

**UNIVERSITY OF CAPE COAST**

**THE INCIDENCE AND IMPACT OF BULLYING ON STUDENTS IN  
SECOND CYCLE SCHOOLS IN GHANA: A CASE STUDY OF  
SELECTED SCHOOLS IN THE BAWKU MUNICIPALITY**

**KAAR, TIEME FREDERICK**

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SECOND CYCLE SCHOOLS IN GHANA: A CASE STUDY OF  
SELECTED SCHOOLS IN THE BAWKU MUNICIPALITY**

**BY**

**KAAR, TIEME FREDERICK**

**This thesis submitted to the Department of Educational Foundations, University  
of Cape Coast, in partial fulfillment of the requirements for the award of  
Master of Philosophy Degree in Guidance and Counselling**

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## DECLARATION

### 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.....

Name: **Kaar, Tieme Frederick**

### 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.*

Principal Supervisor's Signature..... Date.....

Name: **Rev. Prof. J.K Essuman**

Co-supervisor's Signature..... Date.....

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## ABSTRACT

This piece of work sought to find out the incidence and impact of bullying on students in the two second cycle schools in the Bawku Municipality namely; Bawku Senior High School and Bawku Technical Institute. The researcher looked at the physical, psychological, personal-social, and academic impact of bullying on students.

A mixed study design was used. It comprises partly quantitative and partly qualitative aspects. A questionnaire was first administered on students and was followed up with an interview. Population of 1,879 made up of all first and second year students in the two schools were used. The sample frame was 300 respondents. Multistage sampling procedure was used in arriving at that figure. From the 300 respondents, 18 were purposively sampled and interviewed. A research questionnaire made up of 40 items was designed for the respondents to answer. Data collected were coded and analyzed using the Statistical Product for Service Solution (SPSS) version 15.0. Simple frequencies and percentages were used to analyze the data for answering the research questions.

From the analysis, it was found that the incidence of bullying in the two schools was high. Major effects found were; “victims fell sick easily and were living under constant fear”. Again, students had difficulties in concentrating on their academic work. It was recommended that students be sensitized on bullying and its adverse effects on victims. Victims should be encouraged to report bullying issues to the appropriate authorities for redress. Finally, students’ views should be collated and considered when designing anti-bullying programmes.

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I also acknowledge all works I cited throughout this write up; and anything fallen short, I do accept the blame.

## **DEDICATION**

This work is dedicated to the Kaars and the whole of the “Kusieley Clan”.

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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

We hear in the mass media every day about epidemics of HIV/AIDS, drug abuse, gang violence, armed robbery, domestic violence, poverty and death, and the human misery these problems cause. There is one social ill of equally damaging proportions that society has so far refused to acknowledge: thus “bullying in our schools”.

Bullying is in the same league as harassment, discrimination, racism, violence, assault, stalking, physical abuse, sexual abuse, molestation and rape. It causes trauma and psychiatric injury and, if untreated, can cause a psychiatric injury of sufficient seriousness to blight a person for life. This can lead to a lower standard of educational achievement, poor standard of health, and can prevent a person from realizing his/her potential. These could lead to a person contributing less to society than would otherwise have been the case.

Bullying comprises direct behaviours such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. While boys typically engage in direct bullying methods, girls who bully are more apt to utilize

more subtle indirect strategies, such as spreading rumours and enforcing social isolation (Ahmad and Smith, 1994; Smith and Sharp, 1994). Researchers content that whether bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and/or abuse (Batsche and Knoff, 1994; Olweus, 1993).

Bullying, a form of school violence, is a problem in schools. Bullying is used to describe a variety of acts that can be inflicted by a single person or group with the intention of causing harm physically or psychologically to another person. Olweus (1993), in his international studies of school bullying and its effects on its victims, suggests that one of the characteristics of bullying is the presence of a power imbalance between the victim and the perpetrator (hereby called the bully) and repeated negative acts over time. Victims of bullying are often afraid of school, and this inhibits their ability to concentrate and may affect their academic performance (Bidewell, 1995).

Other research findings suggest that young people who bully are more likely to commit violent acts in later years (Oliver, Young, and LaSalle, 1994; Craig and Pepler, 1999). As found out by Olweus (1993) in Australia and other countries, various reports and studies have established that approximately 15% of students are either bullied regularly or are initiators of bullying behaviour. Batsche and Knoff, (1994); Nolin, Davies, and Chandler, (1995); Olweus, (1993); Whitney and Smith, (1993) studies reveal that direct bullying seems to increase through the elementary years, peak in the middle or junior high school years, and

decline during the high school years. However, while direct physical assault seems to decrease with age, verbal abuse appears to remain constant. School size, racial or ethnic composition, and school setting (rural, suburban, or urban) do not seem to be distinguishing factors in predicting the occurrence of bullying. In the Ghanaian school setting, similar traits of bullying as observed by the above studies exist with boys being most of the perpetrators.

Similar studies conducted by O'Moore and Hillery (1989), and MacDougall (1993) reveal that bullying among school children is not a new phenomenon, as has been described in fictional works for centuries. They assert that most adults can still remember incidents of bullying in which they were either the bullies or the intended victims. Greenbaum, Turner, and Stephens (1989); and Wilson (1992), opine that the common perception has been that bullying is a relatively normal and harmless experience most children go through. However, of late it has become increasingly clear that bullying is, in fact, a problem needing prevention and intervention.

This silent epidemic (bullying) was broken by concerned researchers into the aftermath effects of bullying giving it a worldwide attention. A lot of interest in the problem of bullying, more especially in schools was evident in a survey of bullying and responses to bullying by Smith et al (1999) in over twenty-one countries in America, Europe, Africa, Asia and Australia.

Bullying among students in Second Cycle Schools knows no economic, social, cultural or geographical boundaries. A major contributor to the problem is the prevailing shroud of myths that muddy the issue and allow perpetrators to

continue their actions unabated. Some common misconceptions include the following;

First, people are of the opinion that bullying is a rite of passage hence one just has to accept it. As observed by Marr and Field and cited by Wilson (1992) some people claim that harassment, discrimination, racism, violence, assault, stalking, physical abuse, sexual abuse, molestation, rape and domestic violence are rites of passage which every individual has to go through. This suggests that there is nothing wrong with someone being subjected to any inhuman treatment meted out by a bully.

Second, people have the mentality that everyone is capable of bullying. This makes bullies to justify their actions as it minimizes their aggression and make their behaviour appear as if normal behaviour. The claim that "everyone is capable of bullying" is as accurate as saying "everyone is capable of raping" or "everyone is capable of paedophile behaviour" and "everyone is capable of murdering". The difference is that whilst anyone is theoretically capable of any crime, the vast majority choose not to commit these crimes, whereas bullies choose to bully on a daily basis, and when held accountable, bullies deny or justify or rationalize their actions. As long as society clings to these and other beliefs, victims of bullying, their families and society as a whole, will continue to suffer.

Most behaviour of bullies it is said, have their roots in behavioural disorders as a result of bullying. Research conducted by Kauffman, Lolyd, Baker, and Riedel (1995) indicates that between 6% and 10% of children and youth have



emotional or behavioural problems due to bullying. These problems impede students' development and ability to function satisfactorily in school and in the community. The data also suggest that majority of the students who require mental health services do not receive the appropriate care until their problems become severe. In school, many students with serious emotional or behavioural disorders remain in regular classes with little special help of any kind. For these students to function adequately in school and in the larger society, they require intensive treatment and effective programmes.

In Australia where there has been intensive research in bullying, bullying is being recognized as a major problem. Packages, strategies, programmes, and procedures are put in place to check this problem. But unfortunately there has been little thoughtful discussion on what exactly constitutes bullying. It is assumed that people know what it is and the only question is what actions should be taken. The question of what constitutes bullying is not merely a philosophical question suitable for after-dinner conversation but it is a question of pressing practical importance.

As established by studies in Scandinavian countries, a strong relationship appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults. In one study, 60% of those characterized as bullies in grades 6-9 had at least one criminal conviction by age 24 (Olweus, 1993). Chronic bullies seem to maintain their behaviours into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover, and Hazler, 1994).

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 school to be an 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. Being bullied, leads to depression and low self-esteem, problems that can be carried into adulthood (Olweus, 1993; Batsche and Knoff, 1994).

Another observation made by the National Association of State Boards of Education (NASBE) in the U.S. states that students who are bullied are afraid to go to school; 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 of students who are victims of bullying find it necessary to have their children transferred to other schools when bullying persists.

A study in Norway by Olweus (1993) indicates that victims of bullying typically are very unhappy children who suffer from fear, anxiety, and low self-esteem as a result of them being bullied. They may try to avoid school and social interaction in an effort to escape being bullied. Some victims of bullying are so distressed that they commit, or attempt to commit suicide. Several instances of

suicide by boys who had been severely bullied occurred in Norway in the early 1980's. These tragic events mobilized the Norwegian country to begin a nationwide anti-bullying program in the early 1980's.

Even when bullying does not drive victims to the extremes of suicide, victims experience significant psychological harm, which interferes with their social, academic and emotional development. The sooner bullying is stopped, the better the long-term outcome for victims. If bullying patterns are allowed to continue unchecked, there are long-term consequences for the victim. A follow-up study by Olweus (1993) found that by the time former male victims of bullying were in their early twenties, they had generally made a positive social adjustment, as they had more freedom to choose their social and work environment. However, they were more likely to be depressed, and had lower self-esteem than a comparison group who had not been bullied.

Another study by Olweus (1991) reveals that the impact of bullying is not only on their victims but also on the bullies themselves. Bullies tend to become aggressive adults who stand a much higher chance than average adults of obtaining multiple criminal convictions. Findings of Olweus, Rigby and Slee were confirmed by another study, which have found exactly the same outcome for children, especially males, who are aggressive as children (Loeber and Dishion, 1983).

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. There are also children who

will not take the initiative to bully, but will follow a bully's lead in helping to harass or victimize a particular child in their class or school. All children, including bystanders, are negatively affected when bullying occurs. Bullying may cause anxiety or fear in bystanders as they stand and watch. Bullying poisons the learning environment, particularly when there are no effective interventions to stop it. Children who observe violent behaviour, and see that it has no negative consequences for the bully, will be more likely to use aggression in future. Further studies indicate that bystanders are seriously affected witnessing bullying. Banks (1997) supported this claim emphasizing that bullying does not just affect victims and bullies only but also it has an impact on majority of students who are often bystanders to bullying. Bullying creates a climate of fear and disrespect in schools and has a negative impact on school climate and student learning.

A question that needs urgent response is: should bullying be allowed to go on in our schools? Obviously not! Bullying should be stamped out with all the seriousness that it deserves. Pragmatic measures should be put in place to check the practice.

### **Statement of the Problem**

According to Banks (1997), bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. He asserts that bullying can also have negative lifelong consequences for students who bully and for their victims too. Although much of the formal research on bullying has taken place in the Scandinavian countries, Great Britain, and Japan, the problems

associated with bullying have been noted and discussed wherever formal schooling environment exist.

The academic consequences of bullying include decreased interest in school, increased absenteeism, and decreased concentration levels for students. Bystanders are also affected by bullying. Many lack a sense of mental and physical well-being. Victims of bullying incidents experience short-term problems such as depression, anxiety, loneliness, suicidal thoughts, difficulties with school work and long-term problems such as low self-esteem and depression. Some more extreme long-term effects for the bully are equally disturbing; they include anti-social behaviours such as vandalism, shoplifting, truancy, and frequent drug use. One in four boys that bully will have a criminal record by age 30.

In Ghana, in spite of the havoc bullying is causing students in our schools, it appears there is still little or no research work on the impact of bullying on students. Victims grow into adulthood with these memories of childhood molestations, which can affect their lives. If school authorities and counsellors know nothing about bullying, they cannot address the problem; hence, the need to research into “The Incidence and Impact of Bullying on Students in Ghanaian Senior Secondary Schools”.

### **Purpose of Study**

First, from the background to study, there is evidence to prove that bullying exists in schools as studies overseas (Norway, Australia and the United States of America) indicate. However, in the Ghanaian school setting it appears there is no single study to establish the fact that bullying exists. The researcher therefore is motivated to find out the extent bullying affects students by way of their; psychological, physical, personal-social, and academic work in their respective.

Second, the purpose of this study will be to obtain statistical, quantitative results from a sample and then follow it up with a few individuals to probe those results in more depth. In the first phase, quantitative research questions will address the incidence of bullying of students in the said two schools with three hundred (300) participants. In the second phase, qualitative interviews will be used to probe significant impact of bullying on both boys and girls by exploring aspects of the personal-social, psychological, physical, and academic effects of bullying on victims with eighteen (18) participants in the two schools.

### **Research Questions**

In carrying out this study, the following questions were addressed:

1. What is the prevalence of bullying in second cycle schools in Bawku municipality?
2. What are the typical forms of bullying of students in the second cycle schools?
3. What are the motives of bullies to bully?

4. What are the perceived psychological effects of bullying on the victims?
5. What are the perceived physical effects of bullying on the victims?
6. What are the perceived personal-social effects of bullying on the victims?
7. What are the perceived academic effects of bullying on the victims?
8. What are the suggested solutions to bullying in second cycle schools?

### **Significance of the Study**

The findings of every research work are not useful until they are put into practice. It is expected that the findings of this study would be of immense help to school counsellors and counselling coordinators at the regional and district levels of the Ghana Education Service. They may use this piece of work in tackling the problem of bullying, through organizing preventive educational programmes by inviting other professionals (like psychologists and health personnel) to talk to students on the health hazards that bullying have on its victims and the later outcome of bullying on bullies too.

Secondly, based on the findings that this study will come out with, policy makers will identify bullying as a social problem and come out with modalities to help curb the problem. Thirdly, community counsellors (pastors or lay-counsellors) will also benefit from the findings of this work in their counselling sessions by spelling out the; psychological, personal-social, academic etc on victims not only in the school setting but also at work places as there exist workplace bullying.

### **Delimitation of Study**

As a single study cannot cover an entire spectrum of a problem, e.g. “bullying”, the researcher found it prudent to work on an aspect of the problem (bullying): “The incidence and impact of bullying on students”. Within the specified domain or scope, it is expected that the researcher will be able to carry out an in-depth and objective study of the problem void of prejudices and/or biases. Further, the research topic is delimited to the two mixed boarding schools: Bawku Secondary School and Bawku Technical Institute, all in the Bawku Municipality.

### **Limitations**

In the course of the study, the researcher encountered series of problems. There were some lapses the researcher later realized during the study. Counsellors should have been included in the sample to enable assessment of their level of professionalism in the field. This would help the researcher know whether students were actually sensitized about students’ harassment.

Again, the mixture of Yes and No items on the questionnaire and four Likert scale made analyzing the data very difficult. Some of the items were qualitative that seek the opinions of respondents. These were to be categorised and analysed. Getting materials from the Ghanaian setting for the study was highly difficult so it makes the whole of the literature to be clouded with foreign background.



### **Organization of the Study**

The researcher organized the whole study in a systematic manner. Chapter one began with the introduction or background to the study, statement of the problem, purpose of study, research questions, delimitation of the study, limitations, and lastly, organization of study.

Chapter two was concerned with reviewing relevant related literature to the topic. This was done in two parts. Part A was concerned with the theoretical or conceptual review. Under it were subheadings like; the concept of a theory, concept of aggression, Freud's Instinct theory of aggression, Freud's Frustration-Aggression theory, Skinner's Behaviorism, etc. Part B was concerned with the empirical review of the study. Under it, the researcher reviewed works on bullying that were relevant to the topic. The incidence of bullying was looked at, types of bullying, victims of bullying, the impact of bullying on students, and anti-bullying programmes were reviewed.

Chapter three was the methodology of the study. The research design was described, population, sample and sampling procedure, research instrument, pilot testing the instruments, how data was collected, and the data was analyzed were all explained.

Chapter four looked at the results and discussions of the data. This was done by analyzing research question by research question. The final chapter was a summary, conclusions, and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter reviews relevant related literature to study. It first begins with the theoretical or conceptual. Under it are: the concept of a theory, explanations of theories of aggression, views of human behaviours, and the concept of bullying. Second, it looks at the empirical review. Under the empirical review, works on bullying by earlier researchers were cited. It looks at the prevalence of bullying, the types of bullying, and the impact of bullying on students. Also, anti-bullying interventions by earlier researchers were looked at.

#### **THEORETICAL/CONCEPTUAL REVIEW**

Whilst the government and society have focused on the war against HIV/AIDS, malaria and other deadly diseases, the war in Ghanaian schools which leaves indelible marks in the minds of most students every year are ignored and/or dismissed. Scores of students all over the country suffer each year at the hands of bullies in one way or the other. It appears nobody seem to take cognizance of this silent epidemic that blights students for life.

### **The Concept of a Theory**

In the field of research, researchers collect chunks of information or fact which are scrutinized to suit the problem under study. However, most beginners in research have the problem of stating the theoretical basis of their problems under investigation. Bell (1999) opined that it is not enough to merely collect facts and describe them as they are. That facts collected must be organized and presented in a more coherent pattern. Verna and Beard (1981) explained that facts collected must produce a concept or build a theoretical structure that would explain the facts and the relationship between them.

A theory according to Cohen and Manion (1994) as cited by Bell (1999) is used interchangeably with a model. To them, a theory or model are seen as explanatory devices having conceptual framework. Verna and Beard (1981) appear to have similar view when they contended that a theory helps the investigator to summarize previous information and guide his future course of action. They further explained that a theory is an essential tool of research in stimulating the advancement of further knowledge.

### **The Concept of Aggression**

There seem not to be any news whether in the air or in the news there are no reports about murders, wars, and rapes. But the news is not the only place where people encounter violent or aggressive behaviour. Going home from work, people get cut off and insulted at on a daily basis. At school, children fight over issues for various reasons ranging from more trivial to issues of substance. On the

street, people get pushed out of the way if they are not walking fast enough. At work places fellow workers used diverse ways of inflicting pains on their colleagues either consciously or unconsciously. The list goes on and on and on. According to McCawley (2001), human beings exhibit aggressive behaviour on a regular basis. However, for decades now, concerned researchers in human behaviour are still grappling with the questions; why do some people display these behaviours? Why do certain people seem more aggressive? Understanding what the concept aggression is may help at least the layman to understand why people exhibit aggressive behaviour.

