

Effect of social training skill on bullying tendency among secondary school students in Nnewi North Local Government Area of Anambra State, Nigeria

ABSTRACT

Aims: This focused on the effect of social training skill on bullying tendency among secondary school students in Nnewi North Local Government Area of Anambra state, Nigeria.

Study design: The study employed the quasi-experimental research design (pre-test, post-test, non-randomized control group)

Place and Duration of Study: Secondary school students in Nnewi North Local Government Area of Anambra State, Nigeria, between June 2021 and January 2022.

Methodology: The population consists of 329 students in JS2 and SS2 in all the secondary schools from all the co-educational schools in Nnewi-North LGA having high level of bullying tendency. The sample for this study comprised 108 secondary school students that were identified with high bullying tendency. This was drawn from JS2 and SS2 students from the two coeducational schools selected for the study. The instrument for data collection was an already established Students Bullying Tendency Questionnaire developed. The students' tendency to bullying questionnaire (STBQ) which was adopted for this study was structured to ascertain the students' tendency to bullying. The SBTQ total score range from 20-80 with higher level of bullying tendency. Bullying scale reads; strongly agree =(SA) 4points, agree (A)=3 points, disagree(D)= 2 points and strongly disagree (SD)=1. The instrument used the Pearson product moment statistical technique to obtain a co-efficient of reliability of 0.89. The researcher administered copies of the bullying tendency questionnaire through direct delivery method to all JS2 and SS2 students to complete. The administered instrument after collection will be scored in line with the instrument scoring guide and analyze using Analysis of Co-variance (ANCOVA), The data which relates to the research questions was analyzed using mean, while data relating to the null hypothesis was analyze using ANCOVA. Scores that are above the norm 47.77 for males and 47.77 for female while those scores below show no bullying tendency behaviour.

Results: The results of the study revealed that, social skills training technique is effective in reducing bullying tendency among secondary school students. More so, social skills training technique is more effective in reducing male secondary school students' bullying tendency. The effect of social skills training technique on the bullying tendency of secondary school students is significant. The study further revealed that the effectiveness of social skills training technique on the bullying tendency of male and female secondary school students do not differ significantly.

Conclusion: Based on the analysis, it was concluded that social skills training technique is effective in reducing bullying tendency among secondary school students, social skills training technique is more effective in reducing male secondary school students' bullying tendency. The effect of social skills training technique on the bullying tendency of secondary school students is significant. The effectiveness of social skills training technique on the bullying tendency of male and female secondary school students do not differ significantly.

Keywords: Social training, Skill, Bullying, Secondary school, Students.

1. INTRODUCTION

Bullying tendency among students in secondary schools forms a huge distraction to educational achievements in secondary schools within Nigeria and all over the world. This is because students who have this tendency and those bullied eventually become maladjusted adults and impact the society negatively. This have led to rise in adult disorderliness, armed robbery, kidnapping, destruction of lives and property, street urchins and other harmful behavior. Nevertheless, the present situation shows that parents, students, teachers and school administrators seem not to have appropriate corrective response that is effective in reducing bullying tendency in schools and society. The inability of parents or caregivers integrate and understand adolescent's world in this aspect reduces their ability to bring about acceptable change of this behaviour. In view of this, teachers end up spending a large part of their teaching hours attending to cases related to bullying. Often times, bullies at primary school grow up to become hostile at a higher level and adulthood. When the tendency to bully is not curbed, it could endure for a long period of time and could affect the personality development of said children throughout their lives. In addition, repeated bullying of weak and vulnerable students leads to anxiety, low esteem and depression. Students who are targeted by bullies in the school environment are facing difficulty in concentrating in their school work and often times visibly absent in social interaction among students. School administrators and teachers might have to resort to punitive measures such as expulsion, suspension, corporal punishment and rustication to curtail this behaviour, although currently, has proven unsuccessful.

