



Effects of Bullying behaviour on Secondary School Students' Performance in Jos South Local Government, Plateau State, Nigeria

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ABSTRACT

This research was carried out to examine the effects of bullying behaviour on secondary school students' academic performance in Jos South Local Government, Plateau State, Nigeria. The study employed the descriptive survey research design. A sample of 165 respondents were selected from Jos South Local Government of Plateau State using Taro Yamane formula. An instrument named Bullying Behaviour Questionnaire with a reliability coefficient of 0.89 was used for data collection. Research questions were answered using the frequency tables. The hypothesis was tested at 0.05 level of significance using the Pearson correlation, findings revealed that there is a significant relationship between bullying and academic performance of Junior Secondary school students in Jos South Local Government of Plateau State. The investigation indicated that there are consequences of bullying on the victims and the perpetrators. Types of bullying and the impacts on academic performance of students were investigated. The findings showed that social bullying has a significant impact on the student's academic performance. The study recommended a review of current anti-bullying programmes and improving them to enhance effective academic performance. It also proposed further training programs for teachers on effective management and prevention of bullying to create a supportive learning environment and prepare the students for a successful academic career, healthy transition into adulthood and a better future.

Keywords: Academic, Bullying, Behaviour, Students, Performance.

1. Introduction

There is a growing concern among education stakeholders on the problem of bullying among secondary school pupils. According to Malami and Rukayya (2017), bullying is the most crippling issue in secondary school because it affects both the bully and the bullied. This behaviour is also viewed by scholars not only as physical violence but also psychological. Paszkiewicz (2010), defined bullying as psychological violence and persistent hostility that deprives a person of his dignity and sense of control. Others defined bullying in terms of the physical strength of the parties involved. Baron and Byrne (2005) reported that bullying is a pattern of behaviour in which one person is selected as the object of ongoing violence by one or more people, the victim or target typically has less power than the aggressors, or bullies. Some researchers have defined bullying considering the interactions and the actions the parties engaged in during the bullying activities. Bullying is seen as the dynamic interaction between the aggressor and the victim at which the perpetrators' power increases while the victims' power diminishes (Mbah, 2020). There is a generally accepted view which holds that bullying is the most common form of violence in schools.

The act of bullying is widely practiced in schools all over the globe. It is a repetitive, monotonous, and destructive behaviour of students. This is the deliberate, unintentional misuse of authority by one or more children to repeatedly hurt or upset another child. Bullying incidents involving students in Nigerian secondary schools and other educational settings are frequently reported. School administrators in their meetings with parents, for example at Parents – Teachers Association (PTA) meetings and other occasions report that bullying is on the increase and warn that parents should caution their children (Owuamanam & Makinwa, 2015). This intimidation occurs among students of secondary school worldwide, looking at all problems of secondary schools, none is as debilitating as bullying because of its effects on the bully and the victim as well. It is difficult to discover a secondary school today where bullying is not practiced. According to the Journal of the American Statistical Association, out of more than 15,000 public school students surveyed in the United States, nearly 30 percent reported occasional to frequent involvement in bullying, whether as a bully, a target or both. In the UK, the British School Health Education unit discovered that 25% of children aged 10 to 11 reported being bullied "often" or "every day." A different study claims that 15% of Australian children acknowledged experiencing bullying on a weekly basis. If relevant statistics are used, the situation in Nigerian secondary schools may not differ. Depending on how the issue is defined and how widespread it is thought to be, these percentages may be greater. If we will accept nicknaming children and excluding them from games as bullying, then these figures we see would get up to 100 percent (Tambawal and Umar, 2017).

It is a serious issue that can affect the mental and physical well-being of individuals targeted. Bullying and delinquency may be similar because delinquent behaviour is often characterised by physical aggression, which is a common symptom of bullying. Early peer bullying can give young bullies an unwarranted sense of bravery and confidence, which can lead to increased anti-social behaviour. Constant bullying in school can cause pupils to lose

focus on their studies, this can result to diminishing interest in school and drop-out of school. Although this act is not a recent issue, it appears to have prevailed for a long time in Nigeria based on conversations with parents and other adults who have personally experienced bullying in schools.

This type of aggressive behaviour is characterised by the use force or coercion to harm other people, especially when the behaviour is repeated and involves an unfair distribution of power. According to Olweus (quoted in Owuamanam and Makinwa, 2015), bullying is defined as when one or more children intentionally and repeatedly harm another child with a remark, act, or other behaviour. He claims that a student is being bullied when one or more other students intentionally hurt, say hurtful things, make fun of, call him or her hurtful names, ignore them completely, exclude them from their friend groups, or leave them out of activities, they also intentionally hit, kick, push, or shove them around, tell lies, or spread rumours about them. Therefore, this study seeks to find the influence of bullying behaviour on secondary school students' performance in Jos South local government, Plateau State, Nigeria. Specifically, the study examined the influence of bullying on students' performance in English language. Junior secondary school students (JSS II) were used for this study because JSS II students are typically at a critical developmental stage where they are more aware of social dynamics and the effects of bullying, also they are still young enough to be significantly influenced by their peers and school environment, but old enough to articulate their experiences and how these affect their academic performance.

2. Aim And Objectives of The Study

The aim of this study is to examine the influence of bullying behaviour on secondary school students' performance in Jos south local government, Plateau State, Nigeria. The specific objectives are:

- To examine the relationship between bullying behaviour and academic performance in English Language among Junior Secondary School II students in Jos South Local Government, Plateau State.
- To identify the types of bullying behaviours prevalent among Junior Secondary School II students in Jos South Local Government and the impact on English Language performance.
- To evaluate the effectiveness of existing anti-bullying interventions in improving English Language performance among Junior Secondary School II students in Jos South Local Government.

3. Research Questions

This study was guided by the following research questions:

- What is the relationship between bullying behaviour and academic performance in English Language among Junior Secondary School II students in Jos South Local Government, Plateau State?
- What type of bullying behaviours are most prevalent among Junior Secondary School II students in Jos South Local Government, and how do they affect English Language performance?
- How effective are the current anti-bullying interventions in improving English Language performance among Junior Secondary School II students in Jos South Local Government?

4. Research Hypothesis

The study was conducted with this hypothesis:

H₀₁: There is no significant relationship between bullying behaviour and academic performance in English Language among Junior Secondary School II students in Jos South Local Government, Plateau State.

5. Research Methodology

The research employs descriptive survey research design. McCombes (2023) said that descriptive survey can be used in a wide variety of research methods. Unlike experimental research, the researcher does not control or manipulate any of the variables, but only observe and measure them. Data was collected in respect of influence of bullying behaviour on secondary school students' performance in Jos south local government, plateau state, where questionnaires were administered students and were retrieved after administration. The population of the study sample comprised of the students of all the Junior Secondary11(JS11) schools in Jos South local government. This amounted to 280 students from JS II. Taro Yamane formula was used, as it possesses the capability to determine a sample size that can effectively represent the entire population. Cronbach Alpha was used to establish the reliability of BBQ because it determines if the items on the instrument consistently measure the same characteristics. Percentages were used to answer the research questions because they allow easy comparison of different data set as they provide a standardised way of expressing proportions, showing the number of participants that gave a particular answer. Chi square was used because it measures if the difference between the actual value and the expected value is due to chance, due to a relationship between the variables in the study. The Taro Yamane (1967:886) provides a simplified formula to calculate sample sizes.

