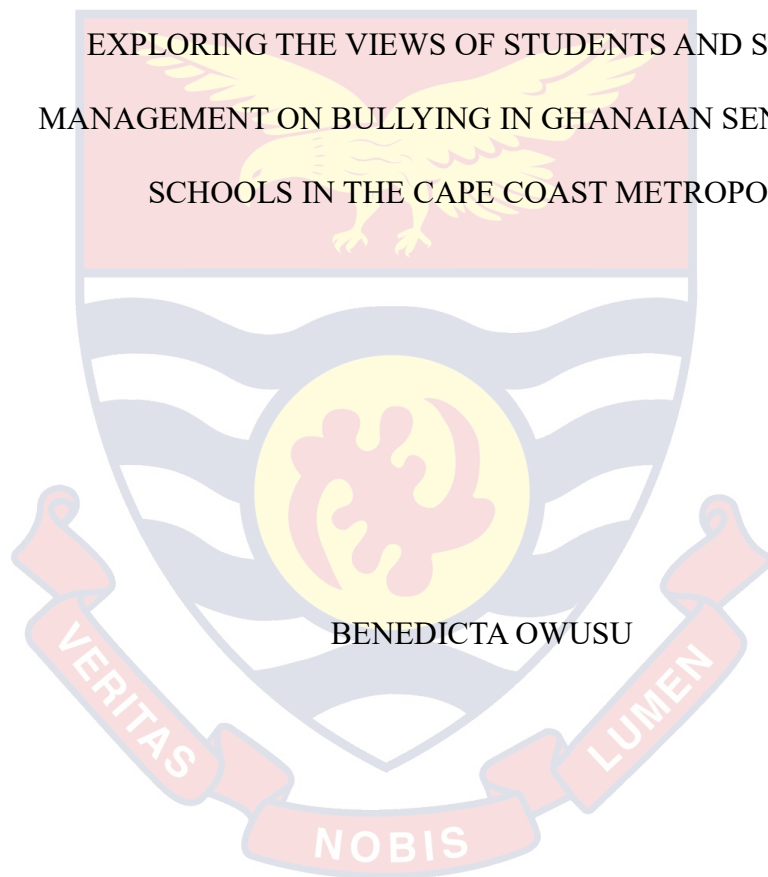


UNIVERSITY OF CAPE COAST

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MANAGEMENT ON BULLYING IN GHANAIAN SENIOR HIGH
SCHOOLS IN THE CAPE COAST METROPOLIS

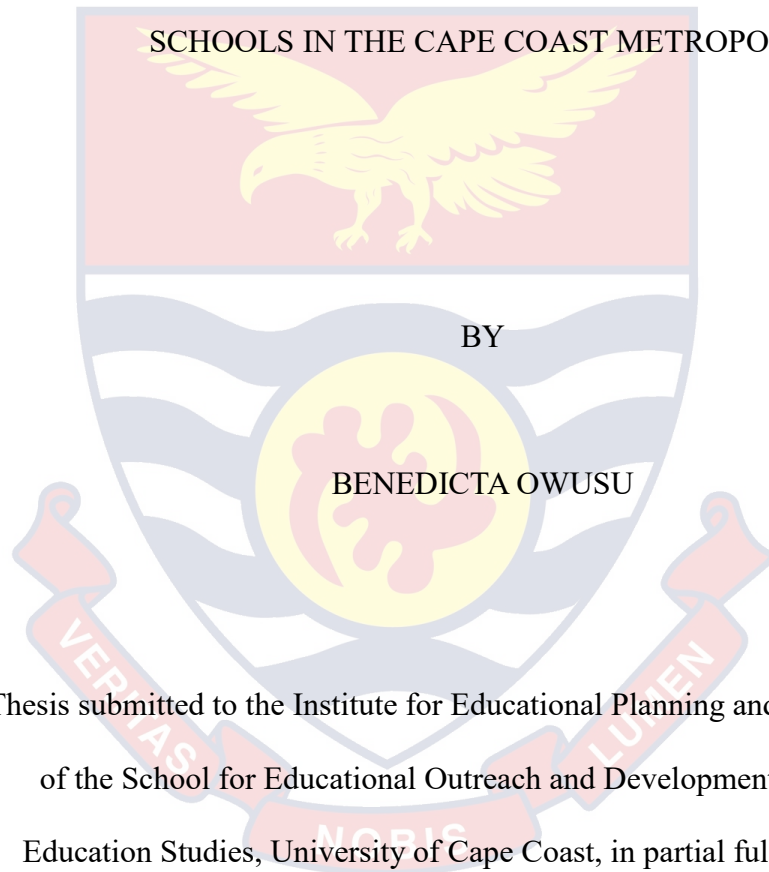


BENEDICTA OWUSU

2020

UNIVERSITY OF CAPE COAST

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BY

BENEDICTA OWUSU

This thesis submitted to the Institute for Educational Planning and Administration
of the School for Educational Outreach and Development, College of
Education Studies, University of Cape Coast, in partial fulfilment of the
requirements for the award of Master of Philosophy degree in Educational
Administration

OCTOBER 2020

DECLARATION

Candidate's Declaration

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

Candidate's Signature..... Date.....

Name: Benedicta Owusu

Supervisors' Declaration

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

Principal Supervisor's Signature Date

Name:

Co-Supervisor's Signature Date

Name:

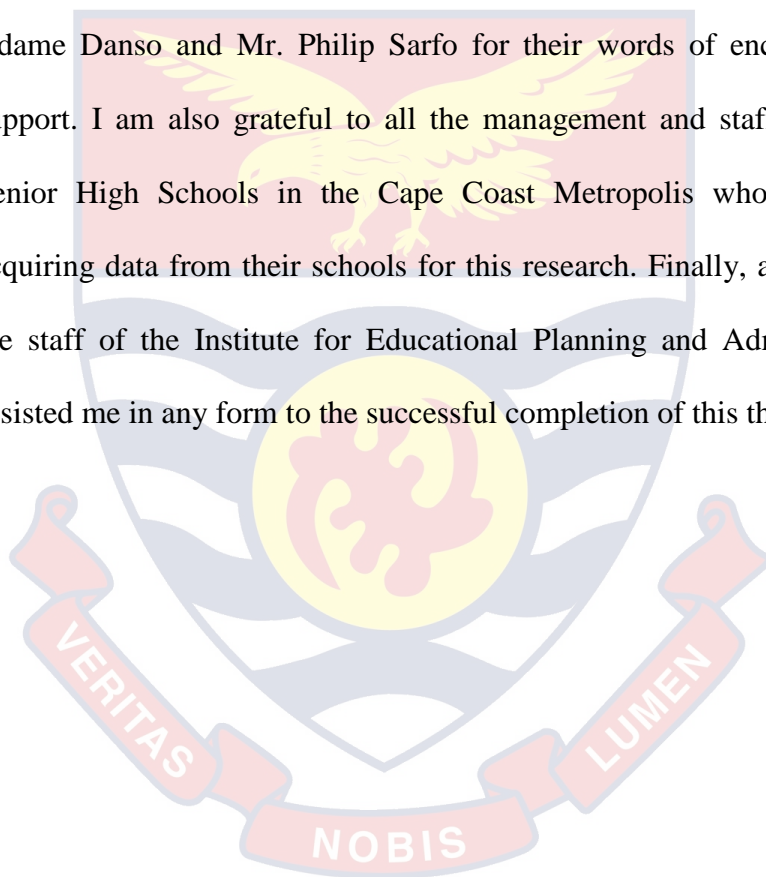
ABSTRACT

The study explored the views of students and school management on the incidence of bullying and its effects on students' academic performance as well as their social life in some selected SHSs in the Cape Coast Metropolis. Guided by the descriptive cross-sectional survey research design, the study employed both quantitative and qualitative data collection methods to collect data from 390 students and 10 teachers in management positions in five selected SHSs. Purposive sampling technique was used to select 5 schools from the Metropolis while stratified and simple random sampling technique was used to select the student respondents from Form 1, Form 2 and Form 3. Also, purposive sampling technique was used to select the staff participants for the interviews. The study found kicking, slapping, pushing and kneeling as common acts of bullying in the schools. Furthermore, the study established that bullying occurs several times in a week in most SHS. It was concluded from the students' point of view that bullying did not have any impact on their academic performance and their social life as well. However, teachers were of the view that bullying wasted students' time, made students timid and also feel intimidated during their stay in the school which in turn affect their academic performance. Finally, the study noted that management of SHSs in the Cape Coast Metropolis had laid down rules and regulations to deter students from indulging in any form of bullying. This notwithstanding, it is recommended that the Ghana Education Service should formulate an overarching anti-bullying policy to form a base for management of the SHS to formulate their unique anti-bullying policies. Education on the concept of bullying should be intensified to create awareness.

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I am deeply grateful to Dr. Kofi Acheaw Owusu, Mr Theophilus K. Odame Danso and Mr. Philip Sarfo for their words of encouragement and support. I am also grateful to all the management and staff of the selected Senior High Schools in the Cape Coast Metropolis who assisted me in acquiring data from their schools for this research. Finally, am grateful to all the staff of the Institute for Educational Planning and Administration who assisted me in any form to the successful completion of this thesis.



DEDICATION

To the late Dr. Dora Baaba Aidoo, my husband Kwabena Owusu, my children

Esi, Abena, Kwodwo and Nana and all victims of bullying



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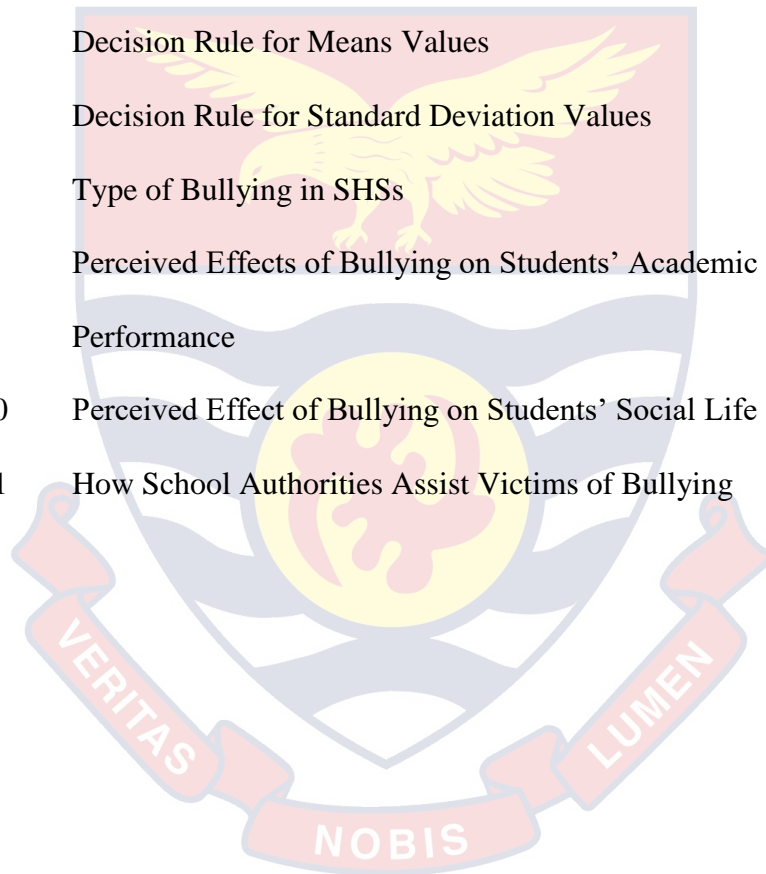
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CHAPTER ONE

INTRODUCTION

Violence, such as bullying and aggression in schools has a negative impact on the experiences of students which hinder their (Department for Children, Schools & Families, 2007; United Nations [UN], 2005). Conversely, the nature of bullying keeps evolving across generations. According to Anton-Erxleben, Kibriya and Zhang (2016), a minimum of 20 percent of school children worldwide are frequently bullied in schools. This, to some extent, can affect the child's holistic development.