The quandary of bullying tendency among secondary school students permeates in all levels schooling and family life such that they are unable to be lived seamlessly. A lot of reasons could explain the high predominance of bullying tendency among secondary school students in Nigeria today. The civil war, militancy in the Niger Delta and north east of Nigeria, economic crisis and political turbulence will no doubt have had long - term negative impact on its citizens. Other types of maladaptive behaviour are fear of examination, anxiety gangsterism, cultism, aggressiveness, and moody disposition which could put them at risk at any point in time. These maladaptive behaviour in the home and society, influence the children and students that are repeatedly exposed to it, in such a way that the tendency to be bullies begins to develop in them.

[1], a renowned scholar examined bullying among secondary school students opined that bullying tendency is an intention to repeat emotional as well as verbal and physical attacks against other peers who could be vulnerable due to their size and limited strength. These students could be outnumbered or maybe subject to other forms of imbalance of power. In the same vein, [2] define bullying tendency as an intent to partake in those direct and indirect aggressive acts that have three qualities which are; being intentional, repeated, and occurring between two students where power differential exists. Bullying tendency is a paramount behavioural intent in schools that may affect students in the school environment and can become an epidemic with a clear negative impact such as psychological and emotional trauma, low academic performance and low self-esteem when actualized.

Bullying tendency may lead to an aggressive behaviour that is intended to cause harm or distress to a weaker person which occurs repeatedly over time [3]. Bullying tendency causes threats to the mental and physical well-being of students. In other words, students who exhibit bullying tendency may have a motive of causing injury, either physical or psychological harm to their victims. Many definitions of bullying tendency exist, but all definitions have three things in common, the likelihood to be susceptible to the following: engaging in repeated action over a period of time; have imbalance of power; and lastly, have verbal, psychological and other negative actions which are usually unprovoked. In the context of this work bullying tendency is the intent of having power over or inflicting physical or psychological harm on another, who is usually weaker.

Bullying tendency cannot be defined as playful acts exhibited by students, but should be seen as behaviour and tendency that needs to be nipped at the bud. [4] warned that it is not a tendency to bully or bullying when two students tend to or tease each other in a friendly, playful way or when two students about the same strength or power tend to argue or fight, rather the tendency to bully should be seen as a conflict between a more powerful individual versus a less powerful one. Bullying tendency can lead to aggressive behaviour and this behaviour is been encountered regularly in our schools by children in either primary or secondary schools. In addition, empirical evidence showed that bullying tendency is found to be more common in boys than in girls [5];[6]. [7] also reported that boys outnumber girls in every kind of aggressive behaviours. [8] opined that a good deal of bullying tendency is practiced and witnesses among older students toward younger ones. Most bullying tendency occurs on playground during recess, as well as in classrooms, nevertheless, these behaviours also occurs in school corridors. However, a substantial portion of students tend to be bullied on the way to and from the school. [9] observed that some children are at more risk of becoming bullies and victims than others, although this is in no way predetermined. It depends on a combination of individual, family, peer, and school experiences. Of particular interest to this study is the effect of social training techniques on bullying tendency among secondary school students in Nnewi North Local Government Area of Anambra State.

On the other hand, social skills counselling technique is a cognitive-behaviour technique that originated from the work of Bandura in 1986, who combined both cognitive and behavioural philosophies in developing social-cognitive theory. In this theory, Bandura emphasizes the self-efficacy of every individual in surmounting problems that affect academic and personality development of individuals. Although this technique supports the role of model in exhibiting and teaching socially desirable behaviours, it lays more emphasis on the self-capability of the observer to observe, imitate and maintain the socially desirable behaviours manifested by the role model as their second nature. In a study which reported the effectiveness of social skill training on anti-social behaviour of students in United State, social skill training was found to be significantly effective on both gender of students. More so, a different study reported the effectiveness of social skill training in the treatment of bullying behaviour among students. The findings also state there is a significant difference in the academic achievement of students based on gender. Gender here which is the characteristics of being male or female tend to affects students' academic achievement in varied subjects, this is a scenario where male students tend to perform better than their female counterparts. In the context of this study, male students tend to be faced with lesser level of bully than their female counterparts. Furthermore, self-instruction technique and social skill training were found out to be effective in the treatment of bullying behaviour among secondary school students (male and female). The researcher was motivated to use the two techniques in order to find out the effect of both techniques in reducing bullying behaviour among secondary school students. It is against this background that the researcher is motivated to determine the effect social training skill on bullying tendency among secondary school students in Nnewi North Local Government Area of Anambra. More specifically, this study determined;

1. Effect of social skills training on bullying tendency among secondary school students Nnewi North Local Government Area of Anambra.
2. Difference in the effects of social skills training on bullying tendency of male and female secondary school students Nnewi North Local Government Area of Anambra.