Aggression is an action intended to harm someone. It can be a verbal attack--insults, threats, sarcasm, or attributing nasty motives to them-or a physical punishment or restriction, McCawley (2001). Aggression also seems to be a way of maintaining social order among many species. Animals compete with each other over food, mates, and dwelling spaces, often showing aggression and occurring among virtually all vertebrate species, including humans. Granted that aggression is an effective way of maintaining social order, then violence appears to be a mechanism for the survival for the fitters in the contemporary society of today.

In line with the above explanation, it is therefore not strange to see students indulge all manners of behaviours that are not healthy enough to promote social cohesion, psychological, and academic work. McCawley (2001) found that studies indicated that chemical relationships between serotonin, testosterone, and frontal lobe brain chemistry may play a key role in determining aggressive

behaviour, while other studies attributed human aggression to environmental and societal factors.

Biologically, some researches believed that human aggression stemmed from low levels of serotonin. McCawley (2001) citing Moffitt et al found that elevated whole blood serotonin was highly characteristic of violent behaviour. That study revealed that Low brain levels of serotonin in humans with high levels of blood serotonin was associated with behaviour disorders-apparently because of serotonin's different origin and function in the blood and brain. Others seem to think that it may be due to testosterone. High testosterone (male sex hormone) is associated with more anti-social behaviour. Yet still, others believed 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.

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 seem to contribute to the development and control of aggression, including cognitive factors, family factors, neighborhood factors, and peer influences.

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).

### Freud's Instinct Theory of Aggression

Sigmund Freud is well known as the father of psychoanalysis. In his early theory, Freud asserts that human behaviors are motivated by sexual and instinctive drives known as the libido, which is energy derived from the Eros, or life instinct. Thus, the repression of such libidinal urges is displayed as aggression. As an example of the expression of aggression as explained by Freud used the Oedipus complex where the father's desire for the boy's mother causes the boy to reject and display aggression toward his father (Siegel, 1992).

On the other hand, the concept of Thanatos, or death Instinct according to Freud, encourages destruction and death. In this conflict between Eros and Thanatos, some of the negative energy of the Thanatos is directed toward others, to prevent the self-destruction of the individual. Thus, Freud claimed that the displacement of negative energy of the Thanatos onto others is the basis of aggression (Siegel, 1992).

The assumption behind this theory is that two primitive forces, the life and death instincts, oppose each other in the subconscious, and this incongruence is the origin of all desires to aggress (McCawley, 2001). Freud asserted that this was a process void of thought patterns and driven solely and entirely by instincts-the aim being satisfaction. According to this theory, aggression was the main representative of the death instinct.

### **Critiques of Freud's Instinct of Theory of Aggression**

Houston, Hammen, Padilla and Bee (1989), outlined the various criticisms leveled against Freud and his psycho-analytic theory;

- ❖ That Freud was more concerned with sexual urges as the root of personality which should not be the case.
- ❖ That his theory though rich in hypotheses yet could not be tested in any laboratory.
- ❖ That because Freud was dealing with neurotic patients, his ideas could be generalized on all people.

In spite of the criticisms leveled against Freud, his contribution to the development and study of human personality was but an achievement. His psychological conflict in personality disturbance was accepted by all (Houston et al 1989). Again, though neo-Freudians such as Jung, Adler, and Erikson later disagreed with him yet he was acknowledged as having laid the foundation for the study of human personality which they improved upon.

### **The Freud's Frustration-Aggression Theory**

The frustration aggression theory states that aggression increases if a person feels that he or she is being blocked from achieving a desired goal and or satisfaction (Harris, 2001). That is to say: "Aggression is always a consequence of frustration." and "The existence of frustration always leads to some form of aggression", where frustration is blocking a path towards the goal.

One study found that the closeness to the goal makes a difference. The study examined people waiting in line and concluded that the 2nd person was more aggressive than the 12th one when someone cut in the line (Harris, 2001). When a human being notices that his way to a goal is blocked, aggression arises. Here aggression arises because the person is frustrated.

Unexpected frustration may be another factor. In a separate study, a group of students were collecting donations over the phone. Some of them were told that the people they would call would be generous and the collection would be very successful. The other group was given no expectations. The group with high expectations was much more upset and became more aggressive when no one was pledging (Kulik and Brown, (1979) as cited by Harris, (2001).

### **Skinner's Behaviourism**

B.F. Skinner and his Operant Conditioning opined that the individual behaviour is determined by his external environment. Skinner views human behaviour to consist of a collection of a person's observed or overt behaviours; this does not include the person's thought (Santrock, 2000). Skinner explained that one does not need to resort to biological or cognitive processes to explain behaviour.

Skinner and his contemporaries contented that behaviour is in consistency with environmental experiences. That is to say, a person's behaviour is being determined by his environmental experiences. It goes without saying that behaviour in a person changes according to the changes in the environmental influences.



### **Critiques**

Critics of Skinner's behaviourism say that environmental experiences alone are not enough to explain human behaviour. Jeffery (1990) was of the view that genetic differences manifest themselves in behaviour. These genetic differences are passed on to the new born child. The child is born with this behaviour already at birth hence the child's behaviour is not in anyway as a result her interaction with her environment, but due to heredity. Hence environment and its influences alone cannot determine ones behaviour. Skinner however, is still admired by many for his contribution to the study of human behaviour.

### **The Social - Cognitive Learning Theory**

The Social Cognitive Learning theory appears to disagree with other theorists that aggressive behaviour in a human being is innate. They argue that aggressive behaviour is learned and that frustration automatically leads to aggression. Bandura views the environment could determine one's behaviour but there is more to than just the environment. He believed that the environment and person's cognitive factors produce human behaviour. He contended that behaviour and environment interact in a reciprocal manner (Mischel 1973 as cited by Santrock, 2000).

The Social Cognitive theory posited that behaviour could be regulated and controlled despite the changing environment (Metcalf and Mischel, 1999 as cited by Santrock, 2000). Bandura (1975) argues that aggression is learned in two basic ways: First, from observing aggressive models. In the school setting, most bullies were not born bullies but as a result of observing bullies in the school and how

they are popular with their peers. To leave a mark in the school, they tend to adopt these behaviours so that they too could become popular.

The behaviourist psychologists believed that society causes behaviour and behaviour causes society. As could be seen in one of his many works, Bandura believed that aggression is learned through a process called behaviour modeling. He believed that individuals do not actually inherit violent tendencies, but they modeled them after three principles (Bandura, 1976). These three principles were explained as; modeling, imitation and reinforcement.

The social cognitive learning theory holds the view that a behaviour that is rewarding is repeated because of the pleasant consequences that follow the act. Such pleasant consequences could be getting praise or status or some other goal by being aggressive or getting self-reinforcement and private praise or reducing tension. Once bullies are applauded by their colleagues for carrying out an aggressive behaviour by bullying students, they get that intrinsic motivation hence similar acts are likely to be repeated again and again. In a study conducted on school children about their behaviours, Siegel (1992) found 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, 1976). On the other side of reinforcement, it is believed that where an act is followed by unpleasant consequences, this reduces or eliminates the likelihood of the act being repeated.

Generally, children choose their role models that observed in their environment or from watching movies. Albert Bandura was quoted as saying that children learn aggressive responses from observing others, either personally or through the media and the environment. Observing that a person is praised for an act that is not worthy, they (as children) are tempted to copy same act and try it on their peers (Siegel, 1992).

Bandura (1975) merges modeling and imitation into what he called observational learning. In this process, learning occurs when individuals observe and imitate others' behaviour. There are four component processes influenced by the observer's behaviour following exposure to models. These components include: attention; retention; motor reproduction; and motivation. Most of human behaviours are imitated from models people so admired and students are exception from this fact. Though there is the possibility that one may learn or copy good behaviours from their models, if care is not taken wrong models could be copied. Society would be saddled with this wrong modeling.

Bandura believes that positive rewards and the avoidance of punishment reinforced aggression (Akers, (1977) as cited by Freedman, (2004). Benson found that adolescents that watched excessive amounts of television during their childhood became adult criminals. They committed crimes, such as rape and assault at a rate of about 49% higher than teenage boys, who had watched below average quantities of television violence (Freedman, 2002). Also, Bandura's theory has made the public and political affairs realize that violence does cause aggression in children. He has spoken at a number of political conferences

concerning the Bobo doll experiment and the effects television has on children. Several political candidates have indicated that violence on television does cause aggression.

Bandura was interested in child development. If aggression was diagnosed early in children, Bandura believes that children would refrain from being adult criminals. An environmental experience is another influence of the social learning of violence in children. In a study conducted on human behaviour, Bandura reported that individuals that live in high crime rates areas are more likely to act violently than those who dwell in low-crime areas (Bandura, 1976). This finding is similar to Shaw and McKay's theory of social disorganization as cited by Bartollas (1990), they believe that a neighborhood surrounded by culture conflict, decay and insufficient social organizations was a major cause of criminality. This portion of the social learning theory appears to agree with the situation in conflict prone zones in Ghana notably Bawku and some parts of northern region. It is an undeniable assertion that all things being equal, adolescents who witnessed the outbreak of these conflicts tend to be aggressive wherever they find themselves. The Social Cognitive theory emphasized on empirical research in studying behaviour.

In our contemporary world of today, many social learning theorists have indicated that crime is a product of learning the values and aggressive behaviours linked with criminality. Sutherland developed the differential association theory that suggests that individuals learn criminal behavior while in their adolescence from family members and peers (Sutherland as cited by Archer, 2004). In

"Deviant Behavior: A Social Learning Approach," Akers believes that individuals learn aggressive acts through operant conditioning (Archer, 2004). In this process, the aggression is acquired through direct conditioning and imitating others' actions.

### **Critiques of the Social Cognitive Learning Theory**

The propositions of the Social Cognitive Learning theory of human behaviour was not only frowned upon, but also criticized as having no scientific claims for their stand. The social learning theory advocates that individuals, especially children, imitate or copy modeled behaviour from personally observing others, the environment, and the mass media. Biological theorists argued that the Social Learning Theory is completely blind to the individual's biological state; that brings into play the individual differences due to genetic, brain, and learning differences (Jeffery, 1990).

Biological theorists believed that the responses would be normal and come from the autonomic nervous system. In the autonomic nervous system, the heart rate, increase blood pressure, nausea, and fainting would be normal symptoms of the responses that individuals might express in a particular situation. Therefore, the symptoms and behaviour are not learned, but partially inherited (Jeffery, 1990).

Jeffery further outlined that the Social Learning Theory rejects the classical and operant conditioning processes; the foundation of biological preparedness of the individual to learn as well as the role of the brain in processing information from his or her social environment, are critical to learning

theory, but all these are ignored by the Social Cognitive Learning Theory (Jeffery, 1990)

In one of Bandura's 'Bobo' doll experiment, Worthman and Loftus argued that the children were manipulated into responded to the aggressive movie. The children were teased and became frustrated because they could not touch the toys. They believed that the experiment conducted was unethical and morally wrong because the children were trained to be aggressive (Worthman and Loftus, (1992).

Feshbach and Singer (1971), in a study conducted within a six-week study on juvenile boys who regularly watched television violence compared to juvenile boys who were exposed to non-violent shows found that television or films decreased the aggression in children. After the six-week period, Feshbach and Singer found out that the juvenile boys that viewed the non-violent shows were more likely to exhibit aggressive behavior than the juvenile boys that witnessed the violent shows. The study shows that violence on television allows the viewer to relate with the characters involved in the violent act (Feshbach and Singer, 1971). They claimed that the viewer is able to release all aggressive thoughts and feelings through relation, causing them to be less aggressive than they would have been without watching the violent television.

According to Cooke (1993) it appears individuals support the idea that television violence causes aggression because the public needs to justify the aggression they see in others. He also believes television is a form of education and positive role models. Cooke further explains that if violence in television causes people to be more aggressive, then shouldn't the good-hearted models in

television cause its audience to be kinder to others? Therefore, television can serve as deterrence if individuals focus on the positive qualities of their models.

Despite these criticisms, Albert Bandura's Social Cognitive Learning Theory has maintained an important place in the study of aggression and criminal behavior. In order to control aggression, he believed family members and the mass media should provide positive role models for their children and the general public (Bandura, 1976).

### **Adler's Theory of Behaviour**

Alfred Adler, a contemporary of Freud, is the proponent of Individual Psychology. In this theory, he believes that people are motivated by purposes and goals being creators of their own lives (Silver and Corsini as cited by Santrock 2000). He maintained that people have the ability to consciously monitor their lives and strive for superiority. His notion, striving for superiority, motivates people to adapt, improve, and master their environment.

It could be deduced from Adler's view of superiority that students in order to let their presence felt, try to show that they are superior to their peers. The feeling of being inferior perhaps makes senior students subject junior students to bullying. Adler used two terms to describe human feeling of self-worth. The Inferiority Complex he says is the exaggerated feelings of inadequacy. In the school system, when students, especially first year students are subjected to bullying, this may lead to the feeling that one is not worth enough to belong to that social group (school) hence social withdrawal and/or unassertiveness would overcome such student. On the other hand, Superiority Complex, according to

Adler, is the over exaggerated feeling of self-importance to mask the feelings of inferiority (Santrock, 2000). This superiority may also lead some students to bully others. By virtue of one coming from a well known family, he/she may attach that to his personality and wish to be treated as such. When that recognition is not accorded him/her, he/she would find ways of letting his peers realize he is this or that and this would done through bullying.

It could be seen that Adler's theory emphasized people striving toward a positive being with their set goals to achieve. Seniors set their goals to achieve whether through fair or foul means.

### **Aggression and Culture**

Culture is a distinctly human factor that plays a role in aggression. Cross-cultural research has found that differences exist in the level of aggression between cultures. In one study, Andreu, Manuel, Kohyama and Ramirez (1998) revealed that American men resorted to physical aggression more readily than Japanese or Spanish men, whereas Japanese men preferred direct verbal conflict more than their American and Spanish counterparts. Within American culture, southerners are known to become more aroused and to respond more aggressively than northerners when confronted (Bowdle, Brain, Doy, Richard, and Norbert 1996). There is also a higher homicide rate among young white southern men than among white northern men in the United States (Nisbett 1993).



## Aggression and Gender

Gender plays a vital role in both human and animal aggression. As found by researchers in various studies, it was revealed that males are generally more physically aggressive than females (Coie and Dodge 1997, Maccoby and Jacklin 1974). Buss findings appear to support their findings when he asserted that men commit the vast majority of murders (Buss 2005). According to Buss (2005), this appears to be the most robust and reliable behavioural sex differences, and it has been found across many different age groups and cultures. There are evidences to show that males are quicker to aggression and more likely than females to express their aggression physically (Bjorkqvist, Kirsti, Lagerspetz, and Karin, 1994). Archer (2004), Card, Stucky, Sawalani, and Little (2008), however opined that considering indirect forms of aggression, such as the influence of power or change in the environment which changes one's mood as well, males and females are equally aggressive.

Females of different cultures have a variety of non physical means to cause harm to their husbands. On Bellona Island a culture based on male dominance and physical violence, women tend to get into conflicts with other women more frequently than with men. When in conflict with males, they rarely use physical means. They instead make up songs mocking the man, which spread across the island and humiliate him. If a woman wanted to kill a man, she would either convince her relatives to kill him or hired an assassin. These are both forms of indirect aggression since the aggressor (female) is trying to hurt someone without putting herself in direct danger (Wikipedia, 2007).

## The Concept of Bullying

The issue of bullying has not only been neglected but seems to be perceived to be a normal practice that every human being should go through. This perhaps explains the divergent views on what is considered as bullying and what is not considered as bullying. People in the academia hold different views as far as the meaning and understanding of the term bullying is concerned.

There is no universally agreed definition of bullying. 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 nevertheless 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 and Tattum, 1992). However, increasingly researchers have come to agree that bullying involves negative or hurtful behaviour (Olweus, 1993); and the majority add that – as distinct from wider definitions of aggression or violence – bullying must also involve an imbalance of power with the less-powerful person or group being repeatedly and unfairly attacked (Rigby, 2002; Ross, 2002). This could be summarized as ‘the systematic abuse of power’ (Smith and Sharp, 1994).

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/she is carrying out that act to hurt, is qualified by this definition to be a bully. In this study conducted in

the Bawku Senior High school and the Bawku Technical Institute, students were asked to indicate reasons for which they bullied their fellow students. Some indicated that they did so for fun that is, such perpetrators were having at the back of their minds that they were carrying out acts to hurt their fellow students and they went ahead and did what their intentions were.

In a research into bullying conducted by Tattum and Tattum (1992) opine that bullying does not mean those casual occurrences in the corridor, or that sudden flare-up and fight which suddenly happens. There should be a pre-meditated element to it. In that case they see bullying as a persistent planned assault by one person or persons, be it verbal or physical, upon another person or group of persons who are usually weak.

Tattum and Tattum (1992) explain that bullying is a repeated oppression either psychological or physical, of a less powerful person by a more powerful person. What happens to the victim is invariably seen as hard to bear as well as being unjust. One could infer from this assertion that for any act to be called bullying there must be power imbalance between the oppressed and the oppressor, the act must be intended to over ride the liberties of the oppressed emotionally or physically and this should not be on a single occasion.

Mayo (2001), in their research into bullying, defines 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 a person, threatening a person with bodily harm, taking or damaging a person's things, hitting or kicking a person, making a person do things under normal conditions he/she will not want to do, taunting, teasing and coercion. She says bullying can be physical, verbal, psychological, or a combination of these three.

One of Australia's leading researchers Rigby, in this area defines bullying as a "repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons." (Rigby, 1996, p.54). According to Griffiths (1997) bullying is "a repetitive attack which causes distress not only at the time of attack but also by the threat of future attack. It may be verbal, physical, social or psychological" (p.43). It can be deduced that the critical issue of bullying is the extent of physical, psychological and other damage the victim incurs.

From the above, these definitions convey almost the same message that bullying is something that someone repeatedly does or says to gain power and dominance over another, including any action or implied action, such as threats, intended to cause fear and distress. The behaviour has to be repeated more than one occasion and there must be evidence that the victims involved became fearful.

It appears Olweus', one of the early researchers into bullying definition is the most accepted one for bullying when he says bullying is "when a person is being exposed, repeatedly and over time, to negative actions on the part of one or more other persons" ( Olweus, 1987, p.56.). By negative actions, it implied that

when someone purposefully inflicts, or tries to inflict or incurs the discomfort of another person. Olweus indicated that negative actions may be both verbal (e.g. threatening, degrading, teasing) and non-verbal e.g. hitting, kicking, slapping, pushing, vandalizing property, rude gestures, and making faces (Olweus, 1991). Bullying, he maintains may be carried out by a single person (the bully) or by a group of persons against a single person (the victim) or a group of persons (victims).