Background to the Study

Bullying is perceived as a major global child abuse phenomenon which could delay the holistic development of children. Due to its detrimental effects, bullying has attracted the attention of various stakeholders within governments and non-governments circles (Farmer, 2011). This, act is seen as a major setback to the development of the human society as mentioned by Antiri (2015). Since children trained today are the future leaders, there is the need for a safe society to be created to enhance their holistic development. Thus Antiri (2015) further assets that the need to protect children in the society should be the commitment of all. As a result, bullying in schools has become a global phenomenon which has attracted the attention of government and non-government organisations in recent times. Thus, bullying in schools is a pertinent issue demanding attention and rectification.

According to Odumah, 2013, formal education has been cited as one of the media through which children should be trained in the society. Odumah further reiterated this by citing the United Nations Convention on the Rights of

the Child (1989) that education should be focused on children in an unrestricted society, for the essence of understanding, peace, tolerance, equity of sexes, and friendship among all people, ethnic, national, and religious groups. Children are therefore supposed to be educated in a school environment which is safe and protective to ensure that positive attitudes and behaviours, values, and skills are developed. This will serve as social control to children that usually use their power or strength to bully or harass others. The same pertain in the informal education section. Though informal, the mentors have the capability of instilling in the positive attitude that is, values and skills.

In 2020, UNESCO report on “Ending School Violence and Bullying” revealed that all types of school-related violence infringe on children and adolescents’ rights to education, health and general well-being. Inarguably, the report further stated that no country can achieve inclusive and equitable quality education for all if its learners or students experience violence and bullying in schools.

Olweus (1978) in his pioneering work on “Aggression in Schools: Bullies and Whipping Boys” brought the subject of bullying into focus. Olweus (1993) defined bullying in the school context as the situation in which a student is repeatedly subjected to a negative treatment by other student(s). Olweus further indicated that any negative action where someone deliberately inflicts or endeavour to inflicts discomfort or injury onto another person is bullying. Nonetheless, bullying occurs when one is repeatedly exposed to negative verbal and/or physical abuse over some time (Ekumah, 2018).

Limber (2014) also defined bullying as any aggressive behaviour exhibited by a youth or group of youth that involves an observed or perceived power imbalance. This power is repetitive for some time or more possible to be repetitive. Supporting Limber's definition on bullying, UNESCO's report on "Ending School Violence and Bullying" described bullying as an aggressive behaviour that involves undesirable, negative conducts, which is repeated overtime, and power imbalance or an imbalance of strength between the perpetrators and their victim (UNESCO, 2020). Bullying in schools has received a huge research attention in recent times. Several scholars and educationists have reported an increase in violence and bullying amongst school children across our globe (Odumah, 2013; Anton-Erxleben, Kibriya & Zhang, 2016; Ekumah, 2018). Teachers on the other hand complain about the violent habits of many of their school children. As a result, Antiri (2015) described school bullying as a normal feature of everyday life.

Sherrow (2011) in citing Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt (2001) stated that bullying is a form of aggressive behaviour that; first of all, the behaviour is envisioned to cause disturbance or harm. Secondly this behaviour ensues continually over time, and thirdly the more powerful person attacks the less powerful person. Thus, the less powerful is likely to suffer always since there is always an imbalance of power during bullying. Sherrow (2011) further claimed that, the exerted power during bullying might be physical (like, pushing, hitting, kicking, etc.), or verbal, (with name calling, tags or threats) or psychological (like, rumours, or shunning/exclusion). Thus, it can be inferred from the definitions that the bully/bullies employ(s) multiple means with intimidation to achieve a goal.

Odumah (2013) classified bullying into two, namely: traditional bullying and cyber bullying. Traditional bullying is more common than cyberbullying in schools (Lenhart, 2007). However, inasmuch as the two share some similarities, they also differ in some ways (Pelfrey & Weber, 2013; Smith et al., 2008). According to Odumah, traditional bullying involves hitting, kicking, teasing or taunting (verbal and physical bullying), manipulation of friendships or exclusion of some children from activities. Other possible forms of traditional bullying, among others include making faces or dirty gestures to make others feel bad. Cyber bullying on the other hand was further explained by Odumah as bullying with the use of technology. Sam, Bruce, Agyemang, Amponsah & Arkorful (2018) defined cyberbullying as an individual's wilful and repeated harm inflicted on another individual with the use of electronic devices such as computers and cell phones. This is usually done through sending of unpleasant e-mails or text messages, photos or videos on mobile or on the web.

Bullying, whether traditional or cyber, has adverse effects on the school and on the wellbeing of the school children. These have short-term and long-term consequences on both perpetrators and victims of bullying (Dillon & Lash, 2005; Odumah, 2013; Olweus, 2010). According to Williams, Chambers, Logan and Robison (1996), students who are bullied very often experience more physical and psychological problems than those who are not bullied in school. It should however be noted that not only victims of bullying are at risk of these problems, bullies also have their share which are usually negative.

Byrne (1994) and Dunne, Bosomtwi-Sam, Sabates and Owusu (2010) reported that elementary students who were victims of bullying attended school less frequently. To a more critical extent, some dropped out from schools. Other studies have also revealed how bullying at schools has increased the levels of absenteeism (Rigby & Slee, 1994), and truancy (Cullingford & Morrison, 1996). Thus, there is the obligation to protect children from all kinds of abuse, especially bullying in schools. It has therefore become a collective responsibility for all parents, teachers, as well as all community members who are in contact with children.