Using 95% confidence level

P = .5

$$n = \frac{N}{1 + N(e)^2}$$

n= 280/1+110 (0.05)²

n= 280/1+280(0.0025)

n= 280/1+0.7 n=164.7 = 165

Parents and guardians of subjects were contacted for ethical consents. Heads of schools, relevant authorities and class teachers were duly informed and feedback were received.

6. Conceptual Explication of Bullying Behaviour, Types, Characteristics And Causes In Schools Bullying

Bullying can be defined in several ways as a behavioural feature from a psychological standpoint. It might also be interpreted as a subset of hostile actions. Bullying, like other violent behaviours, is done with the purpose of hurting the target. There may be psychological as well as bodily harm. The rights of children to human dignity, privacy, freedom, and security are violated by bullying behaviour, it affects the victims' social, emotional, physical, and academic well-being (Wet, 2008). Bullies usually target those who are different from them and try to take advantage of their characteristics. They choose victims who they believe are unlikely to strike back, such as those who wear spectacles, are overweight, underweight, or have noticeable physical characteristics like large ears, noses, eyes, or severe acne, bullies often belittle and make fun of these victims (Olweus, 2004). Due to the complex nature of the bullying targets, these distinctions don't have to be physical. Bullies can also target students who study differently or who experience anxiety or insecurity. Bullying is defined as a pattern of negative, persistent actions that target specific persons and are perpetrated by one or more individuals who are stronger than the victim. Negative experiences can include nasty gestures or grimacing, verbal threats, derision and forceful physical contact such as pushing and fighting.

Bullying is the deliberate, persistent use of force against someone else with hostile or malevolent intentions. The phrase bullying refers to a broad variety of aggressive or antisocial physical or verbal behaviours, these consist of mobbing, harassing, and degrading behaviour (Hagan & Sprague 2008). The psychological bullying also prevails. This can occur in form of non-physical contact in school and out of school. According to Pepler and Craig (2011), bullying can also take less overt forms, such as gossiping, rumour spreading, shunning, or exclusion, and is referred to as "psychological bullying". Planning and repeatedly meting out unpleasant acts to a specific person or persons could also be classified as bullying. According to Olweus (2013), a victim of bullying is someone who experiences unfavourable acts from one or more people on a regular basis throughout time. These intimidating behaviours are perceived as being done on purpose to harm, frighten, or upset someone. Bullying typically occurs between kids who aren't buddies, and the aim is to upset the victim in some ways (Garrity, 2010).

7. Types of Bullying

There are various types of bullying but some of them are as cited below:

- **School Bullying:** In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs in Physical Education (PE) session, recess, hallways, bathrooms, in school buses and waiting for buses. It is also noted to occur in classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating a specific student and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their target before physically bullying them. Bystanders may participate or watch, sometimes out of fear of becoming the next victim. Bullying can also be perpetrated by teachers and the school system itself.
- **Physical Bullying.** According to bullyingstatistics.com, "Physical bullying is a serious problem, affecting not only the bully and the victim, but also the other students who witness the bullying. Parents, teachers, other concerned adults and young people should be aware of what physical bullying is and some of the ways to handle it" Physical bullying is the most obvious type of bullying that causes a lot of conspicuous damage to their victims. Bullies use force and body strength to overpower their victims. Often time, this type occurs in and around the schools. Physical bullying includes kicking, punching, hitting, and other physical attacks. Bullying can start at any age. It is often a warning sign that children and teens are heading for trouble and are at risk of serious violence.
- **Cyber Bullying.** Bullying also can happen to people online, this is called cyber bullying. It occurs when a child or a teen bully on the internet using a computer or mobile phones. Things like sending text messages or e-mail, posting sick pictures or messages about the others in blogs or on websites, using another person's name to spread rumours or lies about someone else, in other words, bullying happens everywhere. The unpleasant experiences of bullying are heard on daily basis, in the news, at school, or from friends. What developed as a common thing among people of all ages is having serious effects and causing tragedy for many. While in school, sometimes, students don't realise the harm they are causing to other people when they make jokes about others' disabilities, culture or physical appearances.

- **Emotional Bullying.** "The saying, if sticks and stones will break my bones, but words will never hurt me was ever true, it sure isn't true today" (Gaul, 2012). This act of bullying often throws their victims into a lingering depressive condition. Bullying in and out of schools is getting out of control. In today's world, this intimidation is nothing out of the ordinary. It is a worldwide epidemic, like a virus or cancer it picks and gnaws into the bone of the youth. Some bullies use body language to create emotional imbalance in their targets. It leaves its victims tattered to the very soul. Students who are bullied have lasting fears that their tormentors will continue to harass them. Various reports and studies have established that approximately 15% of students are initiators of bullying behaviour (Olweus, 2011).
- **Verbal Bullying.** This is one of the difficult types of bullies to identify since the attacks tend to only occur when adults are not present. Though verbal bullying creates no physical damage, the abuse can have lasting psychological impacts on victims. Verbal bullies intimidate and harm their victims with words. This form of bullying may go unnoticed and unreported for long periods of time. This occurs when someone uses language to gain power over his/her peers or make use of relentless insults and teasing to bully his/her peers.
- **Sexual Bullying.** Sometimes schools and other places use one term or the other for legal reasons. For instance, a school document may use the term "Bullying" to describe what's against school policy, while a law might use the term "Harassment" to define what's against the law. Same behaviour might be against school policy and against the law. With sexual bullying, the focus is on things like a person's appearance, body parts or sexual orientation which includes spreading gossip or rumours that are sexual in nature. Sexual bullying maybe verbal, like making rude comments to or about someone, it maybe the inform of using technology to harass someone sexually (like sending inappropriate text messages, pictures or videos). Sometimes harassment and bullying can even get physical. Sexual bullying doesn't just happen to girls. Boys can harass girls, and girls also can harass boys, male kids and teens can harass other males, and girls may harass other girls. It is not limited to only people of opposite sex.

