicated that, generally no significant differences existed between boys and girls with regard to the impact of bullying. This finding is similar to the reports by Lerner and Lerner (2001), Nansel et al.(2001), and Baldry and Farrington (2000)who reported that boys and girls were equally harassed and had almost equal level of effects. They further explained that bullying is associated with increased absenteeism for both boys and girls.

However, it clearly shows significantly that more girls than boys were affected psychologically by bullying practices and consequently resulted in high absenteeism rate for girls than boys (as shown in Tables 14 and 16).This result is supported by a research work conducted by Sabates et al. (2010) who reported in their study that girls who reported being psychologically bullied by their peers also reported higher school absenteeism than boys.

The finding is also consistent with a study conducted by Paul and Cillessen (2003) who reported that, there were short term negative consequences for early adolescent girls who were victimized but not for boys of the same age. They found out that girls had higher levels of depression, anxiety and negative social self-perception than boys. They further explained

that girls internalize events more and allow negative experiences to affect their self-esteem than boys do. This result may stem from the fact that in some communities, males are taught to be strong; comment like 'males do not cry' prepare boys to cope with difficulties in life. Some religions also teach the young ones that females are the weaker vessels. Teachings like these perhaps strengthen boys to deal with psychological issues better than girls.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusions drawn from the study and recommendations for application. The chapter ends with suggestions on areas for future research.

Summary of the Study

The purpose of this study was to investigate the prevalence, types, motives and impact of bullying on students in Senior High Schools in the Ajumako-Enyan-Essiam District of Ghana. A total sample of 350 students out of a population of three thousand seven hundred and nine (3,709) was used for the study. However, valid responses from three hundred and forty-four (344) students were analysed. These were made up of 164 males and 180 females. These were selected from two schools namely; Bisease Senior High and Mando Senior High. The researcher used the proportional stratified sampling and the simple random sampling method in selecting the needed number of respondents for the study.

The research design for the study was descriptive that employed both quantitative and qualitative methods where copies of the questionnaire were given to student participants to answer, and also selected teachers were interviewed. Data analysis involved the use of simple frequencies and percentages and Chi-square was used to test the two hypotheses at 0.05 alpha level of significance using the Statistical Product for Service Solution (SPSS) version 16.0 procedures.

Key Findings

The following were the key findings of the study:

1. Teasing stood out as the most frequently used bullying practice experienced by the students followed by kneeling down.

2. Verbal bullying in the form of insults, calling of hurtful names and physical bullying (hitting, kicking and pushing) were the commonly used types of bullying practices that prevail among the students.

3. The various motives students had for bullying their peers in descending order is as follows:

   i. It was done to me in Form one so I must pay others back (80.3%),

   ii. Just for the fun of it (71.5%), and

   iii. It is a tradition in the schools and so it must continue (62.8%).

4. It was found out that bullying practices affected students either academically, psychologically or physically. The impact of bullying on students was largely psychological.

5. Teachers, parents, the school community and the students themselves must do more than they are currently doing in order to achieve a bully-free school environment.

On the hypotheses:

i. The test for hypothesis 1 indicated that generally, there was no significant difference between boys and girls with regard to bullying experiences. However, more boys than girls used violent means to forcibly take money, school bag and pen from their peers.

ii. Hypothesis 2 indicated that generally, no significant differences exist between boys and girls when it comes to the impact of bullying.

However, more girls were significantly affected psychologically by bullying practices in the two schools and as a result impacted more negatively on their school attendance.

Conclusions

From the study, it was concluded that bullying practices prevail in the two schools where the study was conducted and its impact on student victims was devastating.

The fact that bullying increases absenteeism rate in the selected schools is unacceptable and every effort must be made to stop it.
It suggests that undesirable bullying practices have existed in the schools for a very long time and regrettably the school authorities and counsellors in the two schools have not paid particular attention to the serious effects of bullying on the students.

Students in the two schools and their counterparts all over Ghana need help. Guidance and counselling services in general and anti-bullying services delivery in particular that is supposed to be provided for students in the Ajumako-Enyan-Essiam-District of Ghana have not been adequately done. Their impact on the students is therefore negligible.

Recommendations

Recommendations for policy and Practice

Reducing or stopping incidence of bullying in schools calls for education and intervention and all stakeholders of education can help in achieving this. Based on the findings, the following recommendations were made:

1. From the study, teasing, calling of hurtful names, insults and kneeling down without cause were common practices in the schools which students used against their peers. Many students have been going through these types of ordeal for long. Seminars and fora that specifically address these practices should be organized on a regular basis. There is the need to get teachers, students and other resource persons involved so that they can come out with their suggestions on how to eliminate bullying practices from the schools.