Research Questions

The following research questions guided the study.

1. What is the effect of social training skill on bullying tendency of secondary school students when compared with those exposed to conventional counselling technique using their pre-test and post-test mean scores?
2. What is the difference in the effects of social training technique on bullying tendency of male and female secondary school students when compared using their pre-test and post-test mean scores?

Null hypotheses

The following null hypotheses guided the study

1. There will be no significant difference in the effect of social skill training on bullying tendency of secondary school students when compared with those exposed to conventional counselling technique using their post-test mean scores.
2. The difference in the effects of social skill training of male and female secondary school students when compared using their using their post-test mean scores will not be significant

2. RELATED EMPIRICAL STUDIES

[10] conducted a study on “social skills training as means of improving intervention for bullies and victims. The aim of the study was to evaluate the impact of a Social Skills Training Programme, as a target group based anti-bullying intervention, on pupils’ participation in bullying behaviour in Estonia. Two research questions guided the study. The pretest and follow-up evaluation were used to evaluate the impact of SST program. A sample of 488 (244 girls and 244 boys) students in grades 5 through 9 (ages 10-18 years) from two different mainstream schools from Estonia. The sample was evenly distributed across the sexes (50% boys, 50% girls) with a mean age of 15.3 years (SD=1.67). Peer Nomination Inventory was used to assess the status of bullying behaviour by peer nominations. The findings of the study among others revealed that pretest and follow up measures showed improvements among participants of group training – the frequency of bully/victim problems decreased by 50 percent and more in nine-month following period, whereby the whole-school ratings of bullying behaviour improved, but not significantly”.

[11] carried out a study on “effects of self-management and social skills training on the reduction of adolescents’ conduct disorder in Ikpoba-Okha LGA. One research hypothesis guided the study. A pretest-posttest control group experimental design was adopted in the study. The population consisted of 184 identified conduct disorder adolescents in a mixed school that was purposively selected from the senior secondary schools in Ikpoba-Okha Local Government Area in Benin City with the assistance of 12 subject teachers who have had contact with the students’ for at least six months. The study made use of a sample of 90 SS III adolescent students. The instrument used for data collection was the Conduct Disorder Assessment Scale (CDAS) constructed in accordance with the American Psychiatric Association, Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). The coefficient obtained were 0.80 for aggressive behaviour, 0.81 for destructive behaviour, 0.76 for stealing and 0.84 for serious violation of rules. Data collected was analyzed using one-way Analysis of Variance (ANOVA) and Analysis of Co-variance (ANCOVA). The findings of the study obtained indicated among others a significant difference in conduct disorder (four subsets) of adolescent students exposed to treatment intervention (self-management and social skills training) and control group. That significant differences existed in destructive and rules violation behaviours among adolescents exposed to both treatments and those in control group ($p < 0.05$)”.

[12] conducted a study on “effectiveness of social skills training Technique on bullying behaviour of secondary School students in Katsina state of Nigeria. The study was conducted to examine the effectiveness of social skills training technique on bullying behaviour among secondary school students in Katsina State of Nigeria. One objective, two research questions and two hypotheses were raised to guide the study. The hypotheses were tested at 0.05 level of significance. The design of the study was quasi experimental involving pretest and posttest control group procedures”. The total population of the study was one hundred and twenty-one (121) school bullies, identified from a total of twenty-four thousand and sixty-two (24,062) public secondary school students in Katsina metropolis with the help of the schools’

management and staff members. The study used one treatment group and one control group. The treatment group underwent social skills training session for eight weeks at the rate of one hour per week by cognitive-behavioural working template. The researcher used students' bullying behaviour questionnaire (SBBQ) for data collection. The researcher established face and content validity for the instrument. The reliability of the instrument was also established using Pearson Product Moment Coefficient (PPMC). The reliability coefficient of the instrument was 0.70. The researcher used paired sample t-test and mean and standard deviation as well as t-test for independent samples for data analysis. The findings of the study showed that social skills training technique was effective on reducing the level of students' bullying behaviour and the technique also had same level of effectiveness on both the male and female school bullies.