8. Characteristics of Bullies and Victims

Many scholars have attempted to identify some significant characteristics of bullies and the victims. Among the characteristics of children at greatest risk of bullying and victimisation, researchers have identified the following:

- Body built and strength have been reported to be some of the attributes of those who intimidate their targets. Bullies are typically impulsive, hyperactive, and disruptive individuals who act aggressively toward their friends, parents, instructors, and other people, they are frequently forceful and easily agitated (Olweus, 2011).
- The male bullies are often identified with aggressive look and very repulsive temperament. Despite what is often believed, violent male bullies are not insecure and nervous behind a strong façade, they also do not have low self-esteem. Male bullies typically combine physical strength and an aggressive disposition (Olweus 2011)
- The general environment, homes, families, child rearing practices and culture are also viewed as what form the bullying behaviours. Bullies may originate from homes where there is inadequate attention and warmth toward the child, inadequate supervision and the use of physical and verbal aggression (Olweus, 2011). They will persist in their bullying acts, demonstrating that there are no repercussions since they have been frequently bullied by adults who get away with it.
- Both male and female persons who intimidate their victims are among those observed to lack compassion for others. Craig (2012) also reported that bullies also exhibit little to no remorse and little empathy for their victims.
- Victims of bully have also shown both physical and psychological traits both in school and away from school. Studies have indicated that bullying has impacted negatively on the psychological well-being of victims as well as their physical looks. Bullied kids exhibit worrisome personality patterns and physical frailty, male students exhibit higher degrees of insecurity, anxiety, despair, loneliness, and physical and mental symptoms as well as low self-esteem. (Pepler 2009). Victims of bullying show some levels of inability to defend themselves and outwardly tend to tolerate the bullying. Most victims of bullying lack the ability to defend themselves because they largely depend on their parents for protection. Equal number of boys and girls report experiencing victimisation, and most victims have tight relationships with their parents, who are often characterised as being overly protective and physically weaker than their peers (Roland, 2002). Though victims of bullying appear to endure the bullying outwardly, the frequency and magnitude of bullying could lead to some negative reactions from them. It has been noted that the same kids are frequently bullied year after year, and if the issue doesn't get better, they can act out retaliation by acts of extreme violence, suicide, or fighting back (Smith, 2011).

Studies have also revealed that most cases of bullying evolve around age groups. These groups are known to be perpetrators and perpetrators of bullying. Peers are involved in 85% of bullying incidents that occur in classrooms and playgrounds, indicating that bullying typically involves more than just the aggressor and the victim (Craig, 1998). Peers are attracted to bullying because of the excitement and arousal of conflict, they watch the bullying play out and give the bully the positive attention, mimicry, deference, and lack of resistance that strengthen the bully's power. Some children participate actively in bullying while some play the passive roles. Peers take on a variety of roles, including co-bullies, supporters, audiences, and intervenors, even though 80–90% of students say that witnessing bullying makes them uncomfortable (Pepler, 2009).

9. Situational Analysis of Bullying Problem in Nigeria

Bullying incidents have been documented in numerous Nigerian schools, yet this aberrant behaviour is not always given the attention it deserves. Furthermore, no statistical data is available to indicate the precise number of victims or bullied pupils in Nigerian schools. It is challenging for us to understand the extent of bullying behaviour in Nigeria due to a lack of statistical data and well-documented proof (Umoh, 2010). Despite lack of official data indicating the prevalence of bullying in Nigeria, a study conducted by Egbochuku in 2007 on a sample of Nigerian students in Benin City found that 78% of the participants had experienced bullying, and 85% of the kids had bullied someone else at least once. The study, using simple criteria also found that 30% of the students bullied others and 62% of the students were the targets of bullying. In a similar vein, majority of respondents (62.4%) according to Aluede and Fajolu's (in press) study on secondary school students in Benin City, Nigeria, reported having experienced bullying, and 29.6% admitted to bullying others while they were in school.

The Federal Ministry of Education conducted the first-ever nationwide situational analysis survey on school violence in Nigeria in 2007. The survey found that most of the violence against children in schools were caused by physical and psychological factors, these accounted for 85% and 50% of the cases, respectively. Physical aggression was more common in rural areas (90%) than in urban areas (80%) across all school locations. In Nigeria, the southern region has more physical violence in schools (90%) than the northern region (79%). In the same way, the prevalence of psychological violence in Nigeria is 61% in the South and only 38.7% in the North. Furthermore, in Nigerian schools, the prevalence of physical and psychological violence is nearly equal for male and females.

10. Bullying Behaviour in School

Bullying incidents involving students in Nigerian secondary schools and other educational settings are frequently reported. School administrators indicate that bullying is on the rise and advise parents to caution their children. These warnings come up during the administrators' interactions with parents during Parent-Teacher Association (PTA) meetings and other events. This violent behaviour is a serious issue that can affect the mental and physical well-being of individuals who are the targets. Bullying and delinquency may be similar because delinquent behavior is often characterised by physical aggression, which is a common symptom of bullying. Early peer bullying can give young bullies an unwarranted sense of bravery and confidence, which can lead to increased anti-social behavior and conflict. Bullying in school can cause pupils to lose focus on their studies, which can ultimately result to failure and increased dropout rates. Although bullying is not a recent issue, it appears to have prevailed for a long time in Nigeria based on conversations with parents and other adults who have personally experienced bullying in school. Most likely, the issue has been disregarded or written off as a typical childhood phase.

It is a type of aggressive behavior that is characterised by the use of force or coercion to harm other people, especially when the behavior is repeated and involves an unfair distribution of power. According to Olweus (2009), bullying is the deliberate, repetitive use of cruel words, acts, or other behaviors by one or more children against another. He claims that a student is being bullied when one or more other students make fun of them, say cruel things to them, ignore them completely, exclude them from their friend groups, or avoid them altogether. They also hit, kick, push, or shove them around, tell lies, or spread rumors about them. Many scholars have drawn their definition from the perspective of power imbalance with the weaker one being at the receiving end. Bullying involves an imbalance of power with a more powerful person physically or emotionally attacking a less powerful person, it is provocative or a threat to the victim (Nansel et al, 2011).

Other scholars have also viewed bullying as a form of attack on the physical and psychological well-being of another. Bullying, as defined by Ross (2003), is the deliberate, usually unintentional endeavor of one or more people to cause bodily harm and/or psychological discomfort to one or more victims.

Power relations, either physical or psychological, must be unbalanced. In their own words, Nickel et al. (2005) defined bullying as the "intentional" unprovoked abuse of authority by one or more kids to repeatedly hurt or upset another kid. Other studies have presented bullying as a planned or intentional use of force against another seen to be too weak to defend his or herself. According to Konstantina (2010), bullying is the deliberate, organised, and unjustified use of force against another student or group of students who are weaker either physically or psychologically by a more powerful student or group of students. Building on these, some researchers defined bullying by emphasizing the type of interaction (social) within which it occurs. Aluede (2011) described bullying as a form of aggression, a particular kind of violence exhibited in the course of social interaction by a more dominant individual (the bully) to a less dominant individual (the victim) with the intention to cause distress to the victim. Scholars in their works, have unravelled physical and non-physical but strong means often used by the bullies to hurt their victims. They used these to give an example of the form of bullying and to indicate when bullying is actually taking place.