As supported by Yates and Smith (1989), Besag (1989), and Rigby (1993), negative actions that qualify to be bullying must comprise repeated actions excluding occasional and less serious negative action and there must be the intent to harm or disturb another person or group of persons. Again, there must be evidence of power imbalance where the victim or victims have the trouble of defending himself/themselves. That is the victim is helpless to some degree as against the harassing person or persons.

Olweus (1993), in making the understanding of bullying clearer made a distinction between direct and indirect bullying. Direct bullying he says is open attacks on the victim, while indirect bullying consists of social isolation and exclusion from the group. Must every unpleasant action that will cause displeasure be considered as bullying? Smith and Thompson (1991) gave a criterion in identifying any action considered to be bullying. They opine that bullying must be unprovoked on the part of the victim. Besides research has shown that for any action to be considered as 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 bullied.

Espelage, Bosworth and Simon (2000), on their part assert that to be able to identify clear categories of either 'bullies' or 'victims' that bullying behaviour can be most usefully 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 is 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 want to gain popularity, sometimes even for pleasure." (Fuller and King, 1995).

From the above, it can be observed that three things stand out clearly when it comes to determining what constitutes bullying. The Wikipedia, the free encyclopedia (2007) asserts that researchers generally accept that bullying contains three essential elements:

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.

## EMPIRICAL REVIEW

### **The Incidence /Prevalence of Bullying**

It appears there had not been any official research into bullying all over the world until the findings of the Norwegian researcher Olweus in the early 1970's. Olweus incidentally became associated with bullying research when in the 1970's there were rising concerns about bullying in Scandinavia. This marked a milestone in bullying research which later became an area of interest in the field of research.

In 1993 Olweus' research revealed that even though bullying was going on in Norway and other Scandinavia countries just as other place in the world, it was not taken so serious. It was a report in Scandinavia newspaper in 1982 that, three early adolescent boys from Norway committed suicide because of severe bullying by peers. This event triggered off a nationwide anti-bullying campaign against bully/victim problems, and data was obtained from 140,000 students in 715 schools to assess the prevalence and impact of bullying in the Norwegian schools (Olweus, 1987).

The results suggested 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 the Bully/Victim Questionnaire (Olweus, 1993) with two versions - one for grades one to four, and the other for grades five to nine and higher grades.

In the African context it is difficult to ascertain with certitude, figures that will lay bare the prevalence or incidence of bullying. All that concerned people do

is to speculate about the figures when it comes to talking about bullying. Based on the fact that there seem to be no study into the problem, the researcher is basing his literature on the scanty materials on bullying first in the two schools in Bawku Municipality and second outside Ghana.

Following Olweus' groundbreaking research on bullying in Scandinavia, a number of other researchers have studied the prevalence rates of bullying. In England, Stephenson and Smith (1987) found that 7% of their sample was 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 Zimbabwe, Zindi (1994) reported that 16% of students were bullied now and then, and 18% were bullied weekly or more often. In Australia, Rigby and Slee (1991) asked respondents to identify what percentage of their class was being "picked on a lot" by other students. The median percent per class was 10% for girls and 11% for boys. In another study in Australia, Slee (1995) noted that 26% of the sample was bullied once a week or more often.

In the United States, Perry, Kusel, and Perry (1988) observed the rate of peer victimization to be about 10% in their research. In a Canadian study completed in Toronto, 8% of respondents reported being bullied weekly or more often (Ziegler and Rosenstein-Manner, 1991). Nasel, Overpeck, Pilla, Ruan, Simons-Morton, and Scheidt, (2001) citing a research work published by Banks (1997) in the Journal of American Medical Association stated that approximately 30% of all children and youth in grades 6 through 10 have been bullied or have bullied other children sometimes or more often within a schooling term. This



therefore suggests that in America every child in the lower primary goes through some amount of bullying. Bullying has more or less become the norm of school going children.

From the perspective of those who bully, in Ireland, O'Moore and Hillery (1989) found that 43% of their sample admitted to bullying another student occasionally and 3% once a week or more. In England, Smith (1991) found that 8% of primary students and 10% of secondary students admitted bullying other students once a week or more often. From a Canadian perspective, one study found that 15% of the students admitted that they bullied other students more than once or twice during the school term (Ziegler and Rosenstein-Manner, 1991).

Sadker, and Sadker, (1991) observed that child abuse is a form of bullying that leaves untold mental torture on victims for the rest of their lives. Child abuse, be it in the house or an organized setting, the phenomenon exists. This however, is not all that easy in recognizing this canker unless the action is so severe that the victim can longer bear it. This abuse could take different dimensions ranging from mild to the extreme in the form of; physical, sexual, psychological and /or total neglect.

According to Sadker, and Sadker, (1991) more than one million cases of child abuse are reported each year and that most experts believed that at least two million cases are not reported. They asserted that teachers are the only adults who see regularly children and more or less represent society's best opportunity to recognize and prevent child abuse. Yet identifying and preventing child abuse by teachers seems to be problem.

Child abuse or bullying may be perceived to be prevalent in only the school setting. This notion appears to be misleading as bullying is present in many homes. Sadker, and Sadker, (1991) contended that parent-bullies happen not intentional but due to some financial and psychological stress.

Teachers serving as surrogates to children in a school are to look for symptoms that will indicate that children have been abused. These symptoms are in the form of; bruises, injuries in different areas of the body, reluctance to leave school, discomfort when sitting, social withdrawal and student relations through stories or cartooning etc. prevention of bullying should pay a great of individual not only for those affected now but also, the next and subsequent generations (Sadker, and Sadker, 1991). They further opined that as abused children staggered into adulthood, they perpetuate crime and violence.

According to Calhom, Light, and Keller (1994), in 1989 an estimated number of at least 1,200 children and perhaps 5,000 died because of abuse and/or neglect with 160,000 seriously harmed. It was reported in that same findings that there was 2.4 million reported cases of child abuse with 900,000 cases confirmed. Oates (1991) found that the common form of physical abuse among American children were bruises, head injuries, burns, and fractures.

In the Ghanaian perspective, even though the practice has been in existence for decades, there appears to be no statistics to support it because no serious study has been done in the area. At best, the newspapers would only make reports of the incidences of the practice.

Even though this silent epidemic is present in every school setting, it appears in Ghana, much attention has not been given to it. This perhaps explains why there has not been a study into the impact that bullying has on students or bullying in general. The mentality that bullying is a normal school practice or a tradition all students must pass through seems to blind people from seeing the realities of the bad effects of bullying on students.

### **Types of Bullying**

Bullying, a social menace has been identified to have two major types, namely: direct and indirect bullying. According to Wikipedia (2007) direct bullying is the form most common to male bullies. Social aggression or indirect bullying is most common to female bullies and young children, and is characterized by forcing the victim into social isolation. This isolation is achieved through a wide variety of techniques, including:

- a. spreading gossip,
- b. refusing to socialize with the victim,
- c. bullying other people who wish to socialize with the victim,
- d. criticizing the victim's manner of dress and other socially-significant markers (including the victim's race, religion, disability, etc).

Bullying can occur in situations including colleges or universities, places of work, contact with neighbours, and between states. Whatever the situation is power structure is typically evident between the bully and the victim. To those outside the conflict, it seems that the bully's power depends only upon the perception of the victim, with the victim being too harassed to put up effective

resistance. However, the victim usually has just cause to be afraid of the bully due to threats.

Bullies mainly use a combination of intimidation and humiliation to torment others. The following are some examples of bullying techniques:

- Calling the victim all manner of names; accusing the victim of uselessness in all of his or her pursuits.
- Repeated physical attack on a person be it to his or her body or property.
- Interfering with or damaging personal property, school books or materials, clothes etc. that belong to the victim.
- Making fun of an individual through these things in any way.
- Making sounds with the intent of causing the victim to be annoyed or distressed (banging, whistling, etc.)
- Spreading negative rumours about the victim.
- Demoting the victim without just cause.
- Making the victim do what he or she does not want to do, often by using threats to ensure that the victim follows orders.
- Getting a victim into trouble with someone (usually an authority figure), or incurring disciplinary action against the victim, for an indiscretion either not committed by the victim or for one exaggerated by the bully.
- Making derogatory remarks about a person's family (particularly the mother), about one's home, personal appearance, religious affiliation, race, income level, nationality, or any other perceived difference the bully has taken notice of.

- Social isolation of the victim.

### **Physical Bullying**

Physical bullies are action oriented. This type of behaviour includes hitting, kicking, taking, and damaging either the victim or the victim's personal property. As the bullies get older their attacks usually become more aggressive and violent.

Across gender, the most frequent type of bullying reported is teasing and name calling, followed by hitting and kicking, and other threats (Stephenson & Smith, 1989; Sharp and Smith, 1991; Hoover et al., 1992; Zindi, 1994). Victims of bullying behaviours demonstrate one or combination of the following:

- High level of stress and anxiety
- Headaches, migraines
- Fatigue, exhaustion, tiredness
- Sleeplessness, nightmares
- Illness – colds flu, infections
- Changes in appetite
- Increased use of alcohol
- Socially isolated by choice or circumstance

### **Verbal Bullying**

Bullying appears to exist wherever humans group together. Even amongst the elderly or grown-ups there are subtle methods they use such as: social isolation, rumor spreading, black-mailing etc. verbal bullying or harassment

among students hence is not new. The works of Olweus (1991, 1994) confirmed this assertion when he maintained that verbal means of harassment are the most common forms of bullying for both boys and girls, and that boys are generally more violent and destructive in their bullying than girls are. Boys make greater use of physical means of bullying. Girls on the hand, tend to use more indirect and subtle forms of harassment which include; spreading of rumours, malicious gossip, and manipulation of friendships (eg. depriving another girl of her best friend). Other researches corroborate these findings (Yates and Smith, 1989; Whitney and Smith, 1993; Siann, Callaghan, Glissov, Lockhart, and Rawson, 1994). Verbal bullies use words. This can include name-calling, insulting, constant teasing, and making racist and/or tribal or nasty comments. This type of bullying is the easiest to inflict on other people and though there are no visible scares physically, can be the most hurtful emotionally.

Later research findings proved that verbal bullying is used by both boys and girls. However, boys are noted to employ more physical forms of bullying than girls (Olweus, 1993; Nansel et al., 2001). Girls are more likely to report being targets of rumor-spreading and sexual comments (Nansel et al., 2001). Girls are also more likely than boys to bully each other using social exclusion (Olweus, 2002).

### **Racial/Ethnic Bullying**

Coy (2001), again identified that ethnic minority children are at risk for racial/ethnic bullying. Rather than being a part of the student body as a whole, they often cluster together in smaller groups similar to their own culture. Name-

calling is one of the common techniques utilized in racial/ethnic bullying. Individual taunts, such as fatty, carrot top, and four-eyes, are directed toward the child but taunts are also directed to his/her family as well as his/her ethnic group. Coy, asserts racial/ethnic bullying is often transmitted intentionally from parents to children. The community attitude exerts a pervasive influence and may knowingly, or unknowingly, exhibit racist tendencies. Communities that address the problem up front are more likely to create an atmosphere where people of all ethnic and minority groups feel welcome.

In Ghana as in some African country like; Burundi Rwanda and Sudan, ethnicity is dividing and corrupting moral virtues of the populace thereby creating unwelcome situations for the minority groups who find themselves in the midst of the majority. It appears some ethnic groups feel superior to the others and they try to manipulate the rest to their advantage. This was evidenced not only in classrooms but also in other human circles. Cases in point are the various ethnic conflicts that are fought in the northern part of Ghana. These included: the Kusaase-Mamprusi conflicts, the Konkoba-Nanumba conflict, Konkoba-Dagomba conflict, and the Konkoba-Bimoba conflict. These wars came as a result of each ethnic group trying to claim supremacy over the other and using all that be, to oppress the minority group to their advantage. This attitude of undermining the minority group is transmitted either consciously or unconsciously to their younger generations which are manifested in bullying among themselves in the school settings. All kinds of ridicules are used to provoke students of the minority group and this can trigger of ethnic clashes if left unchecked. The long effects of

these attitudes would be low academic performance in victims, social maladjustment, and to some extent violence as they stand out for their rights.

### **Profile of a Bully**

Every social being has traits that make him unique when it comes to identifying such a character. Olweus (1993) in his study on bullies explained a bully as an over-bearing, controlling person who intimidates and tyrannizes another person for a particular or unidentified reason. He went on to say that children who bully tend to have average or above average self-esteem. He outlined characteristics of a bully as;

- ❖ Impulsive, hot-headed personalities;
- ❖ Lack of empathy;
- ❖ Difficulty conforming to rules; and
- ❖ Positive attitudes toward violence (Olweus, 1993).

Researchers have found that children who bully are more likely than their peers to

- ❖ Get into frequent fights,
- ❖ Be injured in a fight,
- ❖ Vandalize property,
- ❖ Steal property,
- ❖ Drink alcohol,
- ❖ Smoke,
- ❖ Be truant from school,
- ❖ Drop out of school, and



- ❖ Carry a weapon, (Nansel et al., 2001, 2003; Olweus, 1993).

In the U.S., further research works established that children who bully are more likely to declare why they own guns for risky reasons to include such as, to gain respect or frighten others (Cunningham et al. 2000). Olweus, (1993) found that boys who were identified as bullies in middle school were four times as likely as their non-bullying peers to have more than one criminal conviction by age 24.

On the other hand, some researchers are of the view that little is known about the profile of the bully. Byrne (1993) observed that a bully is usually popular and assertive, and not necessarily the biggest child in the class. Some bullies are more uncontrolled than other students, and careless of social rules. Byrne (1994) later conducted a survey of teachers, and found that bullies were generally seen as more hostile and aggressive and showing less restraint than victims of bullying.

Rigby (1994) discussed two possible conceptualizations of the bully. According to him a bully is one who is vicious and uncaring, the product of a dysfunctional family. This bully has an aggressive temperament and is hostile and does not show empathy to others. The second conceptualization suggests that some bullies are in fact members of a group that builds its strength by harassing vulnerable children who are not members of their group. Bullies may justify their actions and reassure themselves that no real harm is being done.

### **Victims/Targets of Bullies**

A victim is the person involved in the encounter that is being tyrannized in some way, can display vulnerable behaviours, are singled out in a situation and may end up carrying emotional problems with them throughout their lives. Typical victims are students who can be overpowered physically, mentally, or emotionally by the bully. They are usually more anxious and unsure of themselves than other students. These crop of students (hereby referred to as the victims) often have a negative attitude toward violence and the use of violence in dealing with others. Victims usually suffer from low self-esteem and view themselves negatively. They often consider themselves as failures and stupid, ashamed, and unattractive. They may draw the negative conclusion that they “deserve” to be bullied. Victims are often lonely, friendless, and abandoned at school (a recipe for truancy). Olweus (2003) identified two types of victims: the passive or submissive victim and the provocative victim.

#### **The Submissive or Passive Victim**

The passive victim is non-assertive and would not retaliate if attacked or insulted, he is cautious, quiet, or nervous.

This type of student cries easily and collapses quickly when bullied.

He/she has few friends and is not connected to any social network in or outside the school environment

He/she lacks humor and pro-social skills

He/she may be physically weak

### The Provocative Victim

On the other hand, the proactive victim is both anxious and aggressive. She/He may cause irritation and disruption around himself or herself. She/He is easily aroused emotionally. She /He prolongs the conflict even when losing

### **Motivation for Bullies to bully other people**

There is a lot of reasons why students bully. They may see it as a way of being popular, showing off, or making themselves look tough. Some children bully to get attention, and some just like making other people feel afraid of them. Others may be jealous of the person they are bullying, or may be bullied themselves. They may not even realize that what they are doing is wrong and how it makes their victims feel (Olweus, 2003).

### **The Impact of Bullying on Students**

Bullying can have serious effects on children who are bullied. These children are more likely than their peers to be depressed, lonely, and anxious; develop low self-esteem; feel unwell; have more migraine headaches; and may develop suicidal tendencies (Limber, 2002). Bullying as a social menace leaves life-long scars on, not only the victims but also both bullies and bystanders themselves. And if not nibbed in the bud, may grow wild and the society comes to be saddled with the fruits of this canker. The impact permeates all spheres of life of the individual hence psychologists and counsellors are wary about it (Cunningham et al. 2000).

Beckwith as cited by Hunt and Marshall (2002) found that child abuse is most likely to occur when there are high levels of stress in a family, when parents expectations for the child are too high, and when parents are emotionally and socially isolated. Children at high risk for abuse included low birth weight infants and children with disabilities.

Hunt and Marshall (2002) citing Sobsey indicated that an abused child look up to the teacher as a trusted individual. That, a student who tells you about abuse, needs you and you must report such incident to the appropriate quarters.

Abuse of any form can lead to low-self esteem, drug-abuse, alcoholism and criminality. The resulting feelings of betrayal correspond to depression, disillusion, hostility and anger in some victims; others react with impaired judgement and insecurity which make them vulnerable to further abuse. The powerlessness associated with abuse is manifested in fear, anxiety, nightmares, phobias, clinging behaviours, hypersensitivity, and lack of coping skills (Siegel and Senna.1994). Gelles and cited by Siegel and Senna (1994) between 1.4 million and 1.9 million children in the Americas were annually subjected to physical abuse from their parents.

### **Impact of Bullying on Students' Academic work**

According to Barone and Colvin, as cited by Lumsden (2002), a school is supposed to be a place where students feel safe and secure and where they can count on being treated with respect. The reality, however, is that a significant number of students are the target of bullying episodes that result in serious, long-term academic, physical, and emotional consequences. Unfortunately, school

personnel often minimize or underestimate the extent of bullying and the harm it can cause. In many cases, bullying is tolerated or ignored.

Nasel et al (2001) in their survey of more than 15,000 sixth- through tenth-graders at public and private schools in the U.S. found that "30 percent of the students reported bullying others, being the target of bullies, or both". In a study of fourth- through eighth-graders, about 15 percent reported being severely distressed by bullying and 22 percent reported academic difficulties stemming from mistreatment by peers (Hoover and Oliver 1996).