2. Compared to girls, boys used more of physical bullying such as hitting, kicking, forcibly taking belongings of others. It is recommended that during Parent Teacher Association meetings, parents should be sensitized about the causes of bullying behaviour and its effects on children so that they will not allow their wards to be exposed to physical violent scenes either by their own conduct or watching inappropriate movies.

3. The study revealed that majority of the students who bully their peers do it in retaliation to the ordeal they suffered in the hands of their seniors when they came as fresh students. School counsellors and the chaplaincy board of the two schools should work together to give talks and teachings that will guide students to understand the need to desist from the practice.

4. As compared to Form 2 students, Form 1 students were particularly harassed. It is recommended that shortly before fresh students report to school, continuing students should be reminded about the penalty for engaging in bullying behaviour. Also, during orientation programmes

for first year students, students should be sensitized about bullying issues, and where to report bullying cases to for appropriate action to be taken against perpetrators.

5. The study revealed that some student victims developed physical injuries such as bruises, sores and swellings on their bodies. Some frequently absented themselves from school, their academic performance continued to fall. School authorities should be trained by experts to acquire the requisite skills and knowledge so that they can identify students who have suffered from bullying practices by looking for signs and symptoms of victimized students so that they can be referred to the school counsellor for help.

6. Furthermore, the study revealed that majority of the students were affected psychologically by bullying activities. Many of them particularly girls became sad and stressed-up. The researcher recommends that school counsellors, psychologists and psychotherapists should intensify individual and group counselling services particularly for female students. This will help students who are keeping uncomfortable experiences to themselves to   receive help.

7.   Finally, in soliciting the views of students on how best anti-bullying practices are being implemented in the two schools, over 80 percent of the students responded that counselling services to stop bullying were not being given the needed attention, supervision by teachers and students was in-adequate, education on how to control bullying was minimal, and preven-

tive programmes to eliminate bullying have not been integrated into the

school curriculum.

The high responses given by the students imply that school authorities are not doing enough in combating bullying in the schools. Had the schools been doing it, the students would not have answered the way they did. The researcher therefore recommends to the authorities of the two schools that in designing and implementing ant-bullying programmes for the schools, students' views, opinions and suggestions should be taken seriously. Students' inputs could be used as a database to help fight bullying in the two schools.

Suggestions for Further Studies

The study was limited in scope to the prevalence, types, motives and impact of bullying behaviour among students in Senior High Schools. The participants were also restricted to Senior High School students in the Ajumako-Enyan-Essiam District. It would be so vital if future researchers who wish to investigate into bullying issues could do so at the Junior High Schools to find out if students at that level also experience such abuse.

Studies could be conducted into the social impact of bullying on victims, the emotional impact of bullying on victims, bullying and its effect on self esteem. The study could also be replicated at the Senior High Schools in other districts and regions or even a national scale study to allow for generalization covering "the Ghanaian".

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APPENDICES

APPENDIX   A

Questionnaire for Students

The purpose of this study is to examine the prevalence, types, motives and impact of bullying on students. Your valid response to this questionnaire will greatly help me in assessing the issue in your school.

You are assured of confidentiality and anonymity of any information you provide. This exercise will be used for academic purposes only. Do not put down your name or a friend's name on this questionnaire.

Please select the answer that appeals to you. Do not leave any question unanswered.

Thank you .

1. **NAME OF SCHOOL**…………………………………………..

2. **GENDER:**
   MALE   {   }
   FEMALE {   }

3. **FORM :**
   1   {   }
   2   {   }

4. **AGE**
   14-17   {   }
   18-20   {   }
   21 and above {   }

Section A

Prevalence of Bullying

Within this academic term I have:

Item	Never	1-2 times	3-4 times	5 times/more
1.beenteased by other students.				
2. my money, book, bag, pen etc. forcibly taken away from me.				
3. been made to kneel down without cause.				
4. bullied other students at school by teasing them.				
4. bullied other students by making them to kneel down without cause.				
6. bullied other students by forcibly taking money, pen, bag, book etc. from them.				

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SECTION B

Types of Bullying Practices

What are the typical types of bullying practices that prevail among students in senior high schools? Tick (√) as you agree.

No	Type of bullying	Not at all True	Not true	True	Very true
7. I was hit/pushed by a student/groups of students(physical bullying).					
8. My book, ruler, uniform and other items were forcibly taken away fromme(physical bullying).					
9. I was treated differently because of my tribe / religious beliefs(social bullying).					
10. I was called hurtful names (Verbal bullying).					
11. I was insulted(verbal bullying).					

SECTION C

Why Students Bully their Peers

What motives do you have for bullying other students ? Please tick{√}as you agree.