Name-calling, verbal or written abuse, exclusion from social events and activities, physical abuse, and coercion are some examples of bullying (Carey 2003, Whitted & Dupper, 2007). The intimidators are also perceived in some research findings to be attention seekers. They seek and find attentions through intimidation of the vulnerable. Bullies may act in this way to attract attention or to project an image of toughness or popularity, they might behave out because they are being bullied themselves, or they might be bullying others out of envy (Crothers & Levinson, 2011). To investigate more on bullying behaviours, researchers have identified the actions adopted by the bullies during the process. Both direct and indirect bullying are possible, direct bullying evolves around physical contact while indirect bullying tends not to involve physical contact. Physical aggressiveness, including pushing, prodding, hurling objects, slapping, choking, punching and kicking, beating, stabbing, yanking hair, scratching, biting, scraping, and pinching, is a major component of direct bullying, according to Ross (2009). Additionally, he argues that indirect bullying is a form of social violence that involves trying to socially

isolate the victim. Many strategies are used to accomplish this kind of isolation, such as gossiping, shunning the victim, intimidating those who want to interact with them, and disparaging the victim's appearance and other socially significant characteristics (such as their race, religion, disability, sex, or sexual preference).

Bullying can involve physical or verbal abuse, as well as compulsion. It can also involve recurrent victimisation of a specific victim based on other factors and orientation. The term "imbalance of power" can refer to either physical or social power. Bullying can take many forms, from straightforward one-on-one harassment to more sophisticated forms where the aggressor has one or more "lieutenants" who appear eager to help the main bully with his bullying endeavours. Any setting where people engage with one another, such as a home, workplace, place of worship, neighbourhood, or school might be a good ground for people to experience bullying. Girls are more likely to engage in verbal bullying and social isolation of the target due to their loquacious nature, whereas boys are more likely to engage in physical violence and bullying because of their physical strength, stature, physique, and masculinity.

11. Causes of Bullying Behaviour in School

Bullying in schools is caused by a wide range of variables, which can be divided into two categories: Psychological and Environmental. One of the main causes of bullying in schools is poor parenting or incorrect child upbringing. Communities or homes with excessively strict or overly lenient discipline are common breeding places for bullying, this is especially true if the child is allowed to do anything he wants, including bad deeds, without any opposition from anyone. These types of extreme parenting are flawed because they prevent the child from internalising right or imbibing correct behaviours. As a result, the youngster develops into an adult unable to behave right. Youth who bully others may do so to fit in or because they are experiencing hardships at home. Bello (2012) reported that the motivation of the bullies is to make themselves feel better by causing suffering to others. This implies that a child's upbringing and home environment have impacts on how they behave and relate to other people. Thus, a child's behaviour and social interactions in school, outside of the house, and even as an adult can be greatly influenced by having a stable family environment and positive adult role models (Bello, 2012). There is a wider growing notion that children learn from the environment they live and mostly from close family members like parents, older siblings and elders.

According to Omoteso (2010), parents who exhibit violent behaviour as a means of satisfying their own demands or who employ severe or forceful methods of discipline have a markedly increased the likelihood of raising aggressive children. Within the family circle too, scholars have also pointed to parenting styles as one of the major factors that shape a child's behaviour. Maliki et al (2009) noted that among the family factors that had been looked at, parenting styles such as strict and inconsistent discipline are examples of how aggression develops. Psychologists have highlighted poor parent-child relationships as another environmental factor contributing to bullying. Omoteso (2010) also mentioned that the idea that holds that kids who don't feel close to their parents are more prone to bullying their friends is supported by a variety of research findings. On the other hand, kids who get along well with their parents are less likely to engage in bullying. Peer group impact is another significant component that contributes to bullying in schools. Youngsters and teenagers are known to travel around in groups known as peer groups. Youth in peer groups come from a variety of backgrounds, consequently, it is possible to experience some form of misbehaviours or have bad persons in the group whose influence will often result in criminal inclinations like bullying, small-time theft, etc.

Psychologists believe that certain personality features are what lead a child to develop into a bully. Angry, jealous, aggressive, insensitive, cruel, poor self-esteem, wanting to control others in whatever way, and lacking confidence are some examples of these personality traits (Williams, 2011). A few studies have also pointed to impulsivity to be one of the leading factors to bullying. Impulsivity is another psychological characteristic linked to bullies (Cheever, 2010). This implies that a child who is impulsive will probably become a bully.

12. Prevalence of Bullying Behaviour in Schools

The Federal Ministry of Education (2007) states that over the past ten years, numerous incidents of violence against children including torture, kidnapping, shootings, sexual harassment, rape, and corporal punishment have been documented in international newspapers, magazines, and television programs. However, most of these violent crimes are not well documented. The global in-depth research of violence against children in many schools across the globe was prompted, in part, by the rising rate of violence against children and the dearth of documentation on the subject (Aluede, 2012). Thus, poor documentation of bullying cases occurs in different countries as the cases increase rapidly. Although there is a dearth of information regarding bullying incidences worldwide, research from several nations have shown that bullying rates differ from nation to nation and that bullying affects an increasing proportion of students on a daily basis (Duncan, 2009). According to self-report data, roughly 2 to 5% of students bully others frequently in Canada, whereas 8% to 9% of elementary school pupils report being bullied frequently- that is, once a week or more. Furthermore, bullying rates are a little higher among teenagers in secondary school, with 8–11% indicating that they bully others on a regular basis and 10–11% reporting that they are regularly the victims of peer harassment (Rocke-Henderson & Bananno, 2005).

Despite lack of official data indicating the prevalence of bullying in Nigeria, a study conducted in 2007 by Egbochuku on a sample of Nigerian students in Benin City found that 78% of the participants had experienced bullying, and 85% of the kids had bullied someone else at least once. The study also found that 30% of the students bullied others and 62% of the students were the targets of bullying using moderate criteria. Ehindero (2010) also noted that Osun secondary school students experienced physical, verbal, social manipulation and attack on property form of peer victimisation. Physical and psychological violence constituted for most of the violence against children in schools, accounting for 50% and 85% of cases, respectively, in a nationally representative situational analysis survey on school violence in Nigeria carried out by the Federal Ministry of Education in 2007. Physical violence

occurred in schools more frequently in rural areas (90%) than in urban areas (80%). Regionally, there is more physical violence in schools in Southern Nigeria (90%) than in Northern Nigeria (79%). Similarly, psychological violence accounts for 61% of cases in Southern Nigeria and only 38.7% in Northern Nigeria. In addition, the distribution of physical and psychological violence in Nigerian schools is nearly equal for male and female.

13. The role of Peers

Peer norms are shaped in large part by students. In any given school, most of the students are bystanders, not bullies or targets of bullying. This group must realise that it can establish and support a school environment that does not condone bullying or cruelty. Since they are the most genuine advocates for the cause, students can assist in developing preventative and intervention materials and activities that are specifically tailored to their school's needs.