[13] carried out a study on "effects of social skill training program on social skills of young people. The sample of the investigation consists of 68 young people, who applied into the military service in 2015. In order to determine social skill levels of the participants, Social Skill Inventory (SSI) was adopted and administered. And the effects of the social skill training program on the social skill levels of participants were analyzed by the experimental method, which was based on pre-test and post-test model. As a result of the comparison, there were significant differences found between the pre-test scores of the test group before the execution of social skill training program and post-test scores after the execution of social skill training program. Based on the findings, it was concluded that social skill training program has a positive impact on the social skill level of participants of the study".

[14] carried out a study on "the relationship between social participation and social skills of pupils with intellectual disability (ID). Three research questions guided the study. The sample comprised 38 inclusive primary classrooms of the German- and French-speaking parts of Switzerland. A total of 692 first- to fourth-graders (aged $M = 97.92$; $SD = 10.51$) participated in the study. The indices accessed were social acceptance, social relationships and social skills. The instrument for data collection was the teacher questionnaires and by individual pupil interviews. The instruments used for the interview were developed and piloted to be suitable for pupils with ID. The Fishers' z-Test was used for data analysis. The analyses indicate that the majority of pupils with ID were not popular but were socially accepted and had friends. Additionally, no significant relationship was found between social skills and the social participation of pupils with ID, although such pupils had lower levels of social skills compared with their ID peers".

In a similar vein, [15], conducted a study on "effect of social skills training program on self- esteem and aggression among children in residential institutions in Port Said City, Egypt. A quasi-experimental research design was adopted. The study was carried out at all governmental residential institutions in Port Said city namely, Al-Nessaieya le Tahseen Al- Seha, Dar Alkaserat, Kafalit Al-Yateem, and Apnaa Ramses. The respondents of the study comprised 57 children, 36 were males and 21 were females. Three tools were utilized to collect data in this study which are Socio-demographic data questionnaire, Self-esteem inventory scale, and Aggressive behaviour scale for children. The findings of the study revealed that half of the studied children (respondents) had low self-esteem and the mean score of verbal aggression among the studied children were slightly higher than mean scores of physical aggressions Also, there was a positive effect of the social skills training program in enhancing self-esteem levels and slightly decreasing physical aggression but there was no effect found regarding verbal aggression".

3. MATERIAL AND METHODS

The design for this study is the quasi-experimental research design (pre-test, post-test, non-randomized control group). According to [16], quasi experimental research could be in a school setting where it is not always possible to use pure experimental design which is considered as disruptive of school activities. The study adopted the non-randomized pre-test, post-test control group design. In this research, treatment was introduced only to the experimental participants, thereafter, the two groups, which comprised (treatment 1 and the conventional counselling group was measured). After which, the researcher compares their pre-test and post test scores to see the effects and the treatment used is social training skill. The population consists of 329 students in JS2 and SS2 in all the secondary schools from all the co-educational schools in Nnewi-North LGA having high level of bullying tendency. To identify the population of students with bullying tendency the researcher visited the 7 co -educational secondary schools, with the help of the research assistance the Students Bullying Tendency Questionnaire was administered (SBTQ), this was regarded as the pre-test. The sample for this study comprised 63 secondary school students that were identified with high bullying tendency. This was drawn from JS2 and SS2 students from the two coeducational schools selected for the study. Purposive sampling technique was used in selecting two schools that have the highest number of students with bullying tendency. The two schools with the highest number of students with high bullying tendency using the pre-test scores were adopted for the study. One school served as experimental group 1 and the second school served as control group for the study. The instrument for data collection was an already established Students Bullying Tendency Questionnaire developed by [17]. The students' tendency to bullying questionnaire (STBQ) which was adopted for this study was structured to ascertain the students' tendency to bullying. The SBTQ total score range from 20-80 with higher level of bullying tendency. Bullying scale reads; strongly agree =(SA) 4points, agree (A)=3 points, disagree(D)= 2 points and strongly disagree (SD)=1. Therefore, the 20 items possible scores were $4 \times 20 = 80$, $3 \times 20 = 60$, $2 \times 20 = 40$ and $1 \times 20 = 20$ while the lowest possible score is 20(20x1). Based