In Ghana, the school environment can be considered as one of the areas where bullying and violence take place. The school environment is one place that has a lot young people who are 'vulnerable' to bullying and violence due to the imbalances of power. Imbalances of power play a major role in bullying which in turn pressure others to repeatedly suffer in their environment (Dillon & Lash, 2005). As such, weak school children repeatedly suffer pressures and aggressive actions from other students who have advantage in power. This notwithstanding, Odumah (2013) reported that many school children in Ghana endure bullying on daily basis in schools. However, the academic environment of a school is supposed to be safe, protective and friendly for effective facilitation and learning. Conversely, it is the place where bullying, a form of child abuse, occurs very often. Olweus (2010) postulates that bullying is an infringement on the fundamental human rights of children of being secured in school and being free from oppression as well as the repeated humiliation implied in bullying. This is a clear violation of the human rights of the affected children. This is because, the development of

children is critical to making them responsible and disciplined adults. Therefore, if a child at any stage encounters some challenges, it might possibly create difficulty in one way or the other towards the child's academic performance, personal or social development. The call for children's protection from school-related violence and bullying is enshrined in Ghana's 1992 Constitution, Article 28, Section 1d. This Section calls for special protection of children and young persons against the exposure to physical and moral hazards. It further indicates that a "child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment." Similarly, the Code of Conduct for Teachers in Ghana states that a teacher shall not subject a pupil/student to or encourage other pupil/student to subject a pupil/student to torture or other cruel, inhuman or degrading treatment or punishment (Ghana Education Service [GES], 2008).

Research on bullying in the Ghanaian context reveals that this act exists in various high schools (Antiri, 2015; Bonney, 2015; Ekumah, 2018; Odumah, 2013). The incidence of bullying in Senior High Schools (SHS) in Ghana is rampant. This is because it is the first experience of an adolescent leaving home without the protection of their parents. Adolescents are left to their fates in and around the school environment. There are usually some differences among these adolescents in terms of ethnic and religious affiliations, geographic, and class, which results in the formation of 'cliques for survival.' This encourages some form of bullying-like behaviours (Antiri, 2015). Also, bullying in most SHSs could be said as a tradition handed over from one generation to another. As a result, a normalcy is created where seniors 'bully' juniors. This is done to ensure that the traditions and culture of

the school are transferred from the seniors to the juniors, while at the same time, sense of identity, loyalty, and purpose are instilled.

In recent times, concerns have been raised by the GES on the prevalence of bullying in the various SHSs. On the 11th of November 2015, the then director of the secondary education division of the GES, called on final year SHS students to desist from bullying first year students. This call was made through an interview with the Junior Graphic during an orientation programme organised for first year students. The director, tasked house masters and mistresses to watch out for bullies and apply the necessary sanctions to them. This move clearly indicates that the GES does not support bullying in schools. Even though the GES frowns on bullying, acts of bullying still persist. According to Antiri (2015), cases of bullying are reported on daily basis either formally or informally in most SHSs. Consequently, some schools in the central region have been captured with such circumstances. This study, thus, explores the views of students in some selected SHSs in the Cape Coast Metropolis on the subject of bullying.

Statement of the Problem

The incidence of bullying in Ghana, though exists in most SHS, has not been given much research attention due to the limited literature and statistics (Abaka, 2015; Anton-Erxleben, Kibriya, & Zhang, 2016; Odumah, 2013; Sam et al., 2018). Even though abundant research and literature exist in the Global North on the prevalence of bullying in schools and its effects on the physical, mental, and emotional well-being of those involved, Sam et al. (2018) reported otherwise in the case of Africa and Ghana. Putting Ghana and the Central Region into perspective, research and literature has been very little

on this issue though its impact is critical. As a result, little is known on the effects of bullying on SHS students' academic performance as well as on their social life in the region, particularly in the Cape Coast Metropolis.

Results from preliminary interviews conducted by the researcher before the commencement of this study on condition of anonymity at the Cape Coast Metropolis education office on the perception of bullying in SHS suggest that bullying is not an issue that demand much attention unlike other ills like drug abuse and teenage pregnancy. Drawing a conclusion from the preliminary interviews, the authorities of the schools in the Cape Coast Metro Education Office may not be aware of the actual impact that bullying has on students' academic and social life. It is against this backdrop that this study sought to explore students' views on the incidence of bullying and how that affect their academic performance, as well as their social life in SHSs' in the Cape Coast Metropolis.

Purpose of the Study

This study sought to explore the views of students and school management on bullying in Ghanaian Senior high Schools and its effects on the academic performance of students as well as their social life and to examine the difference between students' and school management views on bullying in the Cape Coast Metropolis.

Research Questions

1. What types of bullying are meted out in SHSs within the Cape Coast Metropolis?
2. What is the incidence of bullying in SHSs within the Cape Coast Metropolis?

3. What are the perceived effects of bullying on the academic performance of SHS students in the Cape Coast Metropolis?
4. What are the views of students on the effect of bullying on their social life in SHSs within the Cape Coast Metropolis?
5. What are school management's response to school bullying?

Significance of the Study

The findings of this study will inform stakeholders of education like the Ministry of Education (MoE), GES, Parent-Teacher Association (PTA), and other related NGOs on the extent of bullying in SHSs and its effect on students' academic achievement and social life. The findings will further fuel interests in the prevention and control of these behaviours while providing basis for further research. Also, the findings engender the development and enforcement of anti-bullying policies by GES and schools' authorities to meet the needs of individuals and the school community. Finally, the publication of the findings of this study will add to the limited literature on bullying in the Ghanaian context. At the same time, it will serve as source of knowledge during conferences, seminars and in local and international journals.

Delimitations of the Study

The study was restricted to the views of students and key management staff (assistant headmaster academic, senior house master/mistress, guidance and counselling coordinator) on the incidence and effects of bullying on the student's academic performance and social life. Also, the research was delimited to and conducted in only five sampled public SHSs in the Cape Coast Metropolis. These schools include two boys' schools, one girls' school,

and two mixed-schools. This was imperative in consideration of available resource like time.

Limitation of the Study

A major limitation of the study was using the views of only students and some key management staff for the study. Nonetheless having other stakeholders like parents, psychologists and relevant researchers would have broadened the scope of participants and increase the in-depth of data. The study limited in scope to its immediate individuals that matter, hence students and school management. Though two girl's schools were sampled, only data from one school was analysed while the other was rejected. This was due to the fact that the school authority did not allow me to directly interact with the respondents (students and teachers). It should however be noted that the five out of ten public SHSs in the Cape Coast Metropolis gave a broad sample that gave a fair representation of the entire population. More importantly, these limitations did not compromise the findings reported as the findings corroborate the theoretical and empirical basis of the study.

