

The Effects Of
Bullying On Senior
High School Students
In Ghana

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ABSTRACT

The main objective of the study was to examine the effects bullying has on the students in the senior high schools in Ghana. The descriptive research design was used for the study. A questionnaire was used to gather the data from a sample of 400 respondents selected through the snowball and purposive sampling system in four senior high schools in Ghana. The results of the data analysis showed that some students became dropouts, others developed low self-esteem, whereas others put up characters which could affect them in their future lives. The results revealed further that bullying had affected the academic performance of most of the students in the school who could have been bullied, have bullied or was a by-stander. Hence it was concluded that the Ghana Education Service and the schools should have a system or policy of stopping bullying in its entirety in the senior high school.

Keywords: Victims, Bystanders, Bullies, Low-Esteem, Drop Outs

1. INTRODUCTION

One major phenomenon that is responsible for the setback in the development of human society is child abuse, specifically bullying. This global phenomenon, has, over the years, attracted the attention of governmental and non-governmental organisations all over the world (Farmer, 2011).

Children of today indisputably are the custodians of tomorrow's world. The continuous existence of any society depends on the ability of the society to socialize its children in the art of survival and cultural perfection. The future of any society is also determined by the quality of its children and the level of commitment towards the protection of its most vulnerable members, the young and the old (Kempe, 1962).

Gouws, Kruger and Burger (2000) describe the teenage years of children as challenging for many of the adolescents and their parents. The child is an important tool in the family, school and the society he or she lives in. The child is the future leader of the country, whether male or female.

Piskin (2003) states that 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. Each year, tens of thousands of students are traumatised physically, sexually and emotionally, making bullying as common as it is shocking. The scars can be deep and long lasting, affecting not just the bullied child but the society (Piskin, 2003).

Research on school bullying has found higher prevalence rates in the United States than in any other country (Duncan, 1999; Hoover, Oliver & Hazler, 1992). It has become apparent that much of what is understood today about bullying is a result of the pioneer work by Dan Olweus in the early 1970s. However, Olweus (1993, p. 12) defines bullying as: "deliberate hurtful behaviour, taking the form of negative actions or comments, where

there is an imbalance of power, making it difficult for the subject to defend him/herself and where the behaviour is repeated”.

Bullying has increased in an alarming proportion all over the world and has become a big challenge to school administrators, parents and stakeholders (Vossekuil, Fein, Reddy, Borum & Modzeleski, 2002). In spite of public outcry against this unhealthy habit among students, the practice still persists. Before a child starts school, the checking of abusive behaviour is largely the responsibility of parents and the immediate family members. This responsibility is transferred to the teacher and the school administration when the child gets to school. At the senior high schools, where most of the students are boarders, they are in the hands of the school administrators, house masters/mistresses, school guidance coordinators, class teachers and their seniors.

Bullying has usually been cyclical as those who had been bullied would also start to bully others and, therefore, victims often become perpetrators. The understanding is that the tradition goes on, so far as you have been bullied before you also take it upon yourself to bully other people. This is seen as a practice which has become a convention for every school or student to go through.

In the Ghanaian perspective, even though the practice has been in existence for decades, there appears to be not much statistics to support it because no serious study has been done in the area. Kaar (2009) conducted a study in bullying in Ghana, and said that 10-16 percent of students were under constant fear, easily fell sick and were unable to concentrate in their studies.

Ghana Business News (2009) cited a research finding by Beat bullying (a charitable organisation) reporting that of the 59 cases of child suicides reported in Ghana between 2000 and 2008, 26 were connected to bullying citing school as the place of bullying. Also, Bosomtwi, Sabates, Owusu and Dunne (2010) gave the view that bullying was rampant in the Ghanaian schools and only that teachers in the schools in Ghana were still not considering bullying as a serious problem in relation to students well-being or academic achievement.

Hammond (2013) confirms the bullying in the senior high schools in Ghana and says that fresh students or juniors are subjected to all forms of inhuman treatment. He says that it has even made some victims have hatred for school, become drop outs, have low self- esteem that could lead to timidity, nervousness and lack of assertiveness. Some students even turn to have poor academic performance.

Whittal in Hammond (2013) reports of a study carried out by the Commissioner for Human Rights and Justice (CHRAJ) in 2010 which showed that bullying, corporal punishment and harassment continue to occur in Ghanaian basic schools leading to injuries to some pupils. 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. 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.