on the 4-point scale, any score above the norm of 47.77 for male and 47.77 for female were included for the study while any score below the norm of 47.77 will be regarded as not having bullying tendency. The instrument used the Pearson product moment statistical technique to obtain a co-efficient of reliability of 0.89. Therefore, the instrument is reliable for this study. The researcher administered copies of the bullying tendency questionnaire to all JS2 and SS2 students to complete through direct delivery method. The data collection procedure necessitated a special request was made to the principals for the provision of adequate and conducive environment for the administration of the questionnaire. The pre-test and post-test contain the same questions except that the items were re-shuffle. The researcher and research assistance gave the students an introductory instruction on how the questionnaire should be completed. The nature of the student's responses and the purpose which it serves was clearly explained to the students. The researcher and the research assistant properly assisted and guided the students on how to respond to the questionnaire. The questionnaire sheets were immediately collected from the students when they must have finish answering the items and handed over to the researcher for collation and scoring.

Training of Research Assistants: The study introduced three research assistants that participated in the study. These research assistants were regular school guidance counsellors of the participating schools. Prior to administration of the instruments the research assistants were trained on how to administer and collect the research instrument for the pre-test and post- test. The purpose and what it intends to achieve were related to them.

Experimental Procedure: This is the procedure the researcher adopted to ensure the success of the treatment programme. The researcher visited the principals of the schools with a consent letter for approval to make use of their schools for the study. Explaining to them the purpose and benefits the school derived by the research. After their consents, the experimental procedure will take place using the regular counselling periods allotted in the time table of their schools. The participants will stay in their intact classes for the experiments. The training programme will take six (6) session for the experimental group and the control group, six weeks respectively.

Control of Extraneous variables

Hawthorne Effect: According to Macefield 2007, the Hawthorne effect is an experimental effect whereby participants in the study exhibit a typical high level of performance simply because they are aware that they are been studied and hence change their behavior in the course of study. In order to avoid such a behaviour the researcher intents to put some measures to prevent such from happening; She ensured that all efforts focused only on the variables to be studied; All participants in the treatments and control groups were encouraged and reinforced with a little token of pen each. Intact classes were also used for the research to prevent this Hawthorne effect on the variables. Analyses of Co-variance (ANCOVA) was also used in collating the scores to remove any initial bias that may arise from the study.

Experimenter Bias: This bias has to do with the researcher influencing the results of the research in order to gain certain results. To control such, the experimental group will be given the treatment package while the control group will be given the conventional counselling. The same researcher will also administer the treatment sessions. Furthermore, same participants will participate in both the pre-test and post -test.

Data collected will be scored in line with the instrument scoring guide and analyze using Analysis of Co-variance (ANCOVA), The null hypothesis was tested at 0.05 level of significance. The data which relates to the research questions was analyzed using mean, while data relating to the null hypothesis was analyze using ANCOVA. Scores that are above the norm 47.77 for males and 47.77 for female while those scores below show no bullying tendency behaviour.

3. RESULTS AND DISCUSSION

Research question 1: What is the effect of social training skill on bullying tendency of secondary school students when compared with those exposed to conventional counselling technique using their pre-test and post-test mean scores?

Null hypothesis 1: There will be no significant difference in the effect of social skill training on bullying tendency of secondary school students when compared with those exposed to conventional counselling technique using their post-test mean scores.

Table 1 shows that the secondary students treated with social skills training technique had pretest mean score of 53.94 and posttest mean score of 38.00 with lost mean 15.94 in their bullying tendency, while those in the control group who received conventional counselling had pretest mean score of 50.37 and posttest mean score of 47.63 with lost mean 2.74. With posttest mean scores of 38.00 which is below the norm of 47.57 social skills training technique is effective in reducing bullying tendency among secondary school students.