Definition of Terms

The key terms used in the study are defined to place them into a perspective for the purpose of the study. Some of these terms include:

Academic performance: the extent to which educational goals are achieved by students.

Bully: anyone who intimidates others who are 'weak' with their strength or power.

Bullying: any deliberate and repeated behaviour that intends to harm or put fear in another person. Such a behaviour could be physical (such as pushing,

pinches, hits, and/or kicks), or verbal/non-verbal (such as teasing, dirty gestures and name callings), or psychological (such as rumours, exclusion/shunning, rejection and assigning blames).

Chuka: a person who reports/betrays other(s) to another person or people on an issue or act which had occurred.

Hormoing: An act of ordering junior colleagues to entertain seniors and other juniors together

Organisation of the Study

The study was organised in five chapters. Chapter One covers the background to the study, statement of the problem, purpose of the study and research questions, significance of the study, delimitations and limitations of the study, operational definition of terms, and organisation of the study. Chapter Two reviews related and relevant theories and literature on bullying in schools, and its effects on the academics and social lives of students. Chapter Three focuses on the research methods which comprise the research design, study area, population, sample size and sampling procedure, data collection instruments, data collection procedures, and data processing and analysis. Other issues like source of data, validity and reliability and ethical issues related to the study were also highlighted in this chapter. Chapter Four presents the results and discussions of the study while Chapter Five focuses on the summary, conclusions, and recommendations of the entire study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The study explored students' views on the incidence of bullying and its effects on their academic performance and social life in the Cape Coast Metropolis. In view of this, the chapter reviews the relevant theories and literature found to be associated with the topic. Information was assembled from journals, abstracts, the internet, books, and works people have done on the present study. Topics and concepts reviewed include:

1. Theoretical perspectives on school bullying
2. Concept of bullying
3. Bullying in educational institutions
4. Types of bullying
5. Causes of bullying
6. Impact of bullying
7. Effect of bullying
8. Conceptual framework

Theoretical Perspectives on School Bullying

Explanations are needed to understand bullying because it seems to hinder its victims' education. Williams (2008) noted that existing theories on bullying were often applied concurrently to violence. Several theories have been propounded to explain the concept of bullying, key among them being the social learning theory, the theory of functionalism and the biological theories.

Functionalism Theory

With its potency to accommodate students' perspectives on bullying, the Functionalism theory is one of the most relied upon theories for explaining the current study. According to Merton (cited in Schein, 2010), social activities as well as cultural items are of a great significance for the functioning of the social system. It is often argued out that violence in school including bullying could provide some beneficial functions including meeting psychological needs like developing coping strategies by victims, and their ability to acquire skills to negotiate attacks from bullies (Williams, 2008).

Biological Theory

Another theory relied upon to explain bullying is the biological theory. To Kauffman (2001), "genetic and other biological factors apparently contribute to the most severe cases of conduct disorder" (p. 364). This belief is also shared by Shoemaker (2018) who insisted that there is a relationship between body types and character or behaviour. Explaining further, pointed to instances whereby several instances of linkages have been established among factors such as genetics, antisocial behaviour and crime, though it is difficult to explain this relationship (Shoemaker, 2018). The difficulty to explain such coincidence, and perhaps extend it to the arena of bullying is because in itself, bullying is of limited occurrence, wide a variation of the perpetrators and victims (Williams, 2008). Thus, using biological theories to explain bullying fails utterly. Relating the views of Shoemaker and William to the study, it can be inferred that most students in senior high school pick up the practice of bullying right from home before

entering school. Some students who engage themselves in the act of bullying are believed to have inherited the act from their close family relations or neighbours at home before practicing it at their schools.

Social Learning Theory

According to the Social Learning Theory, learning occurs when people observe the behaviours and attitudes of others, and the resultant outcomes (Muro & Jeffrey, 2008; Nabavi, 2012). In the words of Kauffman (2001), “aggression is learned through the direct consequences of aggressive and non-aggressive acts and through observation of aggression and its consequences” (p. 347). To wit, as individuals learn from others in the social interaction process, they tend to emulate other’s behaviours, especially if such exhibiting such behaviours will lead to some rewards, as depicted in Bandura’s (1977) view on imitation and replication of motor activities. In support of this stance, Kauffman was inspired by the Bobo Doll experiment by Bandura in which it was revealed that as children observe people, they learn and imitate their behaviour accordingly. In this experiment, the children, after having observe their adult models behave violently towards the doll, ended up behaving in a likewise manner when they were also given the doll to play with. In view of this, social learning theory has also been used to explain bullying, in that some children can act violently towards others as a result of imitating others (Bundura as cited in Kauffman).

In summary, it could be seen that different insights are provided by different theories regarding the concept of violence and bullying. In all these, Functionalism is considered as having some shortfalls in comprehensively

addressing these concepts as neither of them is proven to be integral to the functioning of the society. On the other hand, even though biological theories offer explanations to some extent, they are limited by their inability to explain why youngest people engage in bullying (or suffer bullying) in their school years. Above all, for the Social Learning Theory which attempts a thorough explanation of the concept, it fails to appreciate the unique contexts of the environment within which such vicious behaviours (of violence and bullying) take place (William, 2008).

The conclusion drawn from this section of the theoretical review is that the act of bullying can be inherited genetically from family relations or learnt from social interactions with colleagues. The study is thus underpinned by both the social learning theory and the biological theory. It can be inferred that both theories play significant roles in the frequent occurrence/ incidence of bullying in senior high schools.

Concept of Bullying

Bullying is considered to have been first espoused by Olweus (2013), who characterised the concepts as a sustained exposure of individuals (victims) to verbal, physical, emotional/social abuses that are deliberately orchestrated by other individuals or groups. Bullying could be a very covert behaviour, and only be felt when an individual is confronted by it. The phenomenon often transcends physical locations, occurring in either in the workplace, school or the home and experienced by all manner of people – children, teens, adults and the aged, and manifested in various forms and features (Jeffery, 2014). In a study by Mishna (2004) it was established that the act of bullying in the school environment is not often easily observable by

victims or their teachers and parents. To Mishna there often seem to be disharmony between one's cognitive understanding of the concept and the specific incidents which qualify as bullying. That is, a victim of bullying would equate bullying as the incidents which he or she suffered, but then, would tend to struggle to give other examples of the act of bullying. Again, it was difficult, as avowed by Mishna, for victims to pinpoint the act of bullying within friendship groups.