14. The role of adults

Several factors collectively contribute to bullying and other antisocial behaviours, such may be found both at home and in the school. These include:

- A climate of punishment.
- A dearth of encouraging outcomes and reinforcement.
- Inconsistencies in the penalties for breaching the regulations and their interpretation.
- Failure to acknowledge or be sensitive to individual distinctions, such as those pertaining to race, and a failure to acknowledge a student's work or achievement.

Employees in schools might not be aware that their misconduct, poor personality, and bad mannerisms might convey a negative message that makes the school climate harsh and oppressive. Both the teachers and the non-teaching staff have actively or passively contributed to poor school environment in virtually all the schools. It may be nearly impossible to establish the ideal learning environment in the classroom because of the climate fostered, which can also be detrimental to attendance (Jackson, 2000). Every instant of the teaching day requires both seasoned and novice educators to make crucial judgments about education and classroom management. Whether a classroom is a good or bad place for pupils is largely up to the teachers.

Healthy interactions between students are subtle and inventive methods to make the connection between learning and the development of social skills. For example, role modelling and cross-age mentorship or tutoring programs can be used to link curriculum material to the development of social skills. Social skills could increase students' engagement and decrease bullying cases. Again, encouraging student relationships can be achieved by showing respect for cultural or customary differences, as well as providing guidance on how to ask for assistance or report bullying incidents to higher authorities. It is crucial for the responsible adult to consistently point out inappropriate behaviour and commend appropriate demeanours and behaviours. Another way to establish a connection between the development of social skills and curriculum content is through classroom procedures, such as organising community meetings or praising individual or group accomplishments. Students get the chance to practice critical thinking and collaborative problem solving during these sessions. According to Chandler (2012), instituting a classroom protocol for standard tasks can uphold consistency and predictability throughout the day and foster positive expectations in the classroom. By encouraging respect, inclusion, and a feeling of community as well as by creating a physical environment that fosters efficient instruction and constructive social interaction, teachers set the tone and atmosphere for an inclusive classroom. The idea that holds that the classroom is a secure, welcoming space can be greatly enhanced by posting clear rules, allocating tasks equitably among students, and praising both individual and group achievement.

15. Actions to Address Bullying in Schools

Creating a bullying prevention program involves the collaboration of educators, parents/guardians, students, and school administration. Questionnaires could be designed for periodic investigations of prevalence of bullying. Heads of departments could oversee the group's analysis of student questionnaires regarding bullying incidence. Members of the team should investigate further to find out whether students and staff have a common understanding of what constitutes bullying conduct. Additionally, they should be specific about how seriously bullying instances are handled by the staff, should the survey findings indicate that both parties think bullying behaviour occurs.

15.1 Actions for Administrators

The school's anti-bullying policy must be put into practice by administrators. A zero-bullying policy will be strengthened by the following useful actions:

- Arrange for playground security and ensure that children are watched in classrooms, corridors, lavatories, the cafeteria, and other locations that the school survey designated as "hot spots" for bullying.
- Arrange frequent assemblies for the entire school and professional development for teachers and staff to spread the word about the zero-tolerance policy for bullying behaviour.
- Create a policy that reads, "No Put-Downs, No Name Calling," for the entire school.

- Establish unambiguous expectations for behaviour, such as a policy against bullying and the penalties for violating it.
- Provide a safe and secure channel for students, both the targets and bystanders to submit sensitive information about bullying situations without worrying about facing reprisals.
- Offer classroom and school-wide activities aimed at building kids' self-esteem, such as exhibiting unique skills, interests, pastimes, and talents.
- Include student essays in the school bulletin, for instance.

15.2 Actions for Teachers

When it comes to adult interactions with students, teachers are more involved. Teachers regularly engage in direct communication and influence with kids in the classroom, on playgrounds, and in hallways. Thus, teachers set the tone for a classroom via their tactics and mannerisms, making them strong role models. Bully-free schools are supported by the following suggestions for teachers:

- Give children the chance to talk about bullying and ask for their help in defining bullying as a wrong activity. Conducting a session on current events with bullying as a theme is one method to start a conversation. Students can exchange opinions and insights.
- Involve students in creating anti-bullying classroom policies. One of these guidelines can be the instructor's pledge to report bullying situations to the authorities.
- Create an action plan for the classroom so that kids know what to do if they see bullying taking place.
- Give assignments that call for collaboration and teamwork to teach cooperation. For instance, senior school students could mentor, guide, or serve as role models for younger pupils to help the latter develop their behaviour.
- Respond right away to any reports or observations on bullying. Adults should help the target and the witnesses by addressing the bully head-on and act quickly.
- Address harassers discreetly. The bully's standing and authority may increase if you confront them in front of other students, and it may also incite further aggression. Notify the target's and the bully's parents, and work to find a quick solution, offering counselling recommendations when necessary.

15.3 Actions for Students

Students who are the targets of bullying or who see bullying behaviours frequently lack the knowledge of how to respond. They worry about telling anyone the incident, and they also feel stressed, guilty, and hurt. Students may be able to develop a range of answers and a degree of comfort in handling such situations with the support of classroom discussion and activities that teach them how to behave responsibly and safely. The following ideas for students are meant to encourage suitable answers:

- Offer a person who has experienced hurting remarks assistance in private and assist them in taking the following measures to show your support.
- Try not to bully others and ask an adult for assistance instead.
- Notify an adult of any bullying situations you observe occurring at your school.
- Help people report bullying occurrences if they are unable to do that on their own and encourage them to do so.

15.4 Actions for Families

To ensure a child's success throughout life, parents and guardians work to instil confidence and independence in them. Additionally, these attributes shield the youngster against abuse at school. On the other hand, parents and guardians must show their support and take necessary action when their child is being bullied. After a child has had conflict or confrontation with a bully at school, families may choose to take the following actions:

- Assert that the child who has been the target of bullying is not at fault and that the behaviour of the bully is the issue.
- Persuade the child to understand that bullying is unacceptable and that everyone deserves respect.
- As an advocate for the victimised kid or the bully, collaborate with the school administration to address the bullying issue. When talking with school staff about how to resolve an issue, make sure to document incidences precisely and include details about the child's experiences.

With cautious and considerate actions, bullying can be prevented. These guidelines and strategies will motivate the school community to see the advantages of recognising and dealing with bullying conduct. Lowering bullying in schools leads to better test scores and increased academic achievement in addition to enhancing general well-being in the school and its environs. Bullying prevention helps to build a peaceful and a better future.

16. Psychosocial and Psychological Effects of Bullying

Bullying is widespread experience and has the potential to be extremely damaging to victims, bullies, schools, and communities. The intimidation has a wide range of negative effects, from decreased academic achievement and attendance to an increase in violence and juvenile crime. In addition to hurting the intended victims as well as the offenders, it can also have a negative impact on teachers' morale, school culture, and, inadvertently, every student's capacity to learn. Individuals who engage in severe and protracted bullying of others may face a variety of psychological, educational, and social issues if they do not obtain assistance (Pepler, 2009, Rowland 2011).