From the ongoing views of researchers, the impact of bullying on the academic work of students cannot be underestimated. This is evidenced in low performance, lack of concentration, absenteeism, and even school dropouts. Shellard and Turner (2004); Lumsden (2002) stated that in a school where bullying is prevalent victims have difficulty concentrating on their schoolwork and may experience a decline in academic performance. They have higher than normal absenteeism and dropout rates and may show signs of loneliness. Bidewell (1995), work appears to support this assertion. He noted that victims of bullying are often afraid of school, and this inhibits their ability to concentrate and may affect their academic performance. The earlier this problem is identified and dealt with the better it will be for the whole nation. No matter the form bullying takes, the impact is severe and victims demonstrate the following;

- ❖ Poor performance and productivity,
- ❖ Absenteeism and poor attendance,
- ❖ Missing deadlines,

- ❖ Lack of concentration,
- ❖ Impaired ability to retain or absorb information,
- ❖ Difficulty in handling equipment,
- ❖ Deterioration in relationships with friends and colleagues,
- ❖ Robs you of time in college.

As noted above, rates of absenteeism are higher among victimized students than rates among their non-bullied peers, as are dropout rates. According to Nansel, Overpeck, Pilla, Ruan, Simons-Morton and Scheidt (2001), from a survey conducted on young students opined that youth who are bullied generally show higher levels of insecurity, anxiety, depression, loneliness, unhappiness, physical and mental symptoms, and low self-esteem. When students are bullied on a regular basis, they may become depressed and despondent and even try having suicidal or homicidal thinking. As reported by the National Association of Attorneys General bullying, (NAAG) "is a precursor to physical violence by its perpetrators and can trigger violence in its victims." (NAAG, 2000, p.29).

Students who are targeted by bullies often have difficulty concentrating on their school work, and their academic performance tends to be "marginal to poor" (Ballard, Tucky and Theodore, 1999). Typically, bullied students feel anxious, and this anxiety may in turn produce a variety of physical or emotional ailments.

In their research into the impact of bullying on students NAAG (2000), found that bullying can have devastating effects on victims. The NAAG quoted the feelings of a student expressed it: "There is another kind of violence, and that is violence by talking. It can leave you hurting more than a cut with a knife. It can

leave you bruised inside" from this one can deduced the pain that student was expressing himself or herself.

### **Psychological Impact of Bullying on Students**

It is an undisputed fact that the psychological impact of bullying on victims is of greater proportions than ever imagined. Various research works have shown that the psychological impact on victims is of varied dimensions. Olafsen and Viemero (2000), Casey-Cannon, Hayward, and Gowen (2001), and Grills and Ollendick (2002) found that psychological disturbances that result from being bullied include lower self-esteem and/or inattentiveness, and greater social withdrawal, anxiety, depression, suicidal tendencies, and even self-destructive behaviours to cope with internalized distress. As evidenced in the responses of students in this study, majority of them indicated that they lack attentiveness in class and that they are even frightened when no person is around to relief them from bullying. More or less victims are always living in perpetual anxiety which does not augur well for academic work and good emotional development.

Fekkes, Pijpers, and Verloove-Vanhorick (2005), recent work also reveals that bullying impacts negatively on not only the victim's psychological aspect but also both his social adjustment, and physical wellness. However, Prinstein, Boergers, and Vernberg (2001), found that victims are not the only individuals who suffer but also perpetrators do suffer by having incidences of defiance and conduct disorders.

Further works have also proven that victims often suffer humiliation, insecurity, and loss of self-esteem and may develop fear of going to school.

Shellard (2002) and the Office of Juvenile Justice and Delinquency Prevention (2001) affirmed that the impact of frequent bullying can accompany victims into adulthood, where they appear to be at greater risk of depression and other mental health problems.

Studies documenting the negative impact of bullying on students have found that approximately fifteen percent (15%) of victims are “severely traumatized or distressed” by their encounters with bullies (Northwest Regional Educational Laboratory, 2001). Weinhold and Weinhold (1998), Hoover and Oliver (1996) also found that Twenty-two percent (22%) of grades 4-8 students and 14 percent (14%) of grades 8 - 12 students report having difficulties they be attributed to mistreatment by their peers and 10 percent of students who dropped out of school say they did so because of bullying. Research also suggests that young people who bully are more likely to commit violent acts in later years (Oliver, Young, and LaSalle, 1994; Craig and Pepler, 1999).

The psychological scars left by bullying often endure for years. Evidence indicates that "the feelings of isolation and the loss of self-esteem that victims experience seem to last into adulthood" (Clarke and Kiselica 1997, p.87). Studies have found that a higher level of depression and lower self-esteem among formerly bullied individuals at age twenty-three, even though as adults these individuals were no more harassed or socially isolated than a control group (Nansel et al, 2001).

Bullying occurs when a person willfully and repeatedly exercises power over another with hostile or malicious intent. A wide range of physical or verbal



behaviours of an aggressive or antisocial nature are encompassed by the term bullying. These include "insulting, teasing, abusing verbally and physically, threatening, humiliating, harassing, and mobbing" (Clarke and Kiselica, 1997, p.84). Bullying may also assume less direct forms sometimes referred to as "psychological bullying" such as gossiping, spreading rumors, and shunning or exclusion (O'Connell, Debra, Pepler and Craig, 1999) and (Wendy, 1999).

### **Personal-Social Impact of Bullying**

The adage that nobody is an island attests to the fact that one cannot claim to be independent of society. Once born into the society, always in the society. Most people have many social relationships ranging from casual acquaintance to intimate friendships and close family bonds. Social network according to Calhoun, Light, and Keller (1994) is a web of relationships among a set of people who are linked together, directly and indirectly, through their communication and dealings. They asserted that networks arise from regularized, repeated interactions, but like elements of structure they formed context that constrains and shapes how people act toward others. Due to the tribal conflict in the Bawku municipality, student-student relationship on the two campuses was not the best. Students do not trust one another for fear of being branded a hypocrite if found with another student from the other tribe. Students rather moved in groups from the same tribe in readiness to defend themselves when being attacked by their opponents. Once their minds were made up, they find it difficult to see, let alone accept evidence that contradicts their views.

Smith and Mackie (1995) see the intention of a person to help or to hurt defines whether one's behaviour is pro-social or aggressive. They believed that both helping and hurting could be done for their own sake, or to further some goals. They went on to point out that pro-social and aggressive behaviours depend on perceptions and interpretations of other people and situations on accessible desires and norms.

The negative effects of bullying upon the personal and social development of bullies and victims are intense and should not be glossed over. According to Nurmi, Poole and Kalakoski (1994), adolescence is a period of rapid and intense physiological changes involving social, moral and emotional development that often are resolved in a unique and gender-specific ways. Rudolph (2002), Acoca (1998), however asserted that adolescence is a more vulnerable time for girls than boys because of socialization variables that affect psycho-social female development such as social and personal victimization and socialized norms of power and control.

Fiering and Lewis (1991), Gilligan (1991) appear to support this view when they conceded that for girls, many changes occur in tandem with relational development among family and peers. Consequently, many adolescents experience negative events apart from being bullied such as increased stress, eating disorders, and even sexual abuse (Crawford and Unger, 2000). Paquette and Underwood (1999) skewed their findings to female adolescents when they reiterated that when a girl is bullied, the social and emotional effects are

especially hurtful because of the importance females place on interpersonal relationships.

Usually victims and bystanders of bullying suffer great impact of socializing with their peers and if nothing is done about it they carry it through to adulthood. According to Shellard and Turner (2004) and Lumsden (2002) victims have trouble making social and emotional adjustments, difficulty making friends, and do have poor relationships with classmates. On the other hand, it should be noted with concern that bullies also experience negative consequences as a result of their actions. They are often less popular when they get to high school, have few friends, and are more likely to engage in criminal activity.

From the above, one could deduce that a highly significant number of students suffer bullying with females and first year students being the worst victims. One can therefore conclude with certainty that bullying has nothing good to offer than to blight ones life for good.

### **Physical Impact of Bullying on Students**

According to Gallagher cited by Lumsden (2002) that in the U.S. one out of four children is bullied, and one out of five defines themselves as a bully. It was reported in Gallagher findings that approximately 282,000 students were physically attacked in secondary schools every month. Many avoid public areas of the school such as the cafeteria and restrooms in an attempt to elude bullies. For some students, the fear is so great that they avoid school altogether. It is therefore presumed that approximately 160,000 students stay home every day just to avoid being bullied.

### **Introduction to Anti-bullying Programme**

In terms of encouraging pro-social behaviour, Slee and Rigby (1994) suggested that it is important to mobilize the resources of majority of the student body who will not support the behaviour of a bully and will often not speak out in defense of the victim. If ways could be found to give the student body a stronger voice in fashioning out strategies to at least minimize bullying and create a serene environment, then life for students could be improved. Another research by Nelson, Smith, and Colvin (1995) investigated the effects of peer-mediated self-evaluation procedures for changing the behaviour of students with behaviour problems, and found encouraging support for improvement in playground behaviour.

### **Anti-Bullying Programmes**

The U.S. Secret Service National Threat Assessment Center (2000) asserted that when teachers and administrators fail to intervene, some victims ultimately take things into their own hands, often with grievous results. It was found that 37 school shooting incidents that took place majority of the shooters had suffered bullying and harassment that was longstanding and severe.

As noted above, rates of absenteeism are higher among victimized students than rates among their non-bullied peers, as are dropout rates. According to Nansel, Overpeck, Pilla, Ruan, Simons-Morton and Scheidt (2001), "youth who are bullied generally show higher levels of insecurity, anxiety, depression, loneliness, unhappiness, physical and mental symptoms, and low self-esteem." When students are bullied on a regular basis, they may become depressed and

despondent, even suicidal or homicidal. As a report by the National Association of Attorneys General notes, bullying "is a precursor to physical violence by its perpetrators and can trigger violence in its victims."

Higgins (1994) noted that the key feature at the level of anti-bullying intervention is pupil participation in the decision-making, involving discussion and active involvement in the implementation of any playground environmental work. He asserted that simply providing new play and teaching opportunities may not be enough to influence levels of bullying.

In designing policies against bullying, earlier researches into the problem made the following suggestions:

- ❖ Attention should be focused on creating a school-wide environment or climate that discourages bullying,
- ❖ Series of surveys of students to be conducted to assess the nature and extent of bullying behaviour and attitudes toward bullying,
- ❖ Equipping staff with the requisite skills to recognize and respond to bullying,
- ❖ Students involvement of developing consistent rules against bullying
- ❖ Periodical review and enhancement of the school's disciplinary code related bullying behaviour,
- ❖ Classroom activities to discuss issues related to bullying,
- ❖ Integration of bullying prevention themes across the curriculum,
- ❖ Individual and group work with children who have been bullied,
- ❖ Individual work with children who have bullied their peers,

- ❖ Involvement of parents in bullying prevention and intervention activities, and
- ❖ Use of teacher or staff groups to increase staff knowledge and motivation related to bullying.

As could be seen from the above, it is clear that for bullying to be reduced to the barest minimum or eradicated entirely, teachers alone cannot do the job. It requires the involvement of school authorities and parents as well as students in formulating anti-bullying policies.

### **Summary of the chapter**

Studies across some countries has shown that the incidence of bullying in all sectors of school setting existed; Olweus (1993) found that in Norway, Stephenson and Smith (1987) found that in England, Zindi (1994) found that in Zimbabwe, Rigby Slee (1991) found that in Australia Perry, Kusel and Perry (1988) found that in the United States of America and Ziegler and Rosenstein-Manner (1991) found similar incidence in Canada.

Numerous studies have documented the long-term negative academic, physical, and emotional effects of bullying on bullies, their victims, and even bystanders. Studies conducted on bullying in various countries revealed the negative impact that bullying has on its victims. Limber (2002) found that victims were usually depressed, lonely, have migraine headaches etc. Hoover and Oliver (1996) also found that victims were severely distressed and have academic difficulties. Nansel et al (2001) findings revealed that victims felt insecure, developed low self-esteem and show symptoms of mental problems. Victims

according to Shellard and Turner (2004) developed problems in adjusting in their schools or social settings. In effect, what one says is that the impact of bullying no matter its magnitude has some debilitating consequences on the victims ranging from mild to the extremes such as suicidal tendencies.

From what has been gathered so far, it is most probable that many schools in Ghana are facing similar bullying problems as evidenced in schools where various studies were conducted. This suggests that critical studies on bullying be carried out in Ghanaian schools to help unravel the cunning nature of bullying and its impact on students.

Effective bullying prevention programmes help to make schools safe and conducive places for students to learn and interact with their peers. Research has consistently found that the Olweus Bullying Prevention Programme to be successful in reducing the number of bullying incidents in schools. A further review of the research on successful bullying prevention programmes has identified general strategies that are essential components of effective programmes, including implementation of a comprehensive school wide programme, staff training, establishment of clear rules, and integration of anti-bullying themes into the curriculum or bullying awareness creation among students, and involvement of parents and students as well.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This section focused on the methodology of the study. These included; the research design, population, sample and sampling techniques and research instrument. Also, data collection procedure, methods of scoring the data and finally, how the data was analyzed are discussed.

#### **Research Design**

Gay (1991), states that research design indicates the basic structure of a study, the nature of the hypotheses and the variables involved in the study. According to Koul (2002), research design describes a number of decisions, which need to be taken into consideration concerning the collection of data. The design therefore constitutes a framework for the collection, measurement and analysis of the data. Fink (2001) however, observes that research design is all the stages and processes involved in reaching the respondents.

Given the purpose of this study, the most appropriate research design selected was a mixed study using the sequential explanatory method, thus partly qualitative (Case study) and partly quantitative (Survey). The sequential



explanatory method of the mixed methods approaches is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The purpose of this design is to use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study (Creswell, 2002).

Creswell (2002) observes that the sequential explanatory method is straightforward in nature, easy to implement, and easy to describe and report on the findings. The main weakness of this method however, as explained by Creswell (2002), is the length of time involved in the data collection as it involves two phases.

A survey catered for the quantitative part where the questionnaire was used to elicit views about bullying of both boys and girls from the respondents. The survey was used to assess the incidence of bullying of students in the said schools.

According to Miles (2001) a case study is useful when the subjects of the study are rare or unique, and it is also useful when a researcher wants to study something in great depth. The case study was used to assess the impact of bullying on students in the said two schools.

To obtain statistical, qualitative results from a sample and then follow up with a few individuals to probe those results in more depth, the researcher deemed it appropriate to opt for a mixed sequential explanatory method of study. Bullying in schools is unique and only through the use of mixed study that the needed results can be produced.

## **Population**

Population according to Koul (2002), Creswell (2002), and Frankel and Wallen (2000), refer to a complete set of individuals (subjects or events) having common observable traits or characteristics in which the researcher is interested. Fankel and Wallen (2000) further explain that population is a group of interest to the researcher, the group to whom the researcher would like to generalize the results of a study. One could infer from these authorities 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 or exclusion of people for the study.

For the purpose of this study, the target population comprised all students in the second cycle schools in the Bawku municipality. The accessible population however, was made up of all students in the two second cycle schools having boarding facilities in the Bawku Municipality. These schools were:

1. Bawku Senior High School, and
2. Bawku Technical Institute.

## **Sample and Sampling Procedure**

Fink (2001) explains sample to be a portion or subset of a group. It is representative of the population if important characteristics such as, age, gender, and status, are distributed similarly in both groups. It was realized that there were population differential in the two schools chosen for the study. To ensure fairness in selecting the sample for the study, the researcher opted to use the stratified

proportional sampling method. Frankel and Wallen (2000) state that stratified sampling is a process whereby certain subgroups called strata are selected for the sample in the same proportion as they exist in a population.

The chart designed by Kericie and Morgan (1970) on how to obtain a sample from a given population was used to determine the sample size for the study. According to Kericie and Morgan (1970) a population of about 1,800 gives a sample size of 317 and a population of about 1,900 gives a sample size of 320. The total population for this study was 1,879 and the researcher decided to use 300 as the sample size since this number was close to these suggested sample sizes suggested by Kericie and Morgan (1970).

Using the multistage sampling procedure, the stratified proportional procedure was used to determine the sample size for each school, then for each class in each school, and then for the programmes in each class. Then considering the programmes in each class, the simple random sampling method was used to select the number required for each programme.

First, the proportional sampling was used to obtain the 300 respondents for the study based on the total populations of the two schools which was 1,879 with the ratio of the Senior High School to the Technical School as: 1,004 : 875.

Based on proportional basis, the calculations made in arriving at the sample size for the two schools were as presented in the table below:

**Table 1: Sample Sizes for the two chosen schools.**

| <b>School</b>             | <b>Total</b>      | <b>Sample</b> |              |
|---------------------------|-------------------|---------------|--------------|
|                           | <b>Population</b> | <b>Size</b>   | <b>Total</b> |
| Bawku Senior High School  | 1,004             | 160           | <b>160</b>   |
| Bawku Technical Institute | 875               | 140           | <b>140</b>   |
| <b>Total</b>              | <b>1,879</b>      | <b>300</b>    | <b>300</b>   |

**Source: Field Data July, 2007**

In each year group in each school, the sample size was worked out in proportion of the population to the entire population of the school. Then from there, the sample size for each programme was worked out in proportion of the population of that programme to the entire population of that year group. The simple random sampling method was then used to draw members to form the sample size for that programme.

**Table 2: Sample Sizes obtained for each programme in Bawku Senior High School.**

| Programme                | 1st Year     |             | 2nd Year     |             |
|--------------------------|--------------|-------------|--------------|-------------|
|                          | No. in Class | Sample Size | No. in Class | Sample Size |
| 1. Home Economics        | 105          | 17          | 70           | 11          |
| 2. Science               | 50           | 8           | 44           | 7           |
| <b>Table 2 continued</b> |              |             |              |             |
| 3. Arts                  | 105          | 17          | 97           | 16          |
| 4. Agricultural Science  | 78           | 12          | 70           | 11          |
| 5. Business              | 105          | 17          | 85           | 14          |
| 6. Visual Arts           | 105          | 17          | 90           | 14          |
| <b>Total</b>             | <b>548</b>   | <b>87</b>   | <b>456</b>   | <b>73</b>   |

**Source: Field Data, July 2007**

On proportional basis, the sample sizes obtained for each programme in Bawku Senior High School were as shown in table 2 above.