Table 2 reveals that at 0.05 level of significance, 1df numerator and 62df denominator, the calculated F is 67.87 with Pvalue of 0.000 which is less than 0.05. Hence, the first null hypothesis is rejected. So, the effect of social skills training technique on the bullying tendency of secondary school students is significant.

Findings relating to the research questions shows that social skills training technique is effective in reducing bullying tendency among secondary school students. This finding agrees to the findings of [10] who found that pretest and follow up measures showed improvements among participants of group training – the frequency of bully/victim problems decreased by 50 percent and more in nine-month following period, whereby the whole-school ratings of bullying behaviour improved, but not significantly. On the contrary the finding of [10] is in disagreement with the findings of the present study as regards the hypotheses tested as it revealed that the effect of social skills training technique on the bullying tendency of secondary school students is significant.

Research question 2: What is the difference in the effects of social training technique on bullying tendency of male and female secondary school students when compared using their pre-test and post-test mean scores?

Hypotheses 2: The difference in the effects of social skill training of male and female secondary school students when compared using their using their post-test mean scores will not be significant

In table 3, it was observed that the male students treated with social skills training technique had pretest mean score of 54.72 and posttest mean score of 37.67 with lost mean 17.05 in their bullying tendency, while the female students treated with social skills training technique had pretest mean score of 53.00 and posttest mean score of 38.40 with lost mean 14.60. With lost mean score of 17.05 for males which is greater than lost mean score of 14.60 for females, social skills training technique is more effective in reducing male secondary school students' bullying tendency.

In table 4, it was observed that at 0.05 level of significance, 1df numerator and 32df denominator, the calculated F is 0.99 with Pvalue of 0.328 which is greater than 0.05. Therefore, the fifth null hypothesis is accepted. So, the effectiveness of social skills training technique on the bullying tendency of male and female secondary school students do not differ significantly.

The result relating to the research question revealed that social skills training technique is more effective in reducing male secondary school students' bullying tendency. For the null hypothesis, the findings of this study show that the effectiveness of social skills training technique on the bullying tendency of male and female secondary school students do not differ significantly. This conforms with the finding of [12] who found that social skills training technique was effective in reducing the level of students' bullying behaviour and the technique also had same level of effectiveness on both the male and female school bullies. Similarly, the findings agrees to the finding of [13] who found that due to the comparison, there was a significant differences found between the pre-test scores of the test group before the execution of social skill training program and post-test scores after the execution of social skill training program. In view of this, the study concluded that social skill training program has a positive impact on the social skill level of participants.

Table 1: Pretest and Posttest bullying tendency mean scores of secondary students treated with social skills training technique and those treated with conventional counselling (Norm = 47.57)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Social skills training Tech.	33	53.94	38.00	15.94	Effective
Conventional Couns. Tech.	30	50.37	47.63	2.74	

Table 2: ANCOVA on the effect of social skills training technique on bullying tendency of students when compared with those who received conventional counselling

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	1460.280	2	730.140			
Intercept	760.668	1	760.668			
Pretest	1.977	1	1.977			
Treatment model	1179.779	1	1179.779	67.869	0.000	S
Error	1042.990	60	17.383			
Total	116765.000	63				
Corrected Total	2503.270	62				

Table 3: Pretest and Posttest bullying tendency mean scores of male and female students treated with social skills training technique

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Male	18	54.72	37.67	17.05	More Effective

Female 15 53.00 38.40 14.6

Table 4: ANCOVA on the effectiveness of social skills training technique on the bullying tendency of male and female students

Source of variation	SS	df	MS	Cal. F	Pvalue	P≤0.05
Corrected Model	268.426	4	67.107			
Intercept	553.103	1	553.103			
Pretest	7.587	1	7.587			
GENDER	23.409	1	23.409	0.991	0.328*	
CLASSLEVEL	62.901	1	62.901	2.662	0.114	
GENDER * CLASSLEVEL	194.108	1	194.108	8.215	0.008	
Error	661.574	28	23.628			
Total	48582.000	33				
Corrected Total	930.000	32				

Conclusion

This study focused on the effect of social training skill on bullying tendency among secondary school students in Nnewi North Local Government Area of Anambra. Based on the analysis, it was concluded that;

1. Social skills training technique is effective in reducing bullying tendency among secondary school students.
2. Social skills training technique is more effective in reducing male secondary school students' bullying tendency.
3. The effect of social skills training technique on the bullying tendency of secondary school students is significant.
4. The effectiveness of social skills training technique on the bullying tendency of male and female secondary school students do not differ significantly.