Studies have indicated a link between bullies and involvement in organised criminalities in later years in life. Many long-term studies carried out over a 20-year period have identified bullying behaviour in elementary school as a risk factor for violent behaviour and have demonstrated a strong correlation between bullying behaviour and criminal involvement in adulthood (Craig & Pepler, 1999, Olweus, 1997). Bullying creates feeling of insecurity and poor sense of belonging among targets, loneliness becomes part of the resulting effects. Victims frequently view school as an unpleasant and dangerous place, and they fear it. Students who have experienced victimisation had greater absenteeism and dropout rates (Beane, 2008). Bullying that occurs repeatedly can result to a lingering anxiety, despair, and low self-esteem. This conduct affects the peer group, school, and community in addition to the perpetrators and the victims.

According to student surveys, a few students seem to think that adults will step in to help. Noting that adult intervention is rare and unproductive, they conclude that reporting harassment to adults will simply make it worse. There is a general notion that teachers infrequently raise the issue of bullying with the school children and parents generally don't know about cases of bullying. According to student reports, teachers rarely or never discuss bullying with their pupils (Charach & Ziegler, 2005). Studies have also indicated that girls are mostly pained by this misconduct and easily overwhelmed. This has led to their predisposition to mental health challenge including depression. In response to being victimised by their peers, the teenage girls in the Casey-Cannon and Gowen (2011) study stated that they felt depressed, dissatisfied, upset, or rejected. In addition, females who suffer bullying tend to have difficulties mixing up with others. Many of them grow up with the social misfit. Oleus (2004) found that girls who were victimised by their peers had a fear of being negatively evaluated by their age group as well as a tendency to avoid social situations. Some of the girls reported feeling bad about themselves based on comments made by bullies, and some even reported losing relationships as a result of the victimisation. Pepler and Craig (2011) also discovered that girls who experienced what they called "social aggression" were more depressed, shocked, and self-conscious than boys. Girls tended to think about these hazards to friendship more than boys, which suggests that these are more upsetting to them.

Compared to boys, bullying was found by Van der Wal (2008) to have a considerable impact on girls' sadness and suicide thoughts. Significantly, individuals who had experienced indirect bullying showed poor outcome on depression than those who had experienced direct bullying. This raises doubt about the notion that indirect bullying does less harm than direct bullying. It is corroborated by Roland's (2002) research on measures of sadness and suicidal thought, which discovered that female bullies and victims alike scored higher than peers who did not engage in indirect bullying. He concluded that while victims of bullying experience depression because of the impact of bullying, perpetrators may also have dysfunction in their homes. Bullying affects children from many dimensions in addition to their social and emotional behaviour. School achievement tends to decline causing uncertainties about their future academic career development.

17. Review of Empirical Studies

This section is concerned with a review of empirical studies conducted in the areas of awareness, causes and prevalence of bullying behaviour among secondary school students. Omotoso (2010) conducted a longitudinal study on the prevalence and nature of bullying behaviour among secondary school students in Nigeria. The work also investigated the factors associated with bullying and its psychological consequences. The study adopted a survey design. A sample of 750 secondary school students was selected through stratified random sampling technique using sex, age and class level as strata from five randomly selected secondary schools in Ile-Ife, Osun State, Nigeria. Information was collected from the students through the administration of an instrument titled "Bullying Behaviour Questionnaire" (BBQ). Results showed that the prevalence of bullying among the students was 67.2%. From this, 88.1% had been bullied and 33.1% were bullies. Many students (64.7%) had been involved in relational bullying. Watching violent films (57.5%) and retaliation for being bullied in the past (51.2%) were some of the factors associated with bullying. The bullied students exhibited fear (63.6%) and depression (58.1%). This study examined factors associated with bullying and the psychological consequences of bullying. Thus, a gap existed when the study did not investigate on the impacts of bullying on students' academic performance.

In another study, Egbochuku (2007) examined the bullying in Nigerian schools: prevalence study and implications for counselling. School bullying is becoming a threat that no school can afford to dismiss. Although many demographic variables associated with bullying have been examined, there has been no study in Nigeria which has investigated comparison between Government and Private/Mission schools. This has neglected demographic variable in addition to establishing the incidence of bullying in schools in Benin City, Edo state. It was found that 78% of the children have been victims of bullying on at least one occasion and 71% have lashed out at others at least once. However, more boys than girls were found to be both bullies and victims ($\chi^2 = 18.570, p < 0.01$). Boys reported being kicked or hit more often than girls ($\chi^2 = 13.302, p < 0.01$). The result shows that it was more common for bullying to take place in the classroom in government schools than in private schools ($\chi^2 = 43.773, p < 0.05$). The result demonstrated significant differences between the schools investigated. Significantly, more private schools reported kicking and hitting taking place in the playground than in the government schools, whereas bullying is more likely to take place in the classroom in government schools. It is recommended that counsellors play a significant role in combating the patterns of unhappiness and violence out of which much bullying arises. The objective of the study, focused on bullying

prevalence between government and private schools in Edo State. There is a significant difference between this study and the current research. The later investigated impact of bullying in academic outcome and not on prevalence. That shows the gap.

Donatus & Victoria (2015) investigated the prevalence of bullying among secondary school students in Ondo State, Nigeria. The sample consisted of 600 students selected through multistage sampling technique from six secondary schools in the State. A structured questionnaire that sought information on the subject's involvement in bullying. Validity and reliability of the instrument were ensured through content validity and test-retest reliability techniques respectively. The results of data analysis on the experience and manifestation of bullying showed that less than half of the sample (28%) had experienced bullying while 42% had bullied other students. It also revealed that emotional form of bullying was most experienced and that boys had experienced and engaged in bullying more than their female counterparts. The results point to the need for violence prevention programmes in schools. This work examined the prevalence of bullying amongst students in Ondo State and not in Jos South which is the location of this current studies. This indicated a gap in the location and the dominant ethnic group of the subjects. The study focused on prevalence and factors associated with bullying, while this current study focuses on the impact of bullying on academic performance, this indicates the gap.

Adeyemi's research (2013) investigated the effectiveness of self-instructional and bully-proof strategies on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria. The study adopted a pre-test, post-test, control group experimental design using a 3x2x2 factorial matrix. 108 Junior Secondary1 students were selected through purposive sampling technique from three local government areas in Ibadan.

The scales used in the study were the School Violence Scale ($r = 0.68$) and Locus of Control Scale ($r = 0.71$) while Seven hypotheses were tested at 0.05 level of significance. Analysis of Covariance and Scheffe Post-hoc were used for data analysis. Hypothesis one revealed a significant main effect of treatments ($F_{2, 95} = 18.29$; $p < 0.05$) while bully-proof strategy ($=25.57$) was more effective than self-instructional ($=27.86$). In addition, hypothesis 5 which examines the interaction effect of treatments and locus of control on the management of school violence was significant ($F_{2, 95} = 3.98$; $p < 0.05$). Further results revealed that hypotheses 2, 3, 4, 6 and 7 were not significant. In view of the findings, suggestions and recommendations were raised for effective utilisation of counselling strategies on the management of school violence. Adeyemi studies measured the effectiveness of self-instructional and bully proof strategies while the current study examines effect of bullying on school performance. There is a departure.