Item	Not at all true	Not true	True	Very true
12. It was done to me when I came to 'form 1', so I must also do it to others.				
13. Just for fun.				
14. Because it is a tradition in this school**.**				
15. Because it makes me feel popular in school**.**				
16. It makes students to become scared or afraid of me**.**				
17. Because they proved difficult to give me things I demanded from them**.**				

SECTION D

Academic Impact of Bullying

What academic impact of bullying have you experienced? Tick (√) as you agree.

Item	**No**	Yes
18. It makes me delay in reporting to school.		
19. I often absented myself from school.		
20. I sometimes run away home before classes are over .		

SECTION   E

Psychological Impact of Bullying

What psychological impact of bullying have you experienced? Tick (√) as you agree.

Item	No	Yes
21. I felt sad.		
22. I felt stressful.		
23. I felt like I should stop attending schoo		

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SECTION F

Physical Impact of Bullying
What physical impact of bullying have you experienced ? Please tick {√ }
as you agree.

Item	No	Yes
24. I experienced headaches.		
25. Because of the beatings I received, sores and bruises were left on my body.		
26. I easily fell sick after going through bullying.		

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SECTION G

What Practical activities are being used to stop Bullying?. Please **thick { √ } as you agree.**

Item	Agree Strongly	Agree	Disagree	Disagree Strongly
27. The counselling unit of the school have been giving counselling to student victims, bullies and their parents.				
28. Better supervision is being given by teachers and students during break time and at the dormitory so as to bring offenders to book.				
29. Teachers, students, parents and the school community are educated about the negative impact of bullying and what to do to stop it.				
30. Preventive activities to stop bullying have been integrated into the school curriculum.				

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APPENDIX   B

Interview Guide for Teachers

The purpose of this interview is to get your point of views about the phenomenon of bullying in your school. I assure you that all your comments will remain confidential.

1. Are you aware of any problems with bullying behaviour among the students?

2. What are the problems about?

3. What types of bullying have you witnessed lately?

4. How serious have these problems threatened students well being and academic   achievements?

5. What do you think are the most harmful types of bullying that the students have experienced?

6. Have you seen any of these phenomena escalated into violence?

7. In your opinion why do students bully their peers?

8. To what extent has bullying affected the academic, psychological and physical life of students?

 9. Has the school any programs to minimize bullying on compus?

 10. Is there any other information about bullying or other school violence issues   that you think would be useful for me to know?

APPENDIX   C

Reliability Results

	No of items	Cronbach's alpha
Bullying experiences	6	0.562
Types of bullying	5	0.647
Motives of bullying	6	0.649
Impact of bullying	9	0.820
Addressing bullying	4	0.591
TOTAL	**30**	**0.854**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.854	.854	30

APPENDIX   D

Summary of Statistical Results

Descriptive Statistics

Prevalence/Frequency of Bullying (Research question 1)

Bullyingexperiences	Never-2 times (No)	3-5 times/more (Yes)
I was teased/ called names.	97(28.3%)	247(71.8%)
Money, bag, pen etc forcibly taken away from me.	150(43.6%)	194(56.4%)
Made to kneel down without cause.	105(30.5%)	239(69.5%)
Bullied students by calling them names.	160 (57.5%)	146 (42.5%)
Bullied students by making them to kneel down.	323(93.9%)	21(6.1%)
Bullied students by forcibly taking money, bag etc.	317(92.1%)	29(8.4%)

Types of Bullying Practices (Research question 2)

Types of bullying practices	NAT and NT (Not true)	T and VT (True)
I was hit/pushed by a student (physical bullying).	166(48.3%)	178(51.7%)
My book, ruler, uniform forcibly taken away.	166(48.3%)	178(51.7%)
I was treated differently because of my tribe.	312(90.7%)	32(9.3%)
I was called hurtful names (verbal bullying).	128(37.9%)	213(62%)
I was insulted (verbal bullying).	121(35.2%)	223(64.9%)

Motives Students have for Bullying their Peers (Research question 3)

Motives students have for bullying their peers	NAT and NT (Not true)	T and VT (True)
It was done to me when I came to Form 1, so I must pay others back.	68(19.7%)	276(80.3%)
Just for fun.	98(28.5%)	246(71.5%)
Because it is a tradition in this school.	128(37.2%)	216(62.8%)
Because it makes me feel popular in school.	283(82.2%)	61(17.8%)
It makes students to become afraid of me.	283(82.2%)	61(17.8%)
Because they proved difficult to give things I demanded from them.	295(85.7%)	49(14.3%

Impact of Bullying on Students (Research question 4)