Many students have dropped out of the educational system and are now a liability to society. Of late, the spate of armed robbery and other social vices make people point fingers at the young ones who find themselves out of the confinement of the schools. Bullying in the school environment could have turned many of them from the walls of the school, making them a hindrance or enemies to the progress of the nation. Physically, many victimised students endure repeated bodily attacks, verbal threats and torments, and also the increasing brutal nature of bullying, which has attracted media attention in recent years.

The research questions that were formulated for this research were:

What are the effects of bullying on a victim of bullying?

What are the effects of bullying on bullies of bullying?

What are the effects of bullying on by-standers of bullying?

The term 'bully' brings about an unforgettable painful memory to the mind of anyone who has ever witnessed or experienced first-hand, the violence, threats, torments of anguish, or the humiliating tones of teasing by one who is in greater power and control over that person. Five hundred years ago, the word 'bully' held an opposite meaning from what we know it to mean now. The root of the word bully stemmed from the Dutch word 'boel' meaning brother, lover, friend, family member, or sweetheart (PBS Kids, 2002). In the 21st Century, the term bullying has taken on a completely different connotation as it now brings about violence, anguish, fear and anxiety.

Bullying behaviour was first characterized as part of the experience of children in an 1897 article entitled "Teasing and Bullying" published by Burk in the Pedagogical Seminary. The article sought to expose behaviours of tormenters and victims, and provided strikingly horrific examples of victimization among children. These were the times when the victims had no one to help them get out of such predicaments.

It is also shown in literary works that children have been singled out and harassed since the beginning of time. Written by Charles Dickens and published in 1838, *Oliver Twist* was one of the first novels in the English language to focus on the bullying and criminal mistreatment of a child protagonist.

The senior high schools have their prime aim of providing an opportunity for further education and training and also introducing students to a variety of relevant occupational skills necessary for national human resources development (Quist, 1997). Students at the senior high schools are between the ages of 15 and 18 and are within the middle to the late adolescent stage in life.

These are adolescents who are at the crossroads of life where they find themselves in a period of turmoil as they are in a transition from childhood to adulthood with their key characteristics of identity (Erikson, 1963). At this critical period of development, the major danger is the role of confusion. Thus, this stage is often referred to as

that of identity and confusion (Zunker, 1994). The senior high school in the Ghanaian educational system is the last three years of the adolescent in the high school.

These students have concern about their career, opportunities for further education and personal social issues. According to Kaar (2009), it is during this period that the individual thinks of job entry more seriously than ever before and starts relating school work to occupational life. Kaar (2009) continues that students at the senior high schools have three broad goals relating to their lives and career choices. These are:

1. Continuing to aid the student in the development of his or her self- concept;
2. Expanding opportunities for him or her to explore and learn about the world of work; and
3. Classifying the relationship between the academic world and the working world.

The senior high school student is “cut off” from the rest of society and forced inwards toward his or her own group, made to carry out his or her whole social life with others of his own age. With their fellows, they come to constitute a small society, one that most of its important interactions are within itself, and maintains only a few threads of connections with the adult society. Life is more with the peers and age mates than with the adults and the outside world. This environment, with which the student most closely associates, determines, to a considerable extent, the sort of individual into which he or she will develop (Berk, 2003).

Olweus (2010) also argues that whatever happens or affects the adolescent at this stage carries on with the one into the adult world. It is, therefore, important for the individual who is at the senior high school to be guided and assisted well so that he will be of benefit to the development of the country.

1.1 EFFECTS OF BULLYING

According to Kaar (2009), bullying is sometimes seen as a sociological phenomenon that separates “the men from the boys” and as a necessary part of human survival. Many people in the society also argue that working to prevent bullying is a waste of time and resources because it is part of a child’s normal development (Arora, 1994). With more and more news reports on bullying-related suicides and tragedies as well as the emergence of cyber bullying, people are now becoming aware that something needs to be done to bullying in schools.

Effects of bullying on victims

It is logical to assume that victims would be fearful and anxious in the environment in which the bullying took place. They might respond with avoidance behaviours (skipping school, avoiding certain places at school, running away and even being suicidal), more aggressive behaviours (such as bringing a weapon to school for self- defense or retaliation), and poor academic performance. Students who are chronic victims of even mild abuse are likely to view school as an unhappy setting and are likely to avoid places within the school setting or

the school completely (Batsche & Knoff, 1994). For some children, bullying can affect them so much that they try to commit suicide, run away, and refuse to go to school or develop chronic illnesses (Elliot, 1997).