**Table 3: Sample sizes obtained for each programme in Bawku Technical Institute.**

| Programme                  | 1st Year                   |             | 2nd Year     |             |
|----------------------------|----------------------------|-------------|--------------|-------------|
|                            | No. in Class               | Sample Size | No. in Class | Sample Size |
|                            | 1. Block Laying/Concreting | 89          | 14           | 90          |
| 2. Electricals             | 65                         | 11          | 80           | 13          |
| 3. Motor Vehicle Mechanics | 82                         | 13          | 71           | 11          |
| 4. Mechanical Engineering  | 71                         | 11          | 42           | 7           |
| 5. Plumbing                | 56                         | 9           | 61           | 10          |
| 6. Painting and Decorating | 26                         | 4           | 40           | 6           |
| 7. Carpentry and Joinery   | 53                         | 9           | 49           | 8           |
| <b>Total</b>               | <b>442</b>                 | <b>71</b>   | <b>433</b>   | <b>69</b>   |

**Source: Field Data, July 2007**

On proportional basis, the sample sizes obtained for each programme in Bawku Technical Institute were as shown in table 3 above. For calculations in arriving at the various sample sizes, refer to appendix ‘E’.

The essence of using these methods was to ensure fair representativeness of all the strata in the population such as; schools, classes, and programmes. Nwadinigwe (2002) explains that in proportional stratified sampling, one could use simple random sampling on each stratum to pool members to form the entire sample. The simple random sampling method as used in the last stage was that the researcher was only interested in getting views from respondents from the two

classes irrespective of gender. That was why the sample was not drawn on gender basis. What was paramount to the researcher was collating views on bullying from respondents. Each student to the best judgment of the researcher was capable of responding to questions on bullying.

By these calculations, the researcher entered a class knowing exactly what number of respondents to draw from each programme. In each programme, the simple random sampling method was employed as suggested by Nwadinigwe (2002). Numbers were assigned to names as they appeared in the attendance register in programme. These were kept in a container and a number was drawn at a time. Anytime a number was drawn it was recorded and that number was not put back in the container. The cycle continued till the required number was obtained in each programme area.

The questionnaire was first administered to all of the 300 students sampled. Responses that were gathered were used to analyze the incidence of bullying in the two schools. From that number, eighteen (18) thus nine (9) respondents from each school was purposively selected and interviewed. The eighteen (18) respondents selected were based on the information about victims of bullying the senior housemasters and/or guidance and counselling coordinators provided. Final year students were excluded from the study as they were not available at the time the researcher was collecting the data.

The two schools were purposively selected out of four second cycle schools in the municipality for the study because the researcher was interested in schools that were having boarding facilities. Out of the four schools in the municipality,

there was one Day Senior High School and one College of Education; these two schools were excluded from the study because Colleges of Education and day secondary schools were not the interest areas of the researcher.

Even though there might be incidence of bullying in these schools, it cannot be compared with the two schools chosen for the study. This is due to the fact that Colleges of Education are considered as matured institutions hence the need to exclude it from the study. At the time the researcher was collecting the data the third years in both schools had completed and left hence they were left out. With students coming from all corners of the country to these schools chosen for the study, it helped assess the incidence and impact of bullying on students in the said schools and the results was accurately and vividly generalized on the entire population of SHS and Technical students in the Municipality.

### **Research Instrument**

In gathering data for this study, the researcher used a mixture of “Yes” and “No” and a four-Likert Scale questionnaire, and a semi-structured open-ended interview. According to Miles (2001), questionnaire usually is about asking people questions to find out what they think about something or know about an issue. Wallen (2000) sees questionnaire as questions respondents are made to supply answers or tick answers that are provided. Questionnaire therefore is a way of getting data about persons by asking them rather than watching them behave or



by sampling a bit of their behaviours. The questionnaire helped in assessing the incidence of bullying in the two campuses.

According to Amedahe (2002) interview involves posing questions to respondents for answers in a face-to-face situation or by phone. The semi-structured open-ended interview on the other hand helped in assessing the impact of bullying on victims as respondents expressed their emotions to the questions. Interviews provided more information that the questionnaire could not provide. The semi-structured open-ended interview was preferred because respondents were not restricted in expressing their feelings. Also, based on the response that an interviewee gave, more questions were generated. Interviewees were assured of confidentiality on all information they provided. Permission was duly sought from interviewees before the researcher could record all proceedings. All interviews were tape recorded and transcribed.

Items were generated from themes gleamed from the literature and initial interaction with a number of students in SHS. Again, the items of the questionnaire were designed along the guidelines suggested by Frankel and Wallen (2000); Koul (2002); and Creswell (2002). Also, questionnaire items were designed alongside the research questions. In all, there were forty-one (41) items in the questionnaire.

The questionnaire was divided into three Parts. Part One was on the purpose of the study and assured respondents of confidentiality and anonymity of information they provided. Part Two was made up of bio-data for respondents to complete. Part Three was made up of instructions regarding how the questionnaire

should be answered. This third section was further divided into eight sections: -  
A, B, C, D, E, F, G and H

**Section 'A'** comprised questions on the incidence and prevalence of bullying in the Second Cycle Schools

**Section 'B'** comprised questions about the typical forms of bullying in Second Cycle Schools.

**Section 'C'** comprised questions about why bullies bully.

**Section 'D'** was made up of questions about the perceived psychological effects of bullying on victims.

**Section 'E'** was made up of questions about the perceived physical effects of bullying on victims.

**Section 'F'** was made up of questions about the perceived personal-social effects of bullying on victims.

**Section 'G'** was made of questions about the perceived academic effects of bullying on victims.

**Section 'H'** was made of questions that elicited suggestions from respondents in solving the problem of bullying in the said schools.

### **Validity and Reliability of the Instrument**

#### **Validity:**

To establish validity for this scale, the draft items were made available to experienced lecturers from the department who made valuable suggestions regarding the item format and the use of some expressions. They also suggested the replacement of some of the items with others which were more capable of

eliciting information about the incidence and impact of bullying on students. Some items were reworded to ensure that even Junior High Schools (JHS) three (3) students could understand and provide well informed responses. Initially seventy-five items were drafted and given to the lecturers out of which only forty (40) items were recommended for use in this study.

### **Reliability**

Miles (2001) says reliability is the ability of a measure to give consistent scores. Reliability according to Frankel and Wallen (2000) refers to 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 conditions.

The reliability co-efficient of the instrument was calculated using the inter-rater reliability formula propounded by Creswell (2002) based on the data that was collected from the pilot testing. The formula is:

$$\% \text{ Degree of Reliability} = \frac{\text{Actual number of Right Transcription}}{\text{Possible number of Right Transcription}} \times \frac{100}{1}$$

Where: Actual number of Right Transcription is the number of students interviewed and their recordings transcribed correctly. Possible number of Right Transcription is the total number of students interviewed.

Five people transcribed the recordings and the results were compared. Where the five or more than two people gave the same transcription, it was taken

as right transcription. A 50% or higher results indicated that the instrument was reliable.

### **Pilot Testing**

A pilot test was carried out at Lawra Senior High School in the Upper West Region. Lawra Senior High School was chosen because of the similarities that exist between the two schools of study and Lawra Senior High School. All the three schools have similarities in culture, geographical settings and religious beliefs. The purpose of the pilot testing was to bring to light whether the questionnaire items and interview guide were void of ambiguities or not. In total, thirty (30) students were used in the process. Fifteen (15) students from each class comprising eight (8) female and seven (7) male students in the first year and eight (8) male and seven (7) female students in the second year were selected for the pilot testing.

With the aid of Statistical Product for Service Solution (SPSS) version 15.0, the internal consistency of the entire instrument was calculated using Cronbach's alpha. The alpha for the overall instrument was calculated to be 0.72. According to Robison, Shaver and Wrightsman (1991) cited by Whitley (1996), a minimum of 0.70 Internal Consistency Co-efficient and a minimum of 0.50 Test-Retest correlations across at least, over a three-month period is acceptable. Based on their suggestion, the researcher was convinced that the instrument was reliable enough to be used. Yet the instrument was still subjected to critical scrutiny and analyses. This afforded the researcher the chance to modify the questions that

were not properly answered. Responses obtained from the pilot testing were used to establish the reliability and validity of questionnaire.

In conducting the interview, an interview guide of eleven (11) questions was designed and used. Questions were designed in line with the research questions. The interview guide was a semi-structured one. This was to serve as a check on the researcher in the process of interviewing, he would not lose focus. The researcher ensured that the ethics in research regarding interviews were respected. According to the Committee on Scientific and Professional Ethics of the American Psychological Association as cited by Wallen (2000) the researcher must respect the right of any individual to refuse or participate in a study or withdraw from participating at any time. The researcher sought permission from each interviewee to record and assured them of anonymity confidentiality of all proceedings. If the interviewee agreed, the proceedings were recorded. All the students sampled for the interview gave their consent and the proceedings recorded.

In establishing the reliability of the interview guide, the researcher randomly selected 8 students from the 30 students selected for the pilot testing and interviewed using the interview guide. Four students each were selected from each class thus the first and second year classes. Five people were made to transcribe the 8 tapes recorded.

Going by Creswell's (2000) proposition, each item transcribed by the five people were compared and where three or more of the five people gave similar transcriptions, that item was taken to be reliable. Those items that have less than

three people giving similar transcriptions were dropped. In all, out of the 20 items designed and used in the pilot testing, 11 of them were modified and maintained.

### **Data Collection Procedure**

Data refers to information researchers obtain on the subjects their research Frankel and Wallen (2000). Data could also be referred to as the empirical evidence or information that one gathers carefully according to rules or procedures. Data can be quantitative or qualitative. As stated earlier, a set of questionnaires on the bullying of students was administered to three hundred (300) respondents (students) of the chosen schools. Out of this number, eighteen (18) respondents were purposively selected for the interview.

A letter of introduction was collected from the Head of Department of Educational Foundations to the various schools where the researcher carried out the study. Second, the researcher went on familiarization visits to present the introduction letters to the heads of the schools and briefed them on the purpose of the study. Third, the researcher sought permission from the heads of schools to meet the students on a day that was convenient to them. Fourth, on the appointed day the researcher met them and briefed them on the purpose of the study, guided them on how they should answer the questions and assured them of confidentiality and anonymity of whatever information they provided. The administration and collection of the questionnaire was done on the same day to ensure at least, 99% retrieval of completed questionnaire. The administration of the questionnaire on students in the said two schools was done on two separate days.

With the help of the senior housemasters and guidance coordinators, the researcher identified victims of bullying and carried out the interviews on the said victims. In conducting the interview, the researcher used the interview guide as a measure of keeping focus on the purpose of the interview. However, when a question is posed and based on the response given the researcher may probe further to get deeper understanding of the interviewee. The researcher was given thirty minutes a day. This made it impossible for him to meet more than one student a day. In all, this lasted for three weeks.

### **Data Analysis**

The data collected was edited, coded, organized, summarized, and interpreted to give a clear picture about the state of the problem:- “The incidence and impact of bullying on students in Ghanaian schools”. In analyzing the data that was collected, the researcher used descriptive statistics using frequencies and percentages.

For all Research Questions; 1, 2, 3, 4, 5, 6, 7, and 8, frequencies and percentages were used to analyse the data because this gave a clear picture of the incidence and impact of bullying understudy. In all the analysis, the researcher used the Statistical Product for Service Solution (SPSS) version 15.0 procedures.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### Introduction

Chapter four is concern with analyzing the research data. The analysis is done according to research questions alongside the discussions. Data is presented in frequency tables. The analysis was began by analyzing the demography population of the respondents and followed by analyzing research question by research question.

#### Demographic data of Respondents

**Table 4a: Sex of Respondents (N-300)**

| <b>Sex</b>   | <b>Freq/Percent</b> |
|--------------|---------------------|
| Male         | 184/61%             |
| Female       | 116/39%             |
| <b>Total</b> | <b>300/100%</b>     |

**Source: Field Data July 2007**

Table 4a above indicates the sex of respondents drawn for the study. In all, 184 males representing 61% and 116 females representing 39% making a total of 300 (100%) respondents were sampled for the study.



**Table 4b: Class of Respondents (N-300)**

| <b>Class</b> | <b>Freq/Percent</b> |
|--------------|---------------------|
| SS 1/Tech 1  | 198/66%             |
| SS 2/Tech 2  | 102/34%             |
| <b>Total</b> | <b>300/100%</b>     |

**Source: Field Data July 2007**

Table 4b shows the classes that were used for the study. Both first and second years were purposively selected for the study. First years from both schools put together were 198 representing 66% and the second years were 102 representing 34%. This gives a total number of 300 respondents representing 100%.

**Table 4c: Age of Respondents (N-300)**

| <b>Age Range</b>   | <b>Freq/Percent</b> |
|--------------------|---------------------|
| 21 Years and above | 9/3%                |
| 18-20 Years        | 177/59%             |
| 15-17              | 114/38%             |
| <b>Total</b>       | <b>300/100%</b>     |

**Source: Field Data July 2007**

The ages of respondents were of paramount interest to the researcher hence students were asked to indicate the range they fall within as displayed in Table 4c. In doing so, the researcher put the age range as;

- ❖ 21 years and above

- ❖ 18-20 years
- ❖ 15-17 years

From the students' responses, majority of respondents were between the ages of 18-20 making a total number of 177 representing 59%, followed by students within the age range of 15-17 with a total number of 114 or 38% and the least was students within the age range of 21 and above being 9 in number or 3% this gives a total number of respondents as 300 or 100%.

### Research Question 1:

#### What is the prevalence of bullying in Second Cycle Schools in Bawku Municipality?

Data in Tables: 2a, 2b, 2c, and 2d are used to answer the above research question.

**Table 5a: Frequency Table showing responses on items; 1, 2, and 3. (N-300)**

| Items  | Yes<br>Freq/Percent | No<br>Freq/Percent | Total             |
|--|---------------------|--------------------|-------------------|
| 1. In this school does beating up of juniors by seniors exist?       | 262 (87%)           | 38 (13%)           | <b>300 (100%)</b> |
| 2. Have you been beaten up by a senior before?                       | 239 (80%)           | 61 (20%)           | <b>300 (100%)</b> |
| 3. Have you observed that there is bullying going on in this school? | 265 (88%)           | 35 (12%)           | <b>300 (100%)</b> |

**Source: Field Data, July 2007**

In assessing the prevalence of bullying status in Second Cycle Schools in Bawku Municipality, five questions were asked to elicit students' opinions and

personal experiences. Three of the five questions were made up of Yes or No responses. Table 5a above indicates that majority of the students (262) or 87% admitted that beating of juniors by seniors exist in the said schools. While only 13% or 38 students indicated that the practice of seniors beating juniors does not exist.

Responding to the question have you been beaten before, as many as 239 students representing 80% stated they were beaten up by seniors before. Sixty-one (61) students representing 20% stated they were not beaten before. On the issue whether students observed that there were bullying practices going on in the said schools, 265 students (88%) stated that from their observation bullying was going on in the two schools. As many as 35 students or 12% of the students sampled however denied the fact that bullying existed in the two schools. One could infer from the responses presented on the table that there were bullying activities going on in the said schools.

**Table 5b: Cross-Tabulation Table showing responses of males and females on items 1, 2 and 3. (N-300)**

| Item   | Males    |         | Females  |         |
|--|----------|---------|----------|---------|
|  | Yes      | No      | Yes      | No      |
|  | Freq/%   | Freq/%  | Freq/%   | Freq/%  |
| 1. In this school does beating up of juniors by seniors exist? | 160(86%) | 24(14%) | 102(88%) | 14(12%) |
| 2. Have you been beaten  |          |         |          |         |

up by a senior before?            148(80%)   36(20%)   90(78%)   25(22%)

**Table 5b continued**

3. Have you observed that  
there is bullying going on  
in this school?                    160(87%)   23(13%)   103(90%)   11(10%)

**Source: Field Data July, 2007**

From Table 5b item one (1), 160 males representing 86% indicated that beating up of students existed in their schools with 24 or 14% of them responding No to the question. On the females' side, 102 of them representing 88% asserted to the question that beating up of students existed in their schools whilst 14 or 12% responded negatively. From a glance, based on the results presented one can see clearly that majority of both males and females showed that beating up of juniors existed in the two schools.

On item 2, 80% and 78% of males and females respectively indicated that they were beaten up by seniors before whilst 20% and 22% of the males and females responded in the negative. It could be deduced that both sexes' responses are almost the same. A good percentage of the students did show that they were beating up by seniors before.

On item 3, 87% and 90% of the males and females respectively did show that from their observation, bullying was going on in their schools whilst 13% and 10% of both males and females respectively responded in the negative. This indeed confirmed the results of the earlier on frequency tables presented.

**Table 5c: Frequency Table showing responses of students on items; 4 and 5 (N-300)**

| Item/Response  | Freq/Percent   |
|--|----------------|
| 4. How often are weaker students provoked and bullied? |                |
| A. Very Often  | 141/47         |
| B. Often   | 78/26          |
| C. Sometimes   | 58/19          |
| D. Never   | 23/08          |
| <b>Total</b>   | <b>300/100</b> |
| 5. The longest period you were bullied continually.    |                |
| A. For a Day or Two                                    | 60/ 20         |
| B. For Week or Two                                     | 48/16          |
| C. For Several Weeks                                   | 104/35         |
| D. For Months  | 88/29          |
| <b>Total</b>   | <b>300/100</b> |

**Source: Field Data, July 2007**

From Table 5c item 4, 141 students representing 47% stated that very often they were provoked and bullied. Seventy-eight (78) students representing 26% indicated that they were often provoked and bullied. Fifty-eight (58), and 23 students representing 19% and 8% respectively responded that they were sometimes and never provoked and bullied.

From the same Table 5c the responses to item5 show that 104 students indicated that they were bullied continually for several weeks. Eighty-eight (88) students or 29% stated that they were bullied continually for months, whilst 60

and 48 students representing 20% and 16% respectively, indicated that they were consistently bullied for a day or two and for a week or two respectively. From their responses, one could infer that majority of the students were bullied continually for several weeks followed by months weeks and days.

**Table 5d: Frequency Table showing responses of males and females on items 4 and 5. (N-300)**

| <b>Item</b>  | <b>Male<br/>Freq/Percent</b> | <b>Females<br/>Freq/Percent</b> |
|--|------------------------------|---------------------------------|
| 4. How often are weaker students provoked and bullied?   |                              |                                 |
| A. Very Often  | 49 (27%)                     | 29 (25%)                        |
| B. Often   | 31 (17%)                     | 27 (23%)                        |
| C. Sometimes   | 89 (48%)                     | 53 (46%)                        |
| D. Never   | 15 (8%)                      | 7 (6%)                          |
| <b>Total</b>   | <b>184(100%)</b>             | <b>116(100%)</b>                |
| 5. Looking back over your time in this school, what is the longest period over which you were bullied continually? |                              |                                 |
| A. For a day or two  | 43 (23%)                     | 17 (15%)                        |
| B. For a week or two   | 27 (15%)                     | 21 (18%)                        |
| C. For several weeks   | 63 (34%)                     | 41 (35%)                        |
| D. For months  | 51 (28%)                     | 37 (42%)                        |
| <b>Total</b>   | <b>184(100%)</b>             | <b>116(100%)</b>                |

**Source: Field Data July, 2007**

Assessing the frequency of how weaker students are provoked and bullied, majority of both males and females thus 48% and 45% respectively showed that sometimes weaker students were provoked and bullied.