Academic	Yes	No
It makes me delay in reporting to school.	114(33.1%)	230/66.9%
It makes me absent myself from school.	111(32.3%)	233/67.7%
My grades dropped.	103(29.9%)	241/70.1%
Psychological	Ye	No
I felt sad.	219(63.7%)	125(36.3%)
I felt stressful.	219(63.7%)	125(36.3%)
I thought of dropping out of school.	162(47.1%)	182(52.9%)
Physical	Yes	No
I experienced headaches.	135(39.2%)	209(60.8%)
Sores and bruises were left on my body.	117(34.0%)	227(66.0%)
I easily fell sick.	130(37.8%)	214(62.2%)

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Practical Activities being used to stop Bullying (Research question 5)

Interventions to stop bullying practices in the schools.	AS and A (Agree)	DS and D (Disagree)
The counseling unit of the school have been giving counselling to student victims, bullies and their parents.	54(15.4%)	291(84.6%)
Better supervision is being given by teachers and students.	35(18.6%)	309(89.8%)
Teachers, students and parents are given education about what to do to stop bullying.	39(11.3%)	305(88.7%)
Preventive activities to stop bullying have been integrated into the school curriculum.	36(10.5%)	308(89.5%)

Chi-Square Test Results

Inferential Statistics

Hypothesis 1

	Boys	Girls	Sig.	df	Decision
I was teased by other students .	114(69.5%)	133(73.9%)	0.368	1	Fail to reject Ho
My money, bag forcibly taken away.	96(58.5%)	89(49.4%)	0.006	1	Reject Ho
Made to kneel down without cause.	84(51.2%)	83(46.1%)	0.344	1	Fail to reject Ho
Bullied other students by teasing them.	71(43.3%)	75(41.7%)	0.171	1	Fail to reject Ho
Bullied other students by making them kneel down.	13(7.9%)	8(4.4%)	0.178	1	Fail to reject Ho
Bullied other students by forcibly taking money.	20(12.2%)	9(5.0%)	0.007	1	Reject Ho

Hypothesis 2

	Boys	Girls	Sig.	df	Decision
Academic impact					
Delay in reporting to school.	54(32.9%)	60(33.3%)	0.939	1	Fail to reject Ho
My grades dropped.	52(31.7%)	51(28.3%)	0.495	1	Fail to reject Ho
I often absented myself from school.	46(28.0%)	65(36.1%)	0.110	1	Fail to reject Ho
Psychological impact					
I felt sad.	96(58.5%)	123(68.3%)	0.047	1	Reject Ho
I felt stressful.	92(56.1%)	127(70.6%)	0.005	1	Reject Ho
I thought of dropping out of sch.	63(38.4%)	99(55.0%)	0.002	1	Reject Ho
Physical impact					
Sores and bruises dev. on my body	56(34.1%)	61(33.9%)	0.960	1	Fail to reject Ho
I experienced headaches.	60(36.6%)	75(41.7%)	0.335	1	Fail to reject Ho
I easily fell sick.	58(35.4%)	72(40.0%)	0.376	1	Fail to reject Ho

APPENDIX E

Krejcie and Morgan(1970) Table for Determining Sample Size for a Finite Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.   S is sample size.

Source: Krejcie & Morgan, 1970

www.kenpro.org/samplesize-determination

APPENDIX F

Calculation of Actual Sample Size used

The sample size = 350

Actual sample size used = 344

350 = 100%

344 = ?

$$\frac{344}{350} \times 100 = 98.3\%$$

APPENDIX G

Determination of Sample Sizes for Males and Females from the Two Schools

Sample size for males = $\dfrac{\text{male population} \times 350}{\text{Total population of males and females}}$

$= \dfrac{729 \times 350}{729 + 789}$

$= \dfrac{255150}{1518}$

$= \underline{168}$

Sample size for females $= \dfrac{789 \times 350}{1518}$

$= \underline{182}$

Bisease SHS: Form 1 Boys = No of males x 350/Total population

$= \dfrac{180 \times 350}{1518} = 41$

Form 1 Girls $= \dfrac{222 \times 350}{1518} = 51$

Form 2 Boys $= \dfrac{203 \times 350}{1518} = 47$

Form 2 Girls $= \dfrac{190 \times 340}{1518} = 44$

Mando SHS: Form 1 Boys $= \dfrac{178 \times 350}{1518} = 41$

Form 1 Girls $= \dfrac{170 \times 350}{1518} = 39$

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Form 2 Boys   = $\dfrac{168 \times 350}{1518}$ = 39

Form 2 Girls   = $\dfrac{207 \times 350}{1518}$ = 48

Form 2 Boys   = $\dfrac{168 \times 350}{}$ = 39