Rigby (2003, pp. 585-586) has identified and categorized the possible consequences and negative health conditions of those involved in bullying as follows:

- Low psychological well-being: This includes states of mind that are generally considered unpleasant, such as general unhappiness, low self-esteem, and feelings of anger and sadness.
- Poor social adjustment: This normally includes feeling of aversion toward one's social environment by expressing dislike, loneliness and isolation in one's environment.
- Psychological distress: This is considered to be more serious than the first two categories and includes high levels of anxiety, depression, and even suicidal thinking.
- Physical un-wellness: Children who become victims of bully are likely more than others to suffer physical illness.

Research shows that the accumulation of these adverse effects leads to poor academic performance and, eventually, these individuals drop out of school (Glew, Fan, Katon, Rivara & Kernic, 2005; Swearer, 2011; Swearer, et al., 2010; Tenenbaum, et al., 2011). These negative effects are not only evident during adolescence, but can last into adulthood (Vanderbilt & Augustyn, 2010; Wei & Jonson-Reid, 2011). Studies suggest that victims experience greater levels of anxiety, shame and relational difficulties as adults (Carlisle & Rofes, 2007). Furthermore, research has found that individuals who were victims of bullying during adolescence are at a higher risk of having difficulties with psychosis, depression, low self-esteem, aggression, abuse, violence, substance and alcohol abuse, suicidal ideation, and attempted and actual suicide (Vanderbilt & Augustyn, 2010).

Emotionally, they often suffer humiliation, insecurity, and loss of self-esteem and may develop a fear of going to school. 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 (Shellard, 2002; Office of Juvenile Justice & Delinquency Prevention, 2001).

Children and adolescents who are victims of bullying suffer the sort of low-grade misery usually described as "poor psychosocial adjustment" in the literature. As a result, they may skip classes or avoid school, or use drugs or alcohol to numb themselves emotionally.

Victims of chronic bullying are also at risk for longer-term problems. They are more likely to develop depression or think about suicide later on.

Effects of bullying on bullies

Within studies of bullying, few findings have focused on the consequences for those who bully. There is no clear consensus, unlike the consequences for victims, which can enlighten us on how bullies experience the

consequences of what they have been doing, upon themselves. However, there have been findings that show some possible consequences for those who bully.

Olweus (2003) has found that during his studies in Norwegian schools, those who had been identified as bullies in school were four times more likely to come before the court as a consequence of delinquency. Other claims in relation to the negative consequences for those who bully are that children who habitually bully significantly experience higher levels of depression (Salmon, et al, 1998) or even suicidal ideation (Rigby, 2007). In addition to this, Schwartz, et al. (2002) note that those who are frequently involved in bullying show poor academic performance in school. Bullies also experience negative consequences. They are often less popular when they get to high school, have few friends, and are more likely to engage in criminal activity.

Bullying behaviour has also been linked to other forms of antisocial behaviour, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and drug and alcohol use (Office of Juvenile Justice and Delinquency Prevention, 2001). A strong correlation has been found between bullying other students during school years and experiencing legal or criminal troubles as adults. As adults also, bullies have increased rates of substance abuse, domestic violence, and other violent crimes (Ballard, et al., 1999).

Perpetrators of bullying behaviour also suffer in the long-term. They are more likely than other students to drink alcohol or smoke cigarettes. Chronic bullies appear to maintain their behaviours into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover & Hazler, 1994).

Effects of bullying on bystanders

Bullying also has an effect on bystanders. Those who witness bullying are more likely to exhibit increased depression, anxiety, anger, posttraumatic stress, alcohol use, and low grades (Shellard, 2002). Students who regularly witness bullying at school suffer from a less secure learning environment, the fear that the bully may target them next, and the feeling that teachers and other adults are either unable or unwilling to control bullies' behaviour (Shellard & Turner, 2004).