Furthermore, Olweus (1993) opined that traditionally, the concept of bullying has been seen to include non-violent acts of teasing to physically violent acts of hitting, kicking and other violent acts. Motivated by an earlier original research of Norwegian and Swedish students, Olweus (1987) defined bullying as the repeated exposure of a victim to negative or hurtful acts by another which could result in the infliction of injury or other forms of discomforts. Olweus went further to outline teasing, threats and insults as belonging to the class of verbal bullying; and slapping, hitting, pushing and vandalism as non-verbal bullying examples. In the view of Yates and Smith (1989) an act qualifies to be categorized as bullying only when it is intentional, and carried out repeatedly. Supporting this assertion, Rigby (2008) insisted that bullying constitutes a systematic abuse which occurs in existing relationships in which the power dynamics are imbalanced, and perpetuated through social distancing or physical strength. It, therefore, buttresses the point that bullying occur in an atmosphere of imbalanced power in the victim perpetrator relationship (Olweus & Solberg, 1998).

On their part, Espelage and Simon asserted that bullying is an ongoing incidence of mild behaviours graduating into extremities. In soliciting the

views of students on the concept of ‘bullying’, Bosworth et al. (1991) samples the views of a group of tenth grade students who were asked to explain the term ‘bullying’ whereby one of them explained that the phenomenon occurred if someone of a higher power uses it to scare or hurt a less powerful person. To Fuller and King (1995), some people bully others in order to feel good about themselves, attain some level of popularity or even for the sake of pleasure.

Though researchers do not agree on one universal definition for the term “bullying” a review of the literature (Olweus, 2013; Rigby, 2008; Sulliivan, 2005) reveals that bullying involves the following core elements which includes aggressive behaviour, wilful, and deliberate behaviour that has its objective, a desire to hurt, an action, someone gets hurt, an absence of justification, abuse of power and a domineering attitude over a less powerful person. The United Nations International Children’s Emergency Fund (UNICEF, 2007) explained bullying as the situation in which a person of superior strength or influence happen to mistreat or coerce another person to do something against his or her will. The world agency acknowledges that bullying thrives especially in the school environment (UNICEF, 2007).

Sprague and Walker (2005) pointed to the differences existing between bullying and antisocial behaviour. To them, whereas the later signified a direction of aggression in a random fashion towards no specific target, the former is repetitive and focused on a particular individual. It is when a student or group of students continuously mete out unpleasant acts towards a someone in particular, unlike when such students are of equal strength and argue or ‘fight’ in a friendly way (Ghana, GSHS Questionnaire, 2008).

Bullying in Educational Institutions

The concept of bullying in education environments has gained research attention owing to how it impacts on the well-being and safety of victims, and overall effect on school retention (Moon, 2008). The issue of school-related bullying is a global challenge which is seen as a daily occurrence with negative consequences on safe environments for smooth academic activities (UNICEF, 2007). To Sampson (2002), this negative practice is rife at the elementary school level, subsides at the middle school, and aggravate at the high school level. In Olweus's (2003) study of Norwegian and Swedish schools, quite a significant number of students have experienced bullying either as perpetrators or victims. The study revealed that one in seven pupils either bullied or were bullied. Other studies in other jurisdictions have also pointed to the rife nature of bullying in schools in the US, China, Canada and other European countries (Moon, 2008; Olweus & Solberg, 2011). Such proportion of occurrence lend credence to the fact that bullying has assumed global proportions.

Olweus and Solberg (2011) acknowledged that beyond direct verbal or non-verbal attack, bullying could also be manifested through social ostracization or isolation to make the victim feel unwanted. To this end, Rigby (2005) surmised that whether bullying is direct or indirect, it results in either physical or psychological abuse or even both, often staying in the memory of the victim over a long period of time. Conger (2007) reports of a Stamford University study that pointed to the fact that a nine out of ten pupils at the elementary school stage had suffered bullying. Similarly, Cohn and Canter (2003) had also pointed to how nearly four million children in the United

States had suffered moderate to serious bullying annually, with still some of such incidents going unreported. It thus implies that when left unchecked, bullying could affect the performance of students or pupils.

In Africa, Moswela (2015) reported of the existence of bullying of one form or the other. Throwing more light, Moswela (2005) revealed that the nine secondary school students in Botswana had lost their lives as a result of a bullying incident in which their seniors coerced them to take a poisonous chemical with the view of intoxicating them, but led to that fata consequence. In another incident, some school boys who had been expelled from school for a deviant behaviour ended up returning to set fire to school properties at night. Such acts do not end up affecting children or teens only but also, affect adults, as suggested by Moswela (2005).

Locations of Bullying in Educational Institutions

Astor, Meyer and Pitner (2001) have argued that spaces within school environments which are not properly assigned under the control of any school authorities breed the act of bullying at particular times and locations. They identified places such as cafeterias, stairwells, elevators, playgrounds as well as auditoriums as not being under the oversight responsibility of any official hence undergoing no monitoring, which then allow negative behaviours to fester (Astor et al., 2001). In addition, Williams (2008) reported that the hallway or corridors, in addition to the locker room, bathroom and gym are where bullying occur often. In the observation of Rivers and Smith (1994), the rate of bullying within school is higher than those occurring on the way to or from school. In support of this, Whitney and Smith (1993) reported that 65% of bullying in the playground and 38% in the classroom in Norway, with the

US recording 26% and 29% respectively. In a study conducted in Lesotho, Isidiho (2009) found that 29.5% of bullying happened in the classroom.