On item 4, 44% and 48% of males and females respectively indicated that weaker students were provoked and bullied often and very often. And as low as 9% of males and 6% of females said weaker students were never provoked and bullied. It appears both sexes were of the view that weaker students are sometimes provoked and bullied.

On item 5 both males and females demonstrated longest period over which they were bullied continually. Males' population of about 64 representing 34% and 41 females representing 35% asserted that for several weeks they were bullied continually.

Again, 51 males representing 28% and 37 females representing 42% respectively indicated that for months weaker students were provoked and bullied continually. Respondents views on the longest period over which they were bullied continually, for a day or two and a week or two continually respectively, 23% of males respondents and 15% of the females did indicate that they were bullied for a day or two whilst 15% of the male respondents and 18% of the female respondents showed that they were bullied for a week or two as being their longest period.

### **Discussion of findings to Research Question 1.**

From the five items answering research question 1, the first three items showed majority of students 80% or more responding Yes to the questions. In

cross checking with the cross-tabulation analysis for both males and females and on the level of classes on the same items, it was realised that no item recorded less than 80% indicating that the question was true or the practice existed.

By way of conclusion, the researcher could make inferences from the analyses presented in Tables 5a - 5d that the incidence of bullying existed in the two schools understudy. This finding was in congruence with earlier works into bullying. Across countries (Zimbabwe and Australia) studies on survey on bullying was conducted and the finding confirmed that the incidence of bullying was present in every school (Zindi, 1991; Rigby and Slee, 1991; Slee, 1995).

It appears that bullying makes one tough or show how may an underlying factor why students bully especially their juniors and/or the weaker ones. Again it could also be the notion that bullying is a tradition every first year student must go through. Majority of the students interviewed agreed that the practice is a tradition and it must continue. From the interview, majority of those who asserted that bullying was a tradition, claim they will also carry out the practice onto those who will come later as fresh students.



**Research Question 2:**

What are the typical forms of bullying of students in Second Cycle Schools?

**Table 6: Frequency Table showing responses of males and females on items; 6, 7, 8, 9 and 10. (N-300)**

| Items  | Yes           | No            | Total            |
|--|---------------|---------------|------------------|
|  | Freq(Percent) | Freq(Percent) |                  |
| 6. Being called hurtful names                                  | 218(73%)      | 82(27%)       | <b>300(100%)</b> |
| 7. Being isolated from group activities                        | 169(56%)      | 131(44%)      | <b>300(100%)</b> |
| 8. Spreading of rumors about you                               | 231(77%)      | 69(23%)       | <b>300(100%)</b> |
| 9. Hitting or brushing of your face or any part of your body   | 257(86%)      | 43(14%)       | <b>300(100%)</b> |
| 10. Cartooning or writing of nasty messages about you on walls | 161(54%)      | 139(46%)      | <b>300(100%)</b> |

**Source: Field Data, July 2007**

In determining the typical forms of bullying students engaged in so as to help the researcher in suggesting ways of controlling the practice few of some bullying activities were put down for respondents to indicate Yes or No to the statements that applied to them. From Table 6 item number six (6), 218 respondents representing 73% indicated that calling of hurtful names was one of the forms of bullying perpetrators use to intimidate them. Eighty-two (82) respondents or 27% indicated No to the statement. From this, the researcher can

infer that bullies intentionally create nasty names for their victims and which they constantly use to intimidate them. Research findings have confirmed that both boys and girls engage in verbal bullying, however, boys are noted to employ more physical forms of bullying than girls (Olweus, 1993; Nansel et al, 2001):

Item seven (7) showed that 56% of the respondents were intentionally isolated from group activities. This notion is supported by Olweus, (2002) when he claimed that girls are more likely than boys to bully each other using social exclusion.

On item number eight (8), 231 respondents representing 77% indicated that rumour mongering or spreading rumours about one is an effective tool of bullies to destroy their image on campus. Only 69 respondents or 23% indicated No. From the figures given, majority of the respondents suffered false information being spread by perpetrators of bullying. Nansel et al (2001) noted that girls are more likely to report being targets of rumour-spreading and sexual comments.

Item nine (9) showed as many as 257 respondents representing 86% indicated that they suffered from being hit or brushed at their faces or any part of their bodies in the form of bullying. The follow up interview results show that brushing the face, pushing victims under beds, kneeling down on pebbles was a common ordeal first years go through.

The last item ten (10) on the typical forms of bullying was cartooning or writing nasty messages about a victim on walls, it was realised that 161 or 54% of the respondents indicated they suffered from nasty messages and cartooning about them on walls all around their campuses. On the contrary, 139 respondents (46%)

responded negatively. During the interview session about 90% of the interviewees complained of drawings that they saw on walls with names of students attached to the drawings, these were highly humiliating. The implication here is that it appears school authorities overlooked some of these issues which made perpetrators to think that it is normal to engage in such practices.

### **Discussion of findings to Research Question 2**

From the results on the above research question, it was revealed that bullies used all the bullying practices listed with hitting or brushing of faces or any part of the body being the most frequently used practice. During the interview session, some of them even mentioned other practices that they went through; ordeals such as being pushed under the beds for several hours, spreading pebbles on the floor for them to kneel on and measuring jugs of water for them to drink at midnight. The researcher cannot but infer from the results that all the five bullying practices listed and many more that were not on the list were used by bullies as a way of achieving their selfish ends. Various behaviour theorists could explained these undesirable behaviours. First, in Freud's frustration theory of aggression, where in an attempt to get what ones want and the efforts are being met with obstacles, the person in question becomes helpless and frustrated and tends to punish those standing in his/her way (Harris, 2001). Bullies became hostile toward their victims if what they are seeking from them are not forthcoming.

From the behaviourists' point of view, any behaviour (bullying in particular) when found to be rewarding will attract other potential bullies to engage in the act. Such students from observation, realized that bullies get away

with impunity hence they would be enticed to behave same because of what they have learnt from their models (Bandura, 1977).

The findings on the research question agreed with most research works earlier on conducted. Olweus, (1993); and Nansel et al, (2001) findings have confirmed that both boys and girls engaged verbal bullying, however, boys are noted to employ more physical forms of bullying than girls. Olweus' (2002) work found out that girls used social isolation more than boys to bully their peers. Nansel et al (2001) again noted that girls are more likely to report being targets of rumour-spreading and sexual comments. However, whether females in these two schools ever reported cases of rumour-mongering was another issue. During the interview some indicated that the more you reported the more you become a target of bullying among the seniors and they would always be provoking you by sending you on errands on end and if you dared to resist, they capitalized on that to bully you. Some were of the view that to save themselves from being targets, they preferred to keep quite and suffer in silence.

### Research Question 3

What are the motives of bullies to bully?

**Table 7: Frequency Table showing responses of students on items; 11, 12, 13, 14 and 15. (N-300).**

| Items                                  | Yes                 | No                  | Total            |
|--|---------------------|---------------------|------------------|
|  | <u>Freq/Percent</u> | <u>Freq/Percent</u> |                  |
| 11. Just for fun                       | 170(57%)            | 130(43%)            | <b>300(100%)</b> |
| 12. Because they annoyed me            | 206(69%)            | 94(31%)             | <b>300(100%)</b> |
| 13. Because they proved<br>difficult   | 155(52%)            | 145(48%)            | <b>300(100%)</b> |
| 14. Because it is a tradition          | 217(72%)            | 83(28%)             | <b>300(100%)</b> |
| 15. Because they proved too<br>knowing | 235(78%)            | 65(22%)             | <b>300(100%)</b> |

**Source: Field Data, July 2007**

The researcher, based on earlier interactions with some students postulated some underlying reasons for which bullies engage in carrying out their practices. For item 11, 170 respondents representing 57% alluded to the fact that bullies engage in their activities for the fun of it. While 130 or 43% of the respondents said No. The implication is that the 43% who responded No perhaps have their own reasons why bullies engage in their activities. However, what is clear is that bullies carry out their activities which have some negative effects on their victims. On item 12, 206 respondents (69%) indicated that bullies carried out bullying

activities because they felt victims annoyed them whilst 94 respondents or 31% indicated No.

On item 13, 155 respondents (52%) indicated that when seniors requested for something, particularly money and you did not give them they claimed you were difficult and would find ways of bullying you. On the contrary, 145 of the respondents (48%) said No to the statement.

In most second cycle schools in Ghana some practices are alleged to be a tradition of the school and once enrolled one has to go through that tradition. In item 14, responding to the statement bullying is a tradition, 217 (72%) respondents indicated that bullies bully because it is a tradition of the school whilst 28% of them denied that it was not a tradition.

On this particular issue during the interview all the 18 respondents said once it was a tradition, they would also bully their juniors when they came in as first years. On item number fifteen (15), 235 or 78% responded that seniors bullied because they claimed juniors proved to be too knowing whilst 22% or 65 respondents responded in the negative.

### **Discussion of findings to Research Question 3**

From the results presented in Table 4 above, majority of the respondents indicated that bullies carried out their activities because victims proved too knowing, followed by the notion that bullying was a tradition every student must go through then thirdly, because victims annoyed them to initiate bullying.

A good number though, also indicated that bullies bully for fun and that victims proved to be difficult. From the breakdown of the results presented one could conclude by saying that the underlying factors for bullies to bully were diverse in nature ranging from personal issues to the mentality that bullying is a tradition. Some people go to the extent of saying bullying harden the victims to withstand future hardships. This finding agrees with O'Moore and Hillery (1989), and MacDougall (1993) findings that bullying is a tradition. Their work revealed that bullying among school children was not a new phenomenon as has been described in fictional works for centuries. They asserted that most adults could still remember incidents of bullying in which they were either the bullies or the victims.

From the results, reasons could be attributed to the motives of bullies to mean that bullies are sadists who take delight in seeing their fellow friends suffer in pain. Bullies hide behind the notion that bullying is a tradition every student must pass through. Greed could be one of the factors as bullies want anything good to belong to them that explained why they have been seizing items from the juniors. When bullies demand anything from their victims and they are not able to provide, they find excuses to justify their actions that victims annoyed them. Here again, Freudian theory of frustration sets in and victims are at the mercy of their perpetrators.

**Research Question 4:**

What are the perceived psychological effects of bullying on victims?

**Tables 8a and 8b were used to address Research Question 4**

**Table 8a: Frequency Table showing responses of respondents on items: 16, 17 and 18. (N-300)**

| Item/Response  | Freq/Percent    |
|--|-----------------|
| 16. After you were bullied, how did you feel about bullying?         |                 |
| A. I felt very fearful   | 77/26%          |
| B. I felt disappointed that it happened                              | 56/19%          |
| C. I felt very angry about it  | 138/ 46%        |
| D. It hasn't really bothered me                                      | 29/09%          |
| <b>Total</b>   | <b>300/100%</b> |
| 17. How did you feel about yourself after being bullied?             |                 |
| A. I felt sad and miserable  | 166/55%         |
| B. I felt fearful  | 35/12%          |
| C. I felt insecure   | 38/13%          |
| D. I felt angry  | 61/20%          |
| <b>Total</b>   | <b>300/100%</b> |
| 18. How often have you delayed in reporting to school from vacation? |                 |
| A. Very Often  | 105/35%         |
| B. Often   | 95/32%          |
| C. Sometimes   | 63/21%          |
| D. Never   | 37/12%          |
| <b>Total</b>   | <b>300/100%</b> |

**Source: Field Data, July 2007**



**Table 8b: Frequency Table showing responses on items 19 and 20. (N-300)**

| Items/Responses  | Yes          | No           | Total            |
|--|--------------|--------------|------------------|
|  | Freq/Percent | Freq/Percent |                  |
| 19. Have you ever stayed away from school because of bullying? | 206(67%)     | 94(33%)      | <b>300(100%)</b> |
| 20. If you were bullied everyday would tell someone?           | 204(68%)     | 86(32%)      | <b>300(100%)</b> |

**Source: Field Data, July 2007**

Results in Tables 8a and 8b seek to address research question 4: What are the perceived psychological effects of bullying on victims? Items; 16, 17, 18, are in Table 8a, and items 19 and 20 are in Table 8b.

Item 16 showed 138 respondents which is 46% indicating that they felt very angry about bullying generally. Seventy-seven (77) respondents representing 26% showed that they felt very fearful after being bullied whilst 56 of them or 19% indicated they felt disappointed about the incident. As low as 29 respondents representing 9% indicated that bullying really did not bother them at all. The findings from the interview indicates that majority of the respondents brood over bullying anytime they were bullied. This would surely have some negative psychological effects on them.

In item number 17, 166 respondents which is 55% indicated that they felt sad and miserable any time they were bullied. Sixty-one (61) and 38 representing 20% and 12% respectively indicated that they felt angry and insecure after being

bullied. Thirty-five (35) respondents or 12% indicated that they felt fearful any time they were bullied.

Responding to item 18, 105 or 35% of the respondents showed that due to bullying, they usually delayed in going to school or found excuses to go home just to avoid being bullied. Ninety-five (95) and 63 respondents or 32% and 21% respectively of them showed that they often and sometimes respectively delayed in reporting to school due to bullying. Thirty-seven (37) respondents or 12% indicated that they delayed in reporting to school after vacation because of bullying. In the interview session, about 85% of the respondents confirmed that they used flimsy excuses to stay away for some extra days anytime schools reopened. When they managed to report, they feigned sick and were permitted to go back home so as to avoid being bullied. One of the second-year Technical students expressed her sentiments as follows:

*Some seniors are being 'tribalistic'; because I am not from this area they do all they can to get me working all the time. It is the computer selection system that has brought me here. This school was not my choice." (Verbatim expression by a second-year Technical Fashion and Design student)*

From the expression of this student one could infer that not only was that student bitter about being bullied but she has also roped in tribal sentiments.

Item 19 in Table 5b displayed the responses of Yes or No on whether respondents stayed away from school because of bullying. Two hundred and six

(206) respondents representing 67% responded Yes whilst 94 or 33% of them said No. On item 20, 68% or 204 respondents indicated they would tell some body if they were bullied daily whilst 86 respondents or 32% of them said would not. From the two tables one may conclude without reservation that the psychological impact of bullying was immense and varied. These included; staying away from school, feeling sad and lonely, not trusting anybody etc.

#### **Discussion of findings to Research Question 4**

From Tables 8a and 8b, most of the respondents expressed their displeasure about how bullying affected them psychologically. One of the major findings of this research question was that the 68% who said they will tell somebody if they were bullied may they have the feeling that telling someone would perhaps solve their problems. On the other, the 86 respondents who said they would not tell anybody could also imply that telling somebody where action would be taken against the perpetrators will compound their problem so they preferred to keep quiet and suffer in silence than to report and be the target of seniors.

Again, most of them indicated that they felt angry, sad and miserable about bullying in general. This suggests why a good number of them indicated that they delayed in reporting to school anytime schools reopened. Though the rest of the items, percentages of respondents were less than 40%, yet the impact was significant to reckon with. The researcher may conclude that the psychological impact of bullying on students should not be brushed aside for victims are really suffering it. The psychological effects of bullying students

could lead to suicidal tendencies; even primary school pupils in the West tend to commit suicide to end it all. According to Olweus (1993), bullying became an area of concern to researchers when a report in a Scandinavia newspaper in 1982 indicated that early adolescent boys from Norway committed suicide because of severe bullying by peers. Following that event, Olweus claims an anti-bullying campaign against bully/victim problems was launched and data were obtained from 140,000 students in 715 schools to assess the prevalence and impact of bullying in the Norwegian schools, (Olweus, 1987). This assertion goes to confirm the psychological impact of bullying on victims that can lead to extreme negative consequences.

Besides, the impact of bullying leading victims to the extremes, bullying also impedes learning as students would all the time be thinking of the pain they went through and what could happen next. This may not aid absorption during classes not to talk of learning on their own during their private studies. Most behaviour of bullies it is said, have their roots in behavioural disorders as a result of bullying. Kauffman, Lloyd, Baker, and Riedel (1995) in their work indicated that between 6% and 10% of children and youth have emotional or behavioural problems due to bullying. These problems impede students' development and ability to function satisfactorily in both school and in the community.

At a glance, it was clear that majority of the respondents were optimistic that all the five items listed for them to respond to, had some adverse effects on them. The researcher could conclude that the psychological impact on victims was great.

**Research Question 5:**

What are the perceived physical effects of bullying on victims?

**Table 9: Frequency Table showing responses of respondents on items: 21, 22, 23, 24 and 25. (N-300).**

| Items   | Yes          | No           | Total            |
|---|--------------|--------------|------------------|
|   | Freq/Percent | Freq/Percent |                  |
| 21. I sustained red eyes due to bullying.                                   | 200 (67%)    | 100 (33%)    | <b>300(100%)</b> |
| 22. Due to the beatings I received, sores and bruises were left on my body. | 170 (57%)    | 130 (43%)    | <b>300(100%)</b> |
| 23. I developed hearing problem after severe “Hommoing”                     | 180 (60%)    | 120 (40%)    | <b>300(100%)</b> |
| 24. I developed headache after severe beatings.                             | 240 (80%)    | 60 (20%)     | <b>300(100%)</b> |
| 25. I fell sick easily after being bullied several times.                   | 265 (88%)    | 35 (12%)     | <b>300(100%)</b> |

**Source: Field Data, July 2007**

The researcher was interested in finding out from students the physical trauma that respondents might have experienced as a result of bullying. Table 9 above shows five items that were designed for respondents to indicate either Yes or No to items that apply to them. On item 21, 200 respondents representing 67% indicated that they sustained red eyes as a result of bullying whilst 100 or 33% of

the respondents indicated No to the question. The implication here is that majority of the respondents were emphatic by indicating how they felt after going through the bullying activities. The 33% respondents who responded No could mean that either they never suffered red eyes as result of bullying or they suffered it in a different form. All that could be gathered from these responses is that there was bullying but may be in diverse forms and not only sustaining red eyes.