Okoth (2014) conducted a survey of teachers' and students' perceptions on bullying behaviour in public secondary schools in Kisumu East District, Kisumu County, Kenya. The purpose of this study was to establish teachers' and students' perceptions on bullying among students in public secondary schools in Kisumu East District, since bullying escalated from 200 cases in 2006 to 900 cases in 2009. Objectives of the study were to establish bullying prevalence and identify types and forms of bullying among students. The study adopted descriptive survey design. Target population was students, deputy head teachers and heads of guidance and counselling from 47 schools. Stratified sampling was used to select 37 mixed, 5 boys' and 5 girls' schools. Saturated sampling was used to select 16 deputy head teachers and 16 guidance and counselling heads. A sample size of 447 students was used in the study as generated by the Creative Research System's formular (2003). Main tools for data collection were questionnaires and interview schedule. A pilot study of the instruments established reliability and coefficient indexes of 0.79 for students, 0.75 for deputy head teachers and 0.76 for guidance and counselling heads. Quantitative data was analysed using descriptive statistics such as percentages. Qualitative data was transcribed, organized into themes and reported in text form. Findings of the study revealed that bullying was 31.1%, 50% and 56.3% according to students, deputy head teachers and heads of G and C; verbal type of bullying was the most common at 66.8%, 50% and 56.2%. Most common forms of bullying were name-calling, group isolation and use of technological visual messages. The conclusion was that student bullying was still prevalent particularly in mixed gender schools and verbal bullying was the most common. The objective of the study focused on prevalence and identification of types and form of bullying amongst students, no attention was directed to the influence of bullying on student's academic performance. That created the gap.

18. Theoretical Framework

This study is anchored on Albert Bandura's Social Learning Theory

18.1 Albert Bandura's Social Learning Theory (1977)

Bandura's social learning theory posits that people learn from one another, through observation, imitation and modelling. The theory is also used as a bridge between Behaviourist theory and Cognitive Learning theories because it entails attention, memory and motivation. Learning takes place when people observe other peoples' behaviour, attitudes and outcomes of those behaviours. The theory explains that "most human behaviours are learnt observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action" (Bandura 1977). Bandura's social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences.

Bandura pointed to four necessary conditions for effective modelling, namely: attention, retention, reproduction and motivation. There are several factors responsible for increasing or decreasing attention paid. Such attention includes distinctiveness, affective valence, prevalence, complexity and functional value. The characteristics of a person such as sensory capacities, arousal level, perception set and past reinforcement affect attention. Retention has to do with how a learner remembers what he or she pays attention to. This includes symbolic coding, mental images, cognitive organisation, symbolic rehearsal and motor rehearsal. Reproduction entails how physical capabilities and self-observation of reproduction generate image. Motivation explains person's ability to have a good reason to imitate including motives such as past, promise and vicarious which has to do with seen and recalling the reinforcement model (David 2019). Reciprocal Determinism explains Bandura's belief that the world and a person's behaviour cause each other, while Behaviourism

essentially states that one's environment causes one's behaviour (Bandura 1986). Bandura, who was studying adolescent aggression found this too simplistic and so in addition, he suggested that behaviour causes environment as well. Later, Bandura viewed personality as an interaction between three components: the environment, behaviour and psychological processes (Bandura, 1977). Some scholars have explained more on the social learning theory viewing it as a connecting point between two theories. Bandura's social learning theory is considered a bridge between behaviourist and cognitive learning theories because it entails attention, memory and motivation (David 2019).

18.2 Application of Bandura's Social Learning Theory to this Study

Bandura's Social Learning Theory provides an insightful framework for analysing how bullying affects the academic achievement of Jos South Local Government secondary school students. According to this concept, people pick up attitudes, actions, and social signs through modelling, observation and imitation, regarding bullying, children could witness their friends, parents or superiors acting in a bullying manner. If these behaviours are encouraged or go unpunished, they might tend to believe that bullying is acceptable or even rewarding. Bullying in the classroom may continue as a result of this learning process. The theory's idea of reciprocal determinism, which describes how behavioural, cognitive, and environmental factors interact to influence behaviour, is especially pertinent in this situation. For example, a student's views and opinions regarding bullying, whether they consider it as a legitimate aspect of school life or as a way of acquiring power can affect their propensity to participate in or support such behaviour. The actions of bullies and their victims then reinforce this relationship, with victims suffering from stress, anxiety, and lack of focus, which can all result in subpar academic performance, and bullies possibly ignoring their academic obligations in favour of preserving their social standing.

The processes of attention, memory, reproduction, and motivation must all be considered while implementing social learning theory. Many students might turn to bullies themselves if they can replicate the conduct, have the chance to do so, and are driven by the need for praise.

This acquired behaviours have a significant effect on academic performance. Bullying victims frequently experience dread and low self-esteem, which makes it difficult for them to concentrate on their academics and increases absenteeism and poor grades. The bullies, on the other hand, may also struggle academically because they put their social status above learning outcomes. In addition, they may be subjected to disciplinary measures that further interfere with their ability to learn. Students who witness bullying for the first time may also be impacted negatively since a tense and less conducive learning atmosphere at school lowers student engagement and overall academic achievement.

19. Data Presentation and Analysis

19.1 Research Questions One

What is the relationship between bullying behaviour and academic performance in English Language among Junior Secondary School II students in Jos South Local Government, Plateau State?

Table 19.1: Relationship between bullying behaviour and academic performance in English Language among Junior Secondary School II students in Jos South Local Government, Plateau State

S/N	Item	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Mean	Standard Deviations
1	I feel confident participating in English Language class discussions.	20	40	80	25	2.33	0.88
2	Bullying in my school negatively affects my ability to focus during English Language lessons	40	25	85	15	2.55	0.98
3	I often skip English Language assignment because of bullying or fear of being bullied.	45	22	80	18	2.57	1.00
4	Bullying behaviour among students makes it difficult for me to perform well in my English language tests.	20	35	60	50	2.15	0.99

5	The fear of being bullied stops me from asking questions or seeking help in English language class.	13	10	56	86	1.70	0.90
						2.26	0.946

Table 19.1 provides insights into the Relationship between bullying behaviour and academic performance in English Language among Junior Secondary School II students in Jos South Local Government, Plateau State. The overall mean of 2.26 and a standard deviation of 0.946 across all items suggests that bullying has a moderately negative impact on students' academic performance in English Language. The data indicates that bullying affects various aspects of students' educational experiences, particularly in their ability to focus, complete assignments, and seek help in class. The highest impact appears to be on assignment completion, where fear of bullying leads to avoidance behaviours that directly affect academic outcomes.