Types of Bullying

Bullying occurs in two main forms: traditional and cyber bullying. Traditional bullying involves hitting, kicking, teasing or taunting (verbal and physical bullying), manipulation of friendships or exclusion of some children from activities. Due to the improvement in information and communication technology, as well as the proliferation of internet-enabled digital devices, a different form of bullying has emerged which is associated with the Internet and mobile device known as cyberbullying. This new trend has become increasingly noticeable especially among young people. In the observation of Kim, Koh and Levethal (2004), owing to the improved accessibility of information technology spearheaded by the increasing ownership of computers and mobile phones, there has been a corresponding increase in the rate of victimisation within peer groups.

Pinheiro (2006) is on the same wavelength with Rigby and Smith when he stated that the online chats, electronic mails, text messages and other forms of digital information sharing platforms have presented opportunities for non-physical bullying. Cyber bullying, according to Kim et al (2004), occurs when young people's especially, are embarrassed, humiliated or even threatened by another person via digital interactive technologies. From the foregoing definition, cyber bullying often thrives in the situation whereby there are minors involved as the victims.

Irrespective of whether it is verbal, physical or cyber, bullying has adverse effects in the school and on the wellbeing of the children. Bryne

(2014) documented that bullying has both short- term and long-term effects for victims and perpetrators alike, with students prone to chronic bullying often experiencing physical or psychological challenges as compared to their peers. Some other types of bullying which fall under traditional bullying are physical, emotional, psychological, social, verbal, sexual ethnic or tribal bullying. Few of such forms of traditional bullying have being discussed in the paragraphs that follows.

Physical Bullying

Larsen (2005) acknowledged that physical bullying represents a major challenge to ensuring that school environments are safe enough to encourage academic performance. To Salivalli, Kaukiainen and Langerspertz (1998), physical bullying is the situation in which a person hits another individual or steal money from him/her. Though physical bullying is often characterized by kicking or punching, it goes beyond that. In the views of Lee (2004), they also include seizing soeones belongings or vandalizing/destroying properties. In furtherance to this, Coloroso (2008) indicated that much as physical bullying seem very observable, it constitutes less than a third of overall bullying incidents that children suffer.

The irony about physical bullying is that in most instance, the perpetrators are the most troubled, and only translates his or her frustrations towards their victims, suggesting that such an individual/behaviour (if not properly managed) could graduate to higher levels of crime (Coloroso, 2008). Glover, Gough, Johnson and Cartmigh (2000) state that some of the physical bullying activities are: threatening with violence, pushing, pulling by the hair, slaps, punching, kicking, tripping, stamping on and spiting on. These

sometimes lead to food taken away from victims, school bags taken or properties, such as books, clothes and shoes, damaged. Sometimes, money is demanded from the victims and some are made to fight each other. Some victims are also beaten with sponges and electrical wires. In one such incident, a student with a very small body frame was made to sleep in his trunk for his inability to supply a request made by his bullies.

Clarke and Kiselica (1997) claim that, apart from those mentioned, physical bullying includes holding and hostile gesturing. These are all direct forms of physical bullying. Issuing of threats and the display of fearsome body language or gestures are what constitute indirect physical abuse. On the whole, physical bullying occupies the attention of most school authorities, and is believed to constitute a factor of moderate risk for future serious violence between 15 to 25 years ending most perpetrators in jail.

Psychological Bullying

With this form of bullying, the bully or perpetrator constantly uses abusive or demeaning words to cause emotional pain, discomforts, disturbance or even, destabilisation of the mind (Larsen, 2005). Other forms of psychological abuse include stalking, manipulation and intimidation which people in a particular clique visit on non-members (Lee, 2004). Boulton, et, al. (2002) also pointed to ignoring of peers, ostracizing, spreading of lies and rumours, hurtful teasing, name calling and shunning of company or exclusion from social events like parties, games or outings as some forms of psychological bullying. In the case of girls, it is reported that social exclusion, social manipulation and talking behind one's back are what are the common instances of bullying (Cowie & Jennifer, 2008; Coloroso, 2008; Boulton &

Underwood, 2017). Boulton et al (2002) contend that such instances of psychological bullying occur in and out of the classroom setting, workplace or even in the home. It must also be noted that perpetrators of psychological bullying who are experts in the act often inflict a greater level of harm which live with victims over a long time (Cowie & Jennifer, 2008).

More often than not, the school is considered as less safe in the views of students, as characterized by incidents of some students going to school with weapons to either defend themselves against bullying or to further perpetrate the act (Coloroso, 2008). These notwithstanding, school authorities, and parents often focus on physical bullying and overlook the impact of psychological bullying. Meanwhile, psychological bullying is attributable to a lot of the anxiety, depression and low self-esteem suffered by young people of school going age (Cowie & Jennifer, 2008; Coloroso, 2008; Boulton & Underwood, 2017). However, psychological bullying in most cases have been overlooked by schools, counsellors, parents and teachers.

Personalities in Bullying

In the bullying process, there are people involved or connected who play diverse roles for the act to be affected. There is the perpetrator or the bully who carries out the act of bullying, the one being bullied (also known as the victim), and in most instances, others standing by to witness the bullying are sometimes partakers, and those who are bystanders. In most cases, students who engage in physical bullying often resort to victimize their colleagues. This may be attributed to abuse of power as these bullies harm or humiliate their victims by the power they possess. Accordingly, understanding why

people resort to bullying would help in the understanding of why the phenomenon is on the ascendancy (Olweus, 2010).

The quest to feel powerful, dominate or be in control are what often underly the motivation of students who commit the act of bullying. To Carick and Dodge (1999), such bullies derive great satisfaction from causing injury, pain and suffering to their fellow students, and show little to no empathy, with the justification that the act as a result of provocation. It is reported that a number of such bullies come from backgrounds in which physical punishment dominates, with low or no parental warmth or affection (Barone, 1997; Finnegan, et al., 1998).

Generally, students engaged in the act of bullying are most seen as insubordinate or hostile toward their own colleagues and sometimes their superiors. Other studies have also revealed that bullies do not lack any self-esteem nor have any bad feelings about themselves, and that, their behaviour is very difficult to explain. (Batsche & Knoff, 1994; Crick & Werner, 1998). Bullies are of many types. Coloroso (2008) asserts that the personality of bullies includes the following: confident; social; hyperactive; bullied bully; the gang of bullies; and fully armoured bully. These personality types as postulated by Coloroso are discussed in the paragraphs that follows.