On item number 22, 150 respondents representing 57% indicated that bruises and/or scars were left on their bodies after being bullied. On the other hand, 130 or 43% of the respondents showed that there were never sustained bruises on their bodies. Item 23 laid bare the responses on the statement; “I develop hearing problem after severe bullying”. Sixty percent (60%) representing 180 respondents said Yes whilst 40% indicated No to the statement. Item number 24 showed 240 respondents which is 80% indicating that they developed headaches after severe beatings whilst the 20% answered in the negative. Responding to item 25, 265 students which is 88% showed that they fell sick after going through several beatings. The 35 or 12% of the respondents did show that they never experienced such.

Generally, the researcher can conclude that based on the affirmative responses in each of the statements, it appears the physical effects of bullying was severe and had serious adverse effects on students.

### **Discussion of findings to Research Question 5**

The findings from Research Question 5 show that majority of the respondents had severe negative physical impact from bullying. Various researches have

confirmed that the impact of physical bullying ranges from: high level of stress and anxiety, headaches, migraines, fatigue, exhaustion, tiredness, sleeplessness, nightmares, illness, changes in appetite, increased use of alcohol (Sharp and Smith, 1991; Hoover et al., 1992; Stephenson and Smith, 1989 ).

Based on the respondents’ responses, the researcher may conclude that the physical impact of bullying on respondents and students in general was highly significant to blind one’s life for good.

### Research Question 6:

What are the perceived personal-social effects of bullying on victims?

**Tables 10a and 10b answered Research Question 6 above.**

**Table 10a: Responses of students on items; 26, 27, and 28. (N-300)**

| Item  | Yes<br>Freq/Percent | No<br>Freq/Percent | Total            |
|---|---------------------|--------------------|------------------|
| 26. After being bullied have you lost your self confidence?     | 251(84%)            | 49(16%)            | <b>300(100%)</b> |
| 27. Does bullying affect your relationship with other students? | 261(87%)            | 39(13%)            | <b>300(100%)</b> |
| 28. Do your friends respect your views?                         | 110(37%)            | 190(63%)           | <b>300(100%)</b> |

**Source: Field Data, July 2007**

Table 10a displays the students’ responses on whether they maintain their self worth in spite of bullying. In item number 26, two hundred and fifty-one (251) respondents representing 84% indicated that they lost their self confidence.

Forty-nine (49) or 16% of the respondents indicated that they did not lose their self confidence.

Responding to the issue whether bullying experiences has affected their relationship with other students in item 27, 39 of the respondents representing 13% indicated it never strained their relationship with other students. However, 261 respondents (87%) indicated bullying experiences did affect their relationship with other students. Again, this was confirmed by the outcome of the interview conducted on a cross section of them. During the interview sessions most of them indicated they found it difficult to relate to their colleagues for they claimed the more they saw them in groups the more they were targeted for bullying.

Respect may be an indicator of acceptance among all categories of social classes where humans thrive. Recognition is synonymous to respect. Where one's views are respected one feels accepted in that social stratum that he/she finds him/herself. Students were to indicate whether friends respected their views or not. One hundred ninety (190) students (63%) indicated that their views were not respected. On the other hand, 110 students (37%) indicated that their views were respected. From these responses it is clear that majority of the students suffered the problem of not having their views heard.

In the write up of Olweus (1993) victims of bullying were very unhappy children who suffered from fear, anxiety, and low self-esteem as a result of them being bullied. They tried to avoid school and social interaction in an effort to escape being bullied. Some victims of bullying were so distressed that they committed, or attempted to commit suicide.



**Table 10b: Responses of students on items; 29 and 30. (N-300).**

| Item/Response   | Freq/Percent    |
|---|-----------------|
| 29. How does bullying affect your working or studying with friends? |                 |
| A. I am scared of my friends  | 205/68%         |
| B. Friends shun my company  | 40/13%          |
| C. It doesn't bother me at all                                      | 05/02%          |
| D. I isolate myself from friends                                    | 50/17%          |
| <b>Total</b>  | <b>300/100%</b> |
| 30. How often do you visit your friends?                            |                 |
| A. Very Often   | 22/08%          |
| B. Often  | 57/19%          |
| C. Sometimes  | 73/24%          |
| D. Never  | 148/49%         |
| <b>Total</b>  | <b>300/100%</b> |

**Source: Field Data, July 2007**

Item 29 gives a breakdown of students' responses on how bullying affected them in working and/or studying with friends. Two hundred and five (205) respondents (68%) showed that they were scared of their friends. Forty (40) respondents representing 13% indicated that friends shun their company. Fifty (50) respondents or 17% did indicate that they isolate themselves from their friends. Only 5 respondents or 2% claimed bullying never bothered them at all.

Another way of determining bullying incidence was to elicit from students how frequent they visited and/or engaged in activities with their friends. If the environment was free from bullying or harassment, students would meet with their peers and share ideas or just have fun. But where students did not visit each other it could be that the school atmosphere was not good enough to promote that cohesiveness among students.

Responses gathered from students on item 30 were tabulated in Table 7b above. Twenty-two (22) respondents (8%) said they visited their friends very often, 57 or 19% of them indicated that they visited their friends often, 73 students (24%) indicated that they sometimes visited their friends whilst 148 (49%) of them indicated they never visit their friends.

### **Discussion on findings to Research Question 6**

From the analysis gathered from the two Tables (10a and 10b) respondents showed that bullying affected their relationship with other students. From the results presented, the researcher may conclude that the personal-social impact on students is not helping student to do their academic work. It appears students do visit their peers on an irregular basis. Even though visiting friends is not the prime factor of their being in school, yet it promotes acceptance and builds one's social life's outlook. Where this factor is lacking, it can impede one's abilities and hinder cohesion in later life. Some students isolated themselves from the other because they did not want to be identified with people who were bullied more often. This agreed with the findings of Olweus, (1993); Batsche and Knoff, (1994), when they asserted that the act of being bullied tended to increase some

students' isolation because their peers did not want to lose status by associating with them or because they did not want to increase the risks of being bullied themselves. Being bullied, led to depression and low self-esteem, problems that could be carried into adulthood. Victims were so traumatized that they withdrew themselves from their social group. Withdrawing and brooding over their bitter experiences, could lead to suicidal tendencies. Based on the results presented, the researcher could infer that bullying is having negative impact on students.

### Research Question 7:

What are the perceived academic effects of bullying on students?

**Tables 11a and 11b answered Research Question 7.**

**Table 11a: Responses of students on items; 31, 32, 33 and 34. (N-300).**

| Item/Response  | Yes      | No       | Total            |
|--|----------|----------|------------------|
|  | Freq/%   | Freq/%   |                  |
| 31. Are you able to concentrate on your studies despite bullying?                      | 47(16%)  | 253(84%) | <b>300(100%)</b> |
| 32. Do your seniors interrupt in your private studies?                                 | 250(83%) | 50(17%)  | <b>300(100%)</b> |
| 33. Do you think bullying of any kind you have experienced have affected your studies? | 264(88%) | 36(12%)  | <b>300(100%)</b> |
| 34. Do you think the situation of bullying in this school will change for the better?  | 140(47%) | 160(53%) | <b>300(100%)</b> |

**Source: Field Data, July 2007**

Tables 11a and 11b seek to find out the extent to which bullying is affecting respondents academically. There might be a lot of variables that go into

a student not being able to concentrate on his/her studies. In the same vain, lack of concentration may be attributed to a whole of factors of which bullying is one.

Item 31 shows students' responses on whether they are able to concentrate on their studies in spite of bullying. Two hundred and fifty-three (253) respondents, that is eight-four percent (84%) indicated that they could not concentrate on their studies whilst 47 or (16%) of them indicated that they could concentrate on their studies. From the results, one could guess that 84% of the students was quite a significant number that attest to the fact that the bullying has negative impact on students' academic work.

In item number 32, respondents were asked to indicate whether seniors interrupted in their studies. Fifty (50) students or (17%) indicated that their studies were never interrupted by seniors. On the other hand, 250 students (83%) said their studies were interrupted by the seniors. Majority of the respondents attested to the fact that seniors instead of concentrating on studies, went about disturbing juniors during preps. Again, this claim was confirmed during the interview session with a cross section of the respondents. About 90% of the 18 students interviewed complained that during preps seniors would send them to fetch them water or go to the common market and buy food for them.

The next response the researcher was interested in was eliciting from students whether the bullying experiences they went through were enough to have affected their studies, this is in item 33. Thirty-six (36) respondents representing 12% indicated that though they experienced some amount of bullying it did not affect their studies in any way. Two hundred and sixty-four (264) of them

representing 88% indicated that it really affected their studies negatively. This assertion was confirmed during the interview conducted on some of them. Some of the respondents who were interviewed even mentioned changing their schools if that could be done.

Respondents were asked to indicate the future of bullying situation in their schools; whether there would be a change for the better or not. On item 34, 160 (53%) of the respondents indicated they did not think there would be any change for the better. On the other hand, one hundred and forty (140) or (47%) respondents said even though they suffered bullying yet they were optimistic that there would be changes in the near future. In the interview conducted, some of them said that change could come if some measures were put in place to check the bullying. The responses of students on this item indicate that there is about 80% chance that something can be done to forestall bullying in their schools.

**Table 11b: Frequency Table showing students' responses on item 35. (N-300)**

| Item/Response  | Freq/Percent    |
|--|-----------------|
| 35. Describe in your own little way how bullying is affecting your studies |                 |
| A. I easily fall sick  | 5/02%           |
| B. I stay away from Preps  | 10/ 03%         |
| C. I'm always weak and tired to read                                       | 54/18%          |
| D. I lacked concentration  | 231/77%         |
| <b>Total</b>   | <b>300/100%</b> |

**Source: Field Data, July 2007**

On item 35 in Table 11b as many as 231 respondents which is 77% did show that they could not concentrate on their studies. Fifty-four (54) of the respondents or 18% indicated they were always weak and tired that they could not read. The rest of the responses were each less than 5%. The responses presented in the two tables, indicate that bullying indeed affect students studies.

### **Discussion of findings to Research Question 7**

The findings on Research Question 7 indicated that bullying affected the academic work of students in these two schools. In all the items students were asked to respond to, majority of them did indicate how bullying affected their studies negatively. For the purpose of comparing the above finding to previous works on bullying, foreign studies were used because not much work on bullying has been conducted in Ghana. Foreign researches done however, appear to support the findings of this work. In the works of Bidewell, (1995) victims of bullying were often afraid of school, and this inhibited their ability to concentrate and could affect their academic performance. In deed, the academic impact on students, ranged from absenteeism, truancy, lack of concentration poor performance in class and worst of all, becoming a dropout (Bidewell, 1995; Ballard, Tucky and Theodore, 1999).

Olweus (1993) in his studies in Norway indicated that victims of bullying were very unhappy children who suffered from fear, anxiety, and low self-esteem. Some might have tried to avoid school and social interaction in an effort to escape being bullied. Some victims of bullying were so distressed that they committed, or

attempt to committed suicide. Several instances of suicide by boys who had been severely bullied occurred in Norway in the early 1980's (Olweus, 1993).

**Research Question 8:**

What are the suggested solutions to bullying for Second Cycle schools according to the respondents?

**Table 12: A display of students' responses on items; 36, 37, 38, 39 and 40. (N-300).**

| Item/Response  | Freq/Percent    |
|--|-----------------|
| 36. How do you think parents can help minimize bullying in your school?  |                 |
| A. Parents should refuse bullies some essentials they need               | 2/01%           |
| B. Advise their wards against bullying                                   | 115/38%         |
| C. To raise bullying issues at PTA meetings                              | 183/61%         |
| <b>Total</b>   | <b>300/100%</b> |
| 37. How do you think teachers can help minimize bullying in your school? |                 |
| A. Bullies should be dismissed outright                                  | 01/0.3%         |
| B. Bullies should be giving counselling                                  | 109/36.3%       |
| C. Bullies should be punished  | 178/59.3%       |
| D. Bullies should be made day students                                   | 12/4.0%         |
| <b>Total</b>   | <b>300/100%</b> |

**Table 12 continued**

|   |                   |
|---|-------------------|
| 38. How do you think students can help minimize bullying in your school?              |                   |
| A. Encouraging students to joint clubs and societies                                  | 1/0.3%            |
| B. Instituting anti-bullying awareness week   | 216/71.0%         |
| C. Reporting bullying cases to authorities  | 64/21.3%          |
| D. Students to use approved ways of solving conflicts                                 | 19/6.3%           |
| <b>Total</b>  | <b>300/100.0%</b> |
| 39. How do you think assemblymen and women can help minimize bullying in your school? |                   |
| A. Instituting the well-behaved student for the year award                            | 3/ 01%            |
| B. Supporting authorities to instill discipline in schools                            | 135/45%           |
| C. Speaking against bullying when addressing students                                 | 29/10%            |
| D. Organizing periodic talks for students   | 133/44%           |
| <b>Total</b>  | <b>300/100%</b>   |
| 40. How do you think pastors/imams can help minimize bullying in your school?         |                   |
| A. Regular visits to schools  | 33/11%            |
| B. Organizing periodic talks on bullying  | 75/25%            |
| C. Promoting unity among students   | 12/04%            |
| D. Preaching against bullying   | 180/60%           |
| <b>Total</b>  | <b>300/100%</b>   |

**Source: Field Data, July 2007**



The researcher was interested in knowing the views of respondents on how bullying could be minimized if not eradicated. These views are to answer Research Question 8, Table 12 displays results of respondents on how they think; parents, teachers, students, assemblymen/women, and pastors/Imams could contribute to solving bullying problems in the two schools under study. In responding to item 36, 183 respondents which is, 61% said parents should rise and speak against bullying activities at Parent Teacher Association (PTA) meetings. One hundred and fifteen (115) or 38% of the respondents indicated that parents should advise their wards against bullying whilst 2 respondents or 1% suggested that parents should refuse their wards who are identified as bullies some basic needs anytime they went to school. From the responses majority of the respondents indicated that parents speak and raise issues on bullying at PTA meetings. Perhaps this would make school authorities sit up to the task and find lasting solutions to the problem.

On the issue of how teachers can help minimize bullying problem in our schools in item 37, 178 or 59% of the respondents were of the opinion that identified bullies should be given severe punishment that would deter them from bullying. One hundred and nine (109) or 36% of the respondents advocated that bullies be given counselling for them to change from their bad ways. Twelve (12) or 4% of the respondents suggested bullies should be made day students. Only one (1) student representing 0.3% said bullies should be dismissed outright.

On item 38, 216 respondents representing 71% of the respondents said students can help solve the problem of bullying by instituting an anti-bullying

awareness week, 64 or 21% of the respondents said victims should report bullying issues to the appropriate authorities for redress, 19 and 1 respondents representing 6% and 0.3% respectively said students should use appropriate ways of solving conflicts and encouraging students to join societies and clubs respectively. From the breakdown of the results, majority of the respondents are of the view that an awareness creation on bullying will be the best option in addressing bullying issues.

On item 39, how assemblymen/women can help in solving bullying problems, 135 or 45% of the respondents said assemblymen/women should liaise with school authorities by instituting by-laws to discipline students. One hundred and thirty-three (133) which is 44% said assemblymen/women should organize periodic talks on bullying to students, 10% (29) and 1% (3) said assemblymen/women should speak against bullying when addressing them and institute the well-behaved-student-for-the-year award respectively. From the analysis, majority of the students were of the view that assemblymen/women should support school authorities to instill discipline and/or organize periodic talks to students to sensitize them on the adverse effects of bullying on students.

Responses on item 40 showed that 180 respondents representing 60% indicated that pastors and imams should engage in preaching against bullying. Seventy-five (75) respondents that is, 25% were of the view that pastors and Imams should organize periodic talks to sensitize students on the negative effects of bullying. Thirty-three (33) or 11% of the respondents said assemblymen and women should pay regular visits to schools to find out the type of problems

students have whilst 12 or 4% of the respondents indicated that pastors and imams engage in promoting unity among students.

### **Discussion of findings to Research Question 8**

From the responses gathered it was found that various stake holders in education have a role to play if bullying in the two schools would be minimized. Parents, teachers, opinion leaders (assemblymen/women), the clergy and the students themselves must be involved designing bully-free school environment. This was evidenced in students' responses where they indicated how each of these categories of people could help. These findings agree with earlier researches done abroad where they believed that students should be involved in designing disciplinary codes, parents should be involved in bullying prevention and intervention (Olweus 1993, Higgins, 1994 and Sharp and Smith, 1994).

As regards Research Question 8, solutions to the problem could be obtained as indicated in the analysis and discussions above. The researcher can conclude that opinion leaders, the clergy, parents and students can help reduce bullying incidence in the two schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

This chapter deals with the summary of the study, the conclusion to the study, and recommendations based on the findings. The chapter also includes suggestions for further studies.

#### Summary

The study was an assessment on the incidence and impact of bullying on students in second cycle schools in Ghana: a case study of selected schools in the Bawku Municipality in the Upper East Region. A total sample of three hundred (300) was used. These were selected from two schools namely; Bawku Senior High School and Bawku Technical Institute. Males and females were ensured to be fairly represented. In each school, the total enrolment for first and second year students on programme basis were obtained and studied. In a programme where a number of a particular sex was not many, the researcher included all of them. On the other hand, where there were many, the researcher used the simple random method in selecting the needed number for the study. In all, out of the 1,004 students at Bawku Senior High School, 160 were sampled for the study.

At the Technical School, made up of 875 first and second year students, one hundred and forty (140) were sampled for the study. Hence the total sample came to 300. Nine (9) students from each school were purposively selected from the 300 with the assistance of senior housemasters and the counselling coordinators in the schools. These 18 students were interviewed in addition to their filling of the questionnaire.

The research design for the study was a mixed study design. A mixed study is partly quantitative. First, 300 participants chosen were given questionnaire to answer. Then the 18 respondents out of the 300 were interviewed. The essence of using the mixed study was to probe further into the problem by interviewing a cross section of the total number of 300 participants. The interview was meant to cross check the responses to the questionnaire.

In collecting data for the study, the researcher used two instruments thus, a questionnaire and interview. In the questionnaire, 40 items were designed for the respondents to respond to. These items were made up of Yes and No questions and four Likert scale responses.

In conducting the interviews, the researcher used a semi-structured interview schedule. This was to ensure that the researcher was not swayed off from the main purpose of the interview.