Effects of bullying on the school environment

Bullying can have long-term academic, emotional and social, consequences on bullies, victims and bystanders. Academically, the incidence of bullying at schools has a negative impact on students' opportunity to learn in an environment that is safe and secure and where they are treated with respect (Shellard & Turner, 2004; Lumsden, 2002). Bullying affects school climate as it affects each student whether he or she is the bully, the bullied or the bystander.

Effects of bullying on the home and the wider society

Bullying affects the behaviour of children even in their homes. It makes them to pick up various behaviours at home which were different from the way they were before they went to the school. Being a bully, a victim or a bystander could have effect on the life of the child at home and later in the society.

Empirical research has already shown that, many times, children's maladjustment and aggressive behaviours are due to the child being exposed to physical aggression behaviour in their homes (Onyskiw & Hayduk, 2001). In many cases, children who develop signs of aggression when they are very young tend to be at risk for long-term behavioural and emotional problems, causing them to display the same behaviours in their own families as adults (Onyskiw & Hayduk, 2001)

Furthermore, when a child is exposed to a household where the parent displays very minimal maternal responses to the child and has signs of depression, chances are that the child will develop weak attachment skills (Onyskiw & Hayduk, 2001). This may prompt the child to lack social skills which can later affect the way he interacts with their peers in a school setting.

Research from Cullingford and Morrison (1995) showed that bullying affects a large number of children who are transitioning from primary to secondary school. Many researchers have found that bullying in schools can be underestimated because many adults do not know how to distinguish the early signs of bullying. For this reason, many times, bullying goes unnoticed by many adults, which gives the bully more opportunity to taunt the victim (Onyskiw & Hayduk, 2001).

2. DISCUSSION

The results in Table 1 show the perception of the bullies of the effects of bullying on themselves. The results indicate that the main effects were: they felt bad (25.0%); they lost respect (24.7%); they felt sad and unhappy (20.1%); and they were disliked by others (18.1%).

Table 1: The Perception of the Bullies of the Effects of Bullying on Themselves

Effects	Number	Percent
Feel bad	91	25.0
Loss of respect	90	24.7
Feel sad and unhappy	73	20.1
Disliked by others	66	18.1
Bullied by others	12	3.3
Has lost friends	8	2.2
Made me strong	19	5.2
Makes me happy	5	1.4
Total	364*	100.0

**More than the number of respondents because of multiple responses.*

Source: Field Data, 2012.

Horton (2011) postulates that bullying makes the bullies sometimes lose respect among their own friends. Thornberg (2010) shows that those who bully experience short and long- term effects negatively. He claims that some of the bullies become drug addicts and drunkards, while some commit suicide as part of long- term effects. Rigby (2007) also says that some of the bullies become truants, whereas others completely dropout of school.

Bullies gave their perception of the effects of bullying on their victims. Table 2 depicts the effects of bullying on victims as seen by the bullies themselves. The effects identified were: had withdrawn from the society (16.5%); now masculine in nature (16.3%); now punctual at all school functions (13.9%); not interested in the school again (13.3%); felt strong and bold after they had been bullied (12.0%); and felt timid and humiliated (11.5%).

Table 2: The Bullies' Perception of the Effects of Bullying on their Victims

Effects	Number	Percent
Withdrawn from society	62	16.5
Feel timid and humiliated	43	11.5
Feel sad and unhappy	32	8.5
Not interested in school again	50	13.3
Some had injuries and scars	11	2.9
Some feel strong and bold now	45	12.0
Some are happy and sociable	19	5.1
Some are now punctual always	52	13.9
Some are now more masculine	61	16.3
Total	375*	100.0

*More than the number of respondents because of multiple responses.

Source: Field Data, 2012.

The results of the study confirm the indications made by Shellard (2000) that these victims often suffer emotionally from humiliation, insecurity and loss of self-esteem and may develop a fear of going to school. Nansel et al (2001) confirm that some victims sustain injuries serious enough for them to require treatment by a nurse or a doctor. Wei and Jonson-Reid (2011) claim that bullying has a great effect on the victims to the extent that they are either no more interested in the school or withdraw from their mates, which, in the long run, affects their academic performance.

The victims themselves then indicated how bullying had affected them. The results in Table 3 indicate that there were various effects of bullying on the victims. They included: they felt humiliated (13.6%); they were afraid of their seniors (13.2%) they could not concentrate on their studies (11.4%); they were no more interested in the school (8.3%); they had overcome the bullying system (8.1%); they were no more sociable with their fellow students (7.3%); they had physical injuries (6.9%) and had withdrawn from the society (6.9%).