Ethical Approval:

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

Consent

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

REFERENCES

1. Olweus, D. *Bully and victims problems among school children*. New Jersey: Erlbaun, 2013.
2. Olujide A.A., Amos A.A., Olufunke C., Sussan O. A., Ben C.E. A., David O.I., Frederick A. and Moneke N.E. Bullying behaviour among high school students: Analysis of prevalence and gender differences. Proceedings of ICERI2016 Conference 14th-16th November 2016, Seville, Spain, 2016.
3. American Psychological Association. *Bullying*. Retrieved January 8, 2021, from <http://www.apa.org/ppo/issues/bullying.html>, 2005.
4. Solberg, M.E. and Olweus, D.. Prevalence estimation of school bullying with the Olweus Bully Victim Questionnaire. *Aggressive Behaviour*, 2003, 29; 239-268
5. Liang, H. Flisher, A.J. and Lombard C.J. Bullying, violence, and risk behavior in South African school students. *Child Abuse & Neglect*, 2017, 31; 161-171. <https://doi.org/410.1016/j.chiabu.2006.08.007>
6. Pepler, D.J., Craig, W.M., Connolly, J.A., Yuile, A., McMaster, L. and Jiang, D. A developmental perspective on bullying. *Aggressive Behavior*, 2016, 32;376 - 384
7. Berger, K.S. Update on bullying at school: Science forgotten?. *Developmental Review*, 2018, 27, 90-126. <https://doi.org/10.1016/j.dr.2006.08.002>
8. Asamu, G.N. *Incidence of bullying in primary and secondary schools in Ogun State*. Lagos: Successful Publishers Ltd, 2019.
9. Bank, T. *Bullying in Schools: What to do about it*. Victoria, Melbourne: The Australian Council for Educational Research Ltd, 2016.
10. Kõiv, K. Bullying among Estonian pupils: An overview. In J. Mikk, M. Veisson & P. Luik (Eds.), *Teenagers in Estonia: Values and behaviour. Estonian studies in education*, 2012, 103-123. New York Oxford Wien: Peter Lang Europäischer Verlag der Wissenschaften

11. Egbochuku E.O., Oizimende P. Oliha, J. Effects of self-management and social skills training on the reduction of adolescents' conduct disorder. *International Journal of Education and Practice, Conscientia Beam*, 2015, 3(3), 129-142.
12. Isiyaku, L. Effectiveness of social skills training Technique on bullying behaviour of secondary School students in Katsina State of Nigeria. *International Journal of Academia*, 2016, (1)1; 156-167
13. Gökel, O. Dagli, G. Effects of Social Skill Training Program on Social Skills of Young People. *EURASIA Journal of Mathematics, Science and Technology Education*, 2017, 13(11); 7365-7373
14. Garrote, A., Sermier Dessemontet, R. Moser Opitz, E. Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. *Educational Research Review*, 2017, 20; 12–23.
15. Ali, S.I., Sorayia, S.R., Abdel-Fatah, Sobhy M., El-Sayad, S.M. Effect of social skills training program on self-esteem and aggression among children in residential institutions in Port Said City. *Archives of Nursing Practice and Care*, 2018, 4(1); 007-013.
16. Nworgu, B.G. *Educational Research: Basic issues and methodology (6th ed.)*. Enugu, Nigeria: University Publishers, 2015.
17. Nwokolo. C. Efobi, A. Relationship between Parenting Styles and Tendency to Bullying Behaviour among Adolescents. *Journal of Education & Human Development*, 2014, 3(1); 507-521