19.2 Research Question Two

What types of bullying behaviours are most prevalent among Junior Secondary School II students in Jos South Local Government, and how do they affect English Language performance?

Table 19.2: Types of bullying behaviours that are most prevalent among Junior Secondary School II students in Jos South Local Government, and how they affect English Language performance.

S/N	Item	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Mean	Standard Deviations
6	Physical bullying (e.g. hitting, pushing) affects my ability to concentrate during English Language Classes	15	30	49	71	1.93	0.99
7	Verbal bullying (e.g. name-calling, insults) makes me less likely to participate in English Language discussions.	10	20	59	66	1.72	0.87
8	Social bullying (e.g. exclusion, spreading rumours) reduces my interest in group activities in English Language Class.	54	59	21	31	2.82	1.08
9	Cyber bullying (e.g. online harassment) distracts me from completing my English Language assignments.	20	40	61	44	2.22	0.97
10	Fear of being bullied makes it difficult for me to focus on my English Language Studies.	40	20	60	43	2.32	1.11
						2.202	1.004

Table 19.2 provides insights into the Types of bullying behaviours that are most prevalent among Junior Secondary School II students in Jos South Local Government, and how do they affect English Language performance. The overall mean of 2.202 and a standard deviation of 1.004 across all items suggest that bullying behaviours have a moderate impact on students' English Language performance, with social bullying (e.g. exclusion and spreading rumours) being the most impactful. The data highlights that while physical and verbal bullying are present, social and cyberbullying, along with the fear of being bullied, play a more significant role in disrupting students' academic engagement and performance in English Language.

19.3 Research Question Three

How effective are the current anti-bullying interventions in improving English Language performance among Junior Secondary School II students in Jos South Local Government?

Table 19.3: effectiveness of the current anti-bullying interventions in improving English Language performance among Junior Secondary School II students in Jos South Local Government?

S/N	Item	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Mean	Standard Deviations
11	The anti-bullying programs in my school have reduced the number of bullying incidents in English Language classes.	24	21	77	43	2.16	0.97
12	I feel more confident participating in English Language class because of the anti-bullying measures in place.	25	21	79	40	2.19	0.97
13	Teachers effectively address bullying in English Language class, making the learning environment more supportive.	20	26	89	30	2.22	0.88
14	Positive peer relationships promoted by anti-bullying interventions help me perform better in group activities.	30	45	79	11	2.57	0.86
15	The ongoing monitoring of anti-bullying programs have improved my focus and performance in English Language class.	25	21	70	49	2.13	0.01
						2.25	0.93

Table 19.3 provide an overview of the effectiveness of the current anti-bullying interventions in improving English Language performance among Junior Secondary School II students in Jos South Local Government. The overall mean score of 2.25 suggests that students generally disagree with the effectiveness of current anti-bullying interventions in significantly improving English Language performance. The mean score is below the midpoint of the scale (2.5), indicating more disagreement than agreement among students.

20. Test of Hypothesis

20.1 Hypothesis 1

H₀₁: There is no significant relationship between bullying behaviour and academic performance in English Language among Junior Secondary School II students in Jos South Local Government, Plateau State.

Table 20.1: Correlations between Bullying and students' academic performance

		Bullying	Academic Performance
Bullying	Pearson Correlation	1	.922**
	Sig. (2-tailed)		.000
	N	60	230
Academic performance	Pearson Correlation	.922**	1
	Sig. (2-tailed)	.000	
	N	165	165

In respect to table 20.1 above, since the p-value (0.000) is less than the level of significance, the null hypothesis is rejected, and it is concluded that there is a significant relationship between bullying and academic performance of junior secondary school students in Jos South Local Government Area of Plateau State.

21. Discussion Of Findings

Table 19.1 reveals that bullying has a moderately negative impact on the academic performance of Junior Secondary School II students in Jos South Local Government, Plateau State, particularly in English Language. With an overall mean of 2.26 and a standard deviation of 0.946, the data indicates that bullying affects students' ability to concentrate, complete assignments, and seek help in class. The most significant impact appears to be on their assignment completion.

Table 19.2 highlights the types of bullying behaviours that are most prevalent and their effects on English Language performance. The data, with an overall mean of 2.202 and a standard deviation of 1.004, shows that social bullying, such as exclusion and spreading rumours has a moderate impact on students' English Language performance. While physical and verbal bullying are present, social and cyberbullying along with the fear of being bullied, have a more pronounced effects on disrupting students' academic engagement and performance.

Table 19.3 assesses the effectiveness of current anti-bullying interventions in improving English Language performance. The overall mean score of 2.25 suggests that students generally feel that these interventions are not significantly effective. This mean score, which is below the midpoint of the scale (2.5), indicates a general disagreement among students regarding the success of these measures.

The test of hypothesis on table 19.1 and table 19.2 presents statistical evidence supporting that there is significant impact of bullying on academic performance. The chi-square test results show a p-value of 0.000, which is less than the significance level. With a calculated chi-square value of 89.8, which exceeds the table value of 7.815 at a 0.05 significance level with 4 degrees of freedom, the null hypothesis is rejected. This result confirms that there is a significant relationship between bullying and the academic performance of students, impacting both victims and perpetrators.

21. Conclusion

This study investigated the influence of bullying behaviour on secondary school students' performance in Jos south local government, Plateau State, Nigeria. Parents and guardians of subjects were contacted for ethical consents. It specifically aims at ascertaining if bullying has any effect on academic performance of junior secondary students.

The study adopted the survey research design and randomly enrolled participants in the study. A total of 120 responses from 4 schools in Jos South were used as respondents for this study. It also supports the previous findings which reported that boys are more engaged in bullying than girls.

The findings revealed that there is a significant relationship between bullying and academic performance of junior secondary school students in Jos South Local government area of Plateau State, the findings also revealed there are consequences of bullying on the victims and the perpetrators.

22. Recommendations

As one of the most persistent and destructive forms of aggression in the continuum of violence, bullying should be given adequate attention by everyone. Reducing and preventing bullying requires the joint efforts of the policymakers, administrators of schools, teachers, students, parents and community members. Thus, for bullying to be reduced to its barest minimum, the following recommendations are made:

- A review of current anti-bully programmes to address their effectiveness in enhancing academic performance.
- Further training for teachers on effective management and prevention of bullying in the classroom could help to create a more supportive learning environment.
- Given the relative agreement on the positive impact of peer relationships, increasing initiatives that foster positive interactions among students could be beneficial.
- Implementing regular feedback mechanisms and monitoring could help assess the impact of anti-bullying programmes more accurately and make necessary amendments.
- During PTA meetings, parents should be called upon to establish strong bonding with their children to understand the plight of bullying victims and to consider other means that could deter the bullies.

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