Table 3: Effects of Bullying on the Victims

Effects	Number	Percent
Afraid of seniors	117	13.2
Can't concentrate on studies	101	11.4
Hate aggressive people	34	3.8
Feel humiliated	120	13.6
Not Sociable	65	7.3
Withdrawn from the society	61	6.9
Feel timid and dull	46	5.2
Have physical injuries	61	6.9
Not interested in school again	74	8.3
Have adapted to the system	27	3.0
Have now overcome the system	72	8.1
Feel strong and firm	39	4.4
Feel very masculine now	70	7.9
Total	887*	100.0

*More than the number of respondents because of multiple responses.

Source: Field Data, 2012.

The results of the present study are generally supported by existing studies. Shellard (2002), for example, noted that emotionally, victims often suffered humiliation, insecurity, and loss of self-esteem and might develop a fear of going to school. Also, Lumsden (2002) claimed that victims often had difficulty concentrating on their schoolwork and could experience a decline in academic performance. Elliot (1997) claims that chronic victims, who even receive mild abuse, are likely to view school as an unhappy setting and are likely to avoid places within the school setting or the school completely.

Hoover, Oliver and Hazler (1992) indicated that for some children, bullying can affect them so much that they try to commit suicide, run away, and refuse to go to school or even develop chronic illnesses. In his study on bullying in Ghana, Kaar (2009) found that 10-16 percent of students in various schools were under constant fear, they easily fell sick and were unable to concentrate on their studies

The bystanders were also asked about the effects of bullying on themselves, the victims and the bullies. Table 4 shows the effects of bullying on bystanders as reported by themselves. The results show that: they did not want to walk alone or felt uncomfortable when alone (23.0%); they were careful not to be victims after they saw how victims were bullied (12.1%); they wished they had completed school (12.0 %); they were no more interested in the school (10.8%); and they looked sober and worried (8.5%).

Table 4: Effects of Bullying on Bystanders

Effects	Number	Percent
Afraid of seniors	72	7.9
Not able to concentrate on studies	97	10.6
Do not want to socialise again	75	8.2
Do not want to walk alone and feel uncomfortable when alone	211	23.0

Not interested in school again	99	10.8
Wished had completed school	110	12.0
Look sober and worried	78	8.5
Has become strong and firm	63	6.9
Careful not to become victim	112	12.1
Total	917*	100.0

**More than the number of respondents because of multiple responses.*

Source: Field Data, 2012.

Shellard (2002) indicates that those who are witnesses to bullying are likely to exhibit increased depression, anxiety, anger, posttraumatic stress, alcohol use, and low grades. Also, students who regularly witness bullying at school suffer from a less secure learning environment, the fear that they could be the next target to the bullies, and the feeling that teachers and other adults are either unable or unwilling to control the bullies' behaviour. Shellard and Turner (2004; p. 97) found that students who were witnesses or bystanders to bullying experienced a level of intensity of trauma comparable to the "distress levels of police, fire fighters and paramedics during the 1989 San Francisco earthquake."

The bystanders were asked to indicate how bullying had affected the lives of victims of bullying in their schools. Table 5 indicates the responses from the bystanders. The results show that the victims were afraid that they would be bullied again (13.4%); they wanted to be transferred from their school to other schools (11.8%); they were disturbed and timid; they felt bad for coming to school (11.7%). Other effects were: the victims could not concentrate on their studies (11.1%); they felt very much disappointed in the school (10.7%); they had injuries and scars (9.5%); they had become wicked and truants (9.1%); and they had made up their mind to bully others (8.2%).

Table 5: Bystanders' Perception of the Effects of Bullying on the Victims

Effects	Number	Percent
Could not complete School	24	2.8
Afraid they will be bullied again	112	13.4
They are now disturbed and timid	97	11.7
They can't concentrate on their studies	92	11.1
They feel bad for coming to school	97	11.7
Have injuries and scars	79	9.5
Feel disappointed	89	10.7
Want to be transferred to other schools	98	11.8
Have made up the mind to bully others	68	8.2
Have become wicked and truants	76	9.1
Total	832*	100.0

**More than the number of respondents because of multiple responses*

Source: Field Data, 2012

The results of the study confirm findings from other authors who claim that victims of bullying tend to have lower levels of self-esteem, can be depressed, insecure, anxious, oversensitive, cautious, and quiet (Pellegrini & Bartini, 2000; Rigby & Slee, 1991). Furthermore, the results confirm those of Boulton and Underwood (1992) who indicate that some of the victims are unhappy at school, feel lonely, and have few good friends, while others are likely to drop out of school. Smith and Shu (2000) have also stated that bullying in schools in England make many adolescents in schools to commit suicide every year.