Eight (8) research questions were designed to address or guide the researcher in the course of the study. All the Research Questions had equal number of five items each. Simple frequencies and percentages were used in the analysis using the Special Product for Service Solution (SPSS) version 15.0.

Research Question 1: What is the prevalence of bullying in second cycle schools in Ghana? Bullying incidence in the two schools under study existed and the rate of prevalence was to a very great extent. Majority of the students responded that the longest time they were bullied were;

- ❖ For several weeks 35%
- ❖ For months 29%
- ❖ For a day or two 20%
- ❖ For a week or two 16%

Research Question 2: What are the typical forms of bullying of students in second cycle schools? Bullies in Bawku Senior High School and Bawku Technical Institute used varied forms of bullying with hitting and/or brushing of the face or any part of the body being the most commonest, followed by spreading of rumours about victims, being called hurt names followed, isolating victims from group activities and cartooning victims on walls the being the least.

Research Question 3: What are the motives of bullies to bully? Motives behind bullying activities in order of magnitude were:

- i. That victims proved too knowing.
- ii. That bullying is a tradition every student must pass through.
- iii. That victims annoyed bullies leading to they been bullied.
- iv. That victims proved difficult to compromise to the dictates of bullies.

Research Question 4: What are the perceived psychological effects of bullying on victims? The psychological effects of bullying on victims were found to be;

- ❖ Victims feeling miserable and insecure,
- ❖ Victims often delaying in reporting to school when school resumed.
- ❖ Victims finding excuses to the stay away from school.

Research Question 5: What are the perceived physical effects of bullying on victims? Victims fell sick easily due to bullying activities being the highest and bruises left on their bodies being least.

Research Question 6: What are the perceived personal-social effects of bullying on victims? Bullying affected victims in relating cordially with other students, and they even became afraid of their friends. Again, victims lost their self confidence.

Research Questions 7: What are the perceived academic effects of bullying on students? Students could not concentrate on their studies because of bullying.

Research question 8: What are the suggested solutions to minimize bullying in the two schools? Parents should raise bullying issues at PTA meetings, and that students should be involved in fighting against bullying incidence.

### **Conclusion**

The study reveals that bullying existed in the schools chosen for the study and its impact on victims was so intense that it affected them most negatively. It was found out that physical harassment of students was so high. These included beating and brushing of any part of their bodies, crawling on pebbles spread on

the floor etc. Students (especially first years) felt insecure any time they were on campus. Anxiety and fear overcame them resulting in their relationship with their colleagues became a problem.

As the analysis of the data indicated, victims were really going through hard times and this affected their academic performance, their interpersonal relationship was not the best. Students were living abject fear and anxiety. Their suggestions as to how bullying incidence could be minimized are facts that they wanted something positive to be done about it.

It could be concluded that whatever form bullying takes, the negative effects on victims should not be glossed over. Aside students performing poorly in their academics, some were thinking of quitting their studies. An indication of the level of suffering they were going through.

### **Recommendations**

Having discussed the findings gathered from the study, the researcher deemed it prudent to come out with some implications and recommendations based on the findings.

First of all, the fact that bullying incidence existed in the two schools and the impact was to a very great extent implies that students have been suffering from the act all these years and if nothing is done about it, the victims' progress would continue to be retarded. Again, it could also imply that either the school authorities have not realised the seriousness of bullying or have not been aware of the practice. Lastly, it could further imply that counsellors in the two schools may



not have taken the practice of bullying seriously and therefore not been concerned about its negative effects on students.

The researcher therefore wishes to recommend that the schools authorities and counsellors sensitize students on bullying practices and its adverse effects on victims and perpetrators as well, students report such acts to the appropriate quarters for redress, school authorities should sit up to the task of giving appropriate sanctions to perpetrators and school counsellors should intensify their counselling services by encouraging victims to seek help anytime they are bullied.

In the opinion of the researcher, bullying practice and its adverse effects should be taken very serious else this will cost the nation dearly in the near future as the country will run short of human resource as bullying compelled some of the students to become dropouts.

Secondly, it was realized that hitting and/or brushing of the faces of students was a common practice, rumour-mongering, calling of hurtful names among others, were forms bullies used to attack their victims.

The implications here are that students especially first years may have been going through these forms of attack silently which teachers, housemasters/housemistresses, school authorities may not have taken them to be forms of bullying. It is possible they may have taken it to be the practice of 'hommoing' a tradition supposed to have serious damaging effects on students as indicated by respondents.

It is therefore recommended that victims should be encouraged to report such cases to the school authorities and counsellors. School teachers should be on

the alert checking students how they contribute in class, their attentiveness in class etc. Any student who exhibits dullness, sleeping in class, having problems sitting comfortably in class etc, should be referred to the school counsellor for help.

Thirdly, it was found that weaker students or juniors were bullied by their perpetrators for reasons that: their victims proved too knowing, bullying was a tradition to be followed, victims annoyed them and victims proved difficult to compromise to their dictates.

The above finding implies that these may be reasons given by the perpetrators to ensure that bullying (homoing) continue from year to year. This was evidenced in their responses that they delayed in reporting to school anytime school reopens or when they come, they would find excuses to go home all just to avoid bullying. School authorities have not been doing much to check bullying in their schools.

It is recommended that the whole students' body be given education on the harmful effects of bullying victims. Victims and perpetrators should be counselled and the appropriate sanctions be meted out to perpetrators.

Fourth, it was realized that psychological effects of respondents were found to be victims: feeling miserable and insecure and often delaying in reporting to school, finding excuses to stay away from school.

It implies that it will help counsellor intervention as counsellors now know the psychological effects of bullying on victims.

The researcher therefore recommends that students suspected to be undergoing through this psychological trauma should be identified and helped by the counsellors before it is too late.

Fifth, the study further revealed that victims fell sick easily, due to bullying activities and bruises left on their bodies.

This implies that students have been experiencing this physical torture for sometime now and if nothing is done about it the consequences will be more that it appears at present. As has been pointed out earlier, teachers should identify such students and refer them counsellors for further probing and help. Perpetrators should be sanctioned and counselled.

Sixth, it was revealed that bullying affected victims in relating cordially with other students; they become afraid of their friends and lastly, victims lost their self confidence.

The implications one could draw from these findings are that Students or victims have lost that confidences they put in people especially, the seniors and they have equally lost their own self worth. This makes them to isolate themselves from their peers hence if nothing is done about it, it could have disastrous consequences whereby victims would become liabilities to society. It further imply that it appears school authorities have not given attention to students harassment on both campuses. Again, counsellors are not making use of the psychological tests (socio-metric) that could tell the interpersonal relationship that exists among students.

The researcher therefore recommends that students should be given assertive skills by counsellors so that they could stand up for their rights when the need arises. School authorities should alert tutors on duties (TODs) and all tutors to be observant that when they find something unusual about a student that student should be referred to the counsellor for help. School counsellors should use the socio-metric tests that will help them detect the stars and neglectees or isolates in each class and design ways to help them.

Seventh, another major finding of the study was that bullying affected the academic work of students that they could not concentrate on their studies which in the end manifest in poor academic performance of some students.

It implies that it is possible that teachers may beware of the poor academic performance of students and may not link it to bullying.

The researcher recommends that teachers and assistant headmasters or assistant headmistresses in charge of academic affairs identify such students and refer them to the counsellors for help.

Finally, students made a lot of suggestions as to how building incidence could be reduced. Some of their suggestions were:

- ❖ Parents should raise bullying issues at PTA meetings (61%)
- ❖ Teachers should punished perpetrators to deter others from becoming bullies (59.3%)
- ❖ Students should institute anti-bullying awareness week (71%)
- ❖ Assemblymen/women should support school authorities to instill discipline in schools (45%)

- ❖ Pastors/Imams should visit the schools regularly and preach against building (60%)

This implies that if students gave these suggestions, it means they want something should be done about it. Another implication is that from the suggestions given by student's, it school authorities appear not to be doing much in checking bullying in said schools. School counsellors are also not intensifying their counselling services. If they were, students would not have given such suggestions. It could further imply that these suggestions given by respondents to check do not exist in the said schools.

The researcher therefore recommends that Students' views or suggestions should be given more attention, school authorities should involve students in designing ant-bullying measures in the two schools and counsellors in the two schools should intensity their services. At least in a term there should always be an open forum on bullying, this would enable counsellors to gather more views from students which they could use it to fight bullying in the two schools. Lastly, group counselling could also be organised for the different year groups to sensitise them on issues on bullying.

### **Suggestions for further studies**

It appears there are no publications on bullying in Ghanaian schools yet the act is more or less a silent epidemic militating against the progress of young but talented youth. The researcher wished that future researchers should conduct similar studies in other schools in other regions to ascertain the prevalent rates of bullying and its adverse impact on students. The study could also be conducted in

tertiary institutions to check whether bullying exist in such institutions. This, it is hoped that would unearth bullying problems in Ghanaian schools and the possible solutions to tackling the problem.

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## **APPENDICES**

### **APPENDIX A**

#### **Introductory Letter**

**APPENDIX B**

**RESEARCH QUESTIONNAIRE**

**TOPIC**

**THE INCIDENCE AND IMPACT OF BULLYING ON STUDENTS IN  
SECOND CYCLE SCHOOLS IN GHANA: A CASE STUDY OF  
SELECTED SCHOOLS IN THE BAWKU MUNICIPALITY**

**PART 1**

This study is aimed at finding out the impact of bullying on students. Your valid response to this questionnaire will do me a great favour in assessing the issue in your school. Please be assured of confidentiality and anonymity of any information you provide. This exercise is not to victimize respondents for the information given.

Please Tick {√} in the box the answer that appeals to you. Do not leave any question unanswered. No question is right or wrong the only right answer is the one that appeals to you.

Thank you in anticipation.

## PART II

### 1. SEX:

MALE {  }

FEMALE {  }

### 2. CLASS

SS 1 {  }

SS 2 {  }

### 3. AGE

15-17 {  }

18-20 {  }

21 and above {  }

## PART III

### SECTION A

**What is the magnitude of bullying in senior secondary schools in Ghana?**

1. In this school does beating up of juniors by seniors exist?

A. Yes {  }

B. No {  }

2. Have you been beaten up by a senior before?

A. Yes {  }

B. No {  }

3. Have you observed that there is bullying going on in this school?

A. Yes {  }

B. No {  }

4. How often are weaker students being provoked and bullied?

A. Very Often {  }

B. Often {  }

C. Sometimes {  }

D. Never {  }

5. Looking back over your time in this school, what is the longest period over which you were bullied continually?

A. For months {  }

B. For several weeks {  }

C. For a week or two {  }

D. For a day or two {  }



**SECTION B**

**What are the typical forms of bullying of students in Senior Secondary Schools?**

Indicate by ticking {√} Yes or No for each of the typical form of bullying below which happens in your school

| No | Typical Form of bullying  | Yes | No  |
|----|---|-----|-----|
| 6  | Being called hurtful names  | { } | { } |
| 7  | Being isolated from group activities                                      | { } | { } |
| 8  | Spreading of rumours about you  | { } | { } |
| 9  | Hitting or brushing of your face or any part of the body                  | { } | { } |
| 10 | Cartooning or writing nasty messages about you on the chalkboard or walls | { } | { } |

### SECTION C

#### What are the motives of bullies to bully?

If you have beaten someone up, you must have some reasons for doing so.

Please tick the reason(s) that apply to you.

| No. | Reason:   | Tick |
|-----|---|------|
| 11  | Just for fun  | { }  |
| 12  | Because they annoyed me   | { }  |
| 13  | Because they proved difficult to give things or money I asked for | { }  |
| 14  | Because it is a tradition in this school                          | { }  |
| 15  | Because they proved to be 'too known'                             | { }  |

### SECTION D

#### What are the perceived psychological effects of bullying on victims?

16. After being bullied, how have you generally felt about bullying?

- A. I've felt very fearful { }
- B. I've felt disappointed that it would happen { }
- C. I've felt very angry about it { }
- D. It hasn't really bothered me { }

17. How have you felt about yourself after being bullied by someone?

- A. I felt sad and miserable { }

B. I felt fearful {  }

C. I felt insecure {  }

D. I felt angry {  }

18. Have you ever stayed away from school because of seniors bullying you?

A. Yes {  }

B. No {  }

19. How often have you delayed in reporting to school or going home because of bullying?

A. Very often {  }

B. Often {  }

C. Sometimes {  }

D. Never {  }

20. If you were bullied every day by someone stronger than you, would you tell somebody about it?

A. Yes {  }

B. No {  }

### SECTION E

**What are the perceived physical effects of bullying on victims?**

**Please tick {√} the following problems you experience as a result of bullying.**

| No. | My Experience   | Tick |
|-----|---|------|
| 21  | I sustained Red eyes due to the bullying I went through.                | { }  |
| 22  | Due to the beatings I received, sores and bruises were left on my body. | { }  |
| 23  | I developed hearing problem after severe 'hommoing'.                    | { }  |
| 24  | I developed headache after severe beatings.                             | { }  |
| 25  | I easily fall sick after going through bullying a number of times.      | { }  |

### SECTION F

**What are the perceived personal-social effects of bullying on victims?**

**Indicate how bullying affected you and your relationship with other people.**

26. After being bullied, have you lost your self confidence?

A. Yes { }

B. No { }

27. Does bullying affect your relationship with other students?

A. Yes { }

B. No { }

28. How does bullying affect you working or studying with your friends?

.....  
.....

29. How often do you visit your friends?

A. Very often {  }

B. Often {  }

C. Sometimes {  }

D. Never {  }

30. Do your friends respect your views?

A. Yes {  }

B. No {  }

## SECTION G

### **What are the perceived academic effects of bullying on students?**

31. Are you able to concentrate on your studies despite bullying going on in your school?

A. Yes {  }

B. No {  }

32. Do your seniors interrupt in your private studies?

A. Yes {  }

B. No {  }

33. Do you think bullying of any kind you experienced have affected your studies in any way?

A. Yes { }

B. No { }

34. Do you think the situation of bullying in this school will change for the better?

A. Yes { }

B. No { }

35. Describe in your own little way how bullying is affecting your studies

.....  
.....

### SECTION I

**What are the suggested solutions to bullying in our senior secondary schools?**

How do you think the following people can help in minimizing bullying in your school?

36. Parents

.....  
.....

37. Teachers

.....  
.....

38. Students

.....  
.....

39. Assembly men and women

.....  
.....

40. Pastors and Imams

.....  
.....

**\* Now please look over your answers, and make sure you have not left out any question. Then write today's date in the space below.**

Date.....

## APPENDIX C

### INTERVIEW GUIDE

Please this interview is for an academic work and names or identities will not be revealed to anybody for answers you will provide. Therefore, feel free and give objective responses as much as possible.

Thank you for your co-operation.

1. The behaviours of some students are not always friendly. Does this also exist in this school? Yes { } No { }
2. Could you please mention some of these unfriendly behaviours?
3. How rampant are these practices going on in this campus?
4. Do the stronger students carry out this behaviour on only juniors or even among the seniors?
5. These behaviours called bullying can affect a student in different ways; can you identify ways bullying affect students?
  - i. psychological
  - ii. Socially
  - iii. Academically
6. In what ways can bullying affect students:
  - i. Socially
  - ii. Academically
  - iii. Psychologically?



7. Should bullying be allowed to go on?

Yes {  }

No {  }

8. Please could you explain in your view as to whether bullying should be allowed or not.

9. If bullying should be stopped, how can this be done?

10. Please mention people you think can help stop bullying in this school, and show how each of them can help in the process.

11. What are the school authorities doing about bullying in this school?

APPENDIX D

Reliability

Scale: ALL VARIABLES

| <b>Case Processing Summary</b> |              |           |              |
|--------------------------------|--------------|-----------|--------------|
|                                |              | <b>N</b>  | <b>%</b>     |
| Cases                          | Valid        | 30        | 100.0        |
|                                | Excluded (a) | 0         | .0           |
|                                | <b>Total</b> | <b>30</b> | <b>100.0</b> |

a. Listwise deletion based on all variables in the procedure.

| <b>Reliability Statistics</b> |                             |                   |
|-------------------------------|-----------------------------|-------------------|
|                               | <b>Cronbach's Alpha</b>     | <b>N of Items</b> |
| Cronbach's Alpha              | Based on Standardized Items |                   |
|                               | <b>.707</b>                 | <b>62</b>         |

## APPENDIX E

### Determining the Sample Sizes for the two Schools, Classes, and Programmes.

#### i. Sample Size for Bawku Senior High School:

Total population = **1,004**

Ratio of Bawku SHS to Bawku Tech; **1,004 : 875**

$$\begin{aligned}\text{Sample Size} &= \frac{1,004}{1,879} \times 300 \\ &= \underline{\underline{160.}}\end{aligned}$$

#### ii. Sample Size for Bawku Technical Institute:

Total population = 785

Ratio of Bawku Tech to Bawku SHS; **785 : 1,004**

$$\begin{aligned}\text{Sample Size} &= \frac{785}{1879} \times 300 \\ &= \underline{\underline{140.}}\end{aligned}$$

#### iii. Breakdown of Sample Size for Bawku SHS: 160

Total population = **1,004**

Total population of 1<sup>st</sup> Year students = **548**

Total population of 2<sup>nd</sup> Year students = **456**

Ratio of 1st Years to 2nd Years; **548 : 456**

Total sample = **160**

#### iv. Sample Size for SHS 1st Year students:

Ratio of 1st Years to 2nd Years: **548 : 456**

$$\text{Sample Size} = \frac{548}{1,004} \times 160$$

$$= \underline{\underline{87.}}$$

**v. Sample Size for SHS 2<sup>nd</sup> Year students:**

Ratio of 2nd Years to 1st Years; **456 : 548**

$$\text{Sample Size} = \frac{456}{1,004} \times 160$$

$$= \underline{\underline{73.}}$$

**vi. Breakdown of sample of Bawku Technical: 140**

Total population = **785**

Total population of 1st Year students = **442**

Total population of 2nd Year students = **433**

Total sample = **140**

**vii. Sample for 1st Year students:**

Ratio of 1st Years to 2nd Years; **442 : 433**

$$\text{Sample} = \frac{442}{875} \times 140$$

$$= \underline{\underline{71.}}$$

**viii. Sample for 2nd Year students:**

Ratio of 2nd Years to 1st Years; **433 : 442**

$$\begin{aligned}\text{Sample} &= \frac{433}{875} \times 140 \\ &= \underline{\underline{69}}\end{aligned}$$