The bystanders also made comments on how they felt the bullies had been affected by their own bullying behaviours. Their responses have been expressed in Table 6. The results showed that the bullies were not able to relate well with others (11.4%); they had become school dropouts (11.4%); they had bad academic performance (11.0%); they were not able to concentrate in school (11.0%); they were afraid that they could be caught (10.9%) they had become drug addicts (10.9%); they had lost their dignity (10.3%); they had become truants (9

Table 6: Bystanders' Perception of the Effect of Bullying on the Bullies

Effects	Number	Percent
Afraid they could be caught	96	10.9
Became truants	80	9.1
Had bad academic performance	97	11.0
Not able to concentrate in school	97	11.0
Not able to relate well with others	100	11.4
Regretted later for bullying	65	7.4
Felt proud for bullying	58	6.6
Became school dropouts	100	11.4
Lost dignity	92	10.3
Became drug addicts	96	10.9
Total	881*	100.0

**More than the number of respondents because of multiple responses*

Source: Field Data, 2012

The results confirm what Schwartz, et al. (2002) have noted that those who are frequently involved in bullying show bad academic performance in school. Wei and Jonson-Reid (2011) also put it that some of the bullies have negative outcomes and are not able to concentrate on their studies nor have good academic performance. Furthermore, Vanderbilt and Augustyn (2010) have found that individuals who are involved in bullying behaviour during adolescence are at a high risk of having difficulties with psychosis, depression, low self-esteem, aggression, abuse, violence, substance and alcohol abuse, suicidal ideation, and attempted and actual suicide.

2. IMPLICATIONS FOR COUNSELLING IN THE SCHOOLS

The findings of the study have underlined some implications for counselling in senior high schools in Ghana. They include:

- School counsellors should intervene effectively to reduce bullying by developing a safe and supportive school climate. An important starting point for counsellors is to realise that much bullying occurs without the knowledge of teachers and parents, and that many victims are very reluctant to tell adults of their problems with bullying. The counsellor, therefore, needs to be very vigilant to assist such victims.
- Counsellors should collaborate with school health personnel to identify victims of bullying for the necessary support, especially when students continuously present symptoms, such as headache, abdominal pain, disturbed sleep, bed wetting, and emotional disturbances at the clinics.
- It is important for counsellors to realize that in the bullying situation, there is always a power imbalance of some kind in which the victim always gets the worst of the interaction. Intervention strategies, such as assertiveness, relaxation, problem-solving and decision-making, should be put in place to assist both the bully and the victim in order to stop the bullying pattern.
- Counsellors should encourage the establishment of good communication between the counsellor, teachers and parents to be able to identify students who are being bullied, or those who are bullies so as to provide them with the necessary assistance.
- School authorities should be able to provide students with opportunities to develop good interpersonal skills, and create a social context, which is supportive and inclusive, and in which aggressive bullying behaviour is not tolerated by the majority of students.

3. RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations are made:

- School authorities, teachers and counsellors should sensitize the students through workshops, seminars, talks and symposia on the adverse effects of bullying on victims, bullies and bystanders. This is to prevent a situation where the country could lose most of its manpower in the near future, as bullying compels some of the students to become dropouts and drug addicts.
- Victims of bullying should be encouraged to report incidents of bullying to school authorities, teachers and counsellors. School teachers should be on the alert at the dormitories after classes and during bed time, checking the activities of students.
- The behaviour of students in the classroom, such as dullness, sleeping in class, having problems sitting comfortably in class among others, should send a signal to the authorities that the student needs attention and could be referred to the school counsellor for assistance.

- The Ghana Education Service and the Ministry of Education should formulate policies on bullying in schools to make bullying unattractive to students.
- Parents and Parent/Teacher Associations should be brought into the mainstream of bullying issues as parents could best handle their own children, and teachers are usually aware of what goes on in the schools.

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