The confident bully: The confident bully according to Coloroso (2008) is the one with big ego and overrated sense of self-importance and entitlement. Such individuals have little empathy for their victims, are usually admired by many, including teachers because of their powerful personality as their true colours are usually not known. They usually do not have many friends (Coloroso, 2008). They are also called “clever” bullies because of their

ingenious way of masking their behaviours, and people who relate with them find it difficult to believe that they could have such negative behaviours (Olweus, 2010).

The Social bully: The social bully according to Coloroso (2008) tries to use rumour, shunning, insults, gossip, and verbal taunts to isolate the victim from social activities. In terms of sense of self, such people are very poor, often hiding behind exaggerated charm and confidence as they are usually envious of the victim's positive qualities. They are very deceptive and behave as if they are very caring, but do manipulate their victims to get whatever they want (Coloroso, 2008). The social bullies can also be referred to as relational or relationship bullies. Coloroso (2008) observed that a key strategy of such bullies is their ability to persuade their peers to avoid certain individuals and cut ties completely from them. This form of psychological bullying is commonplace among girls, mostly characterized by the spreading of rumours and unfounded allegations all orchestrated at eliminating a particular person or persons from the clique. Such alienation, according to Coloroso (2008) would be very devastating, considering the fact that it occurs at the stage where the victims need such social connections to most

The hyperactive bully: The hyperactive bully is the one who not only struggles academically but also, possesses very poor social skills. As they are not able to read social cues, they rather tend to bully others. Coloroso (2008) agrees that such bullies usually react aggressively even to the slightest provocation and also blame others not himself for whatever has been committed. They usually have the saying; "He hit me first." They have the trouble making friends as it is not their nature (Coloroso, 2008).

The bullied bully: O'Moore and Minton (2004) point out that the bullied bully is always either a victim or a target and a bully. They are usually bullied by adults or older students. According to Coloroso (2008), the bullied bullies are the people who, at a point in time, see themselves as being powerless and helpless because they are susceptible to others who would want to bully them. When they also get a little opportunity, they also try to bully others too. Their attacks are mostly on those who attack them but attack those who are vulnerable also pronounced by the others. They strike viciously at those who hurt them or are smaller or weaker. Coloroso (2008) puts it that such people either strike on those who have bullied them or they strike on others they see being weaker than the bullies. They are the ones that are a bit difficult to work with because they sometimes portray aggressiveness and negative behaviours, then, another point in time, they show extreme vulnerability. The bullied bully is the least popular of the bully types.

Incidence of Bullying

Osman (2016) underscored the pervasive nature of bullying, arguing that the phenomenon has been in existence since time immemorial and permeates all geographical boundaries. Thus, one can argue that the incidence of bullying is widespread and can be found among people of diverse race and culture.

All over the world, bullying is not only prevalent but also becoming the commonest type of aggression and violence in many educational settings (Spiel, Salmivalli & Smith, 2011). The effect of this on the safety of schools have been acknowledged in a number of studies in different parts of the world (Malematsa, 2005; Ndetei, et al. 2007: Smith, 2011). For instance, in a survey

of six middle schools in the United States by Unnever and Cornell (2004) 40% of the 898 students who were victims of bullying never reported such incidents. A similar study in Bangladesh pegged the figure at 30%, with no formally instituted programme to curb instances of bullying (Ahmed, 2005). According to a Daphne II Programme (2008) survey, over 1.5 million (20%) of Britain's school going population have suffered misery as a result of bullying.

In the African setting, it was revealed that 60% of students in Zambia suffered acts of bullying not less than once in a month (Jones, Moore, Villar-Marquez & Broadbent, 2008). A similar study in South Africa's Free State Province recorded a very high perception of the existence of bullying as suggested by 84% of the students and 95% of the teachers (Okwemba, 2007). Moswela's (2005) study of the phenomenon in Botswana revealed that such victimizations were prevalent in the six primary schools and 12 secondary school studied. The study also revealed that 21% of such bullying acts comprised beating of boys whilst 9% of such were the beating of girls. Others included name calling of boys (15%) and girls (22%). Again, Aluede (2011) reported that in Benin City, four out of every five of the respondents studied reported either being bullied or having bullied others as well. A longitudinal study of Zanzibar Island from 2000 to 2007 revealed that up to 98% of the pupils had used abusive language (Saito, 2011). Throwing in a different dimension, Ndibalema (2013) revealed that teachers have also been perpetrators of the bullying act. Supporting this with a study carried out in the Dodoma Municipality, Ndiabalema (2013) revealed that a male student in form four was seriously injured by the teacher. Moris (2012) also reported a

similar occurrence in a study in Dar-es-Salaam whereby students suffered sexual harassment, humiliation and corporal punishment from their teachers.

Types of Bullying in Senior High Schools

Bullying behaviour in senior high schools could be direct or indirect (Odumah 2013; Antiri 2015). Direct bullying involves attacks including shoving, kicking, pushing, hitting whilst examples of indirect bullying include isolation or exclusion from peer or social groups (Leach, Poyser, & Butterworth, 2020). Bullying in Senior High Schools could also be physical, emotional, social, verbal or psychological. It must be noted though, that all forms of bullying have devastating consequences on the overall wellbeing of the victim be it physical defects, loss of prestige and hurt (Odumah, 2013). Seven types of bullying behaviour among senior high school students are discussed.

Verbal Bullying Among Senior High School Students

Verbal bullying behaviour amongst SHSs students involves teasing, mocking and taunting of a student by other students (Barone, 2013). Other forms include abusive comments, insults and other derogatory remarks with the intention to hurt the victim (Smith & Sharp, 2014). Van Nierkerk, 2013 acknowledges that verbal bullying is often very subtle hence difficult to deal with due to lack of substantial evidence (since witnesses or bystanders often feign ignorance).

Psychological Bullying Among Senior High School Students

Psychological bullying behaviour in SHS is mostly indirect. Victims of psychological abuse are often excluded from their groups by their friends for not conforming to the group norms or as a way of pacifying a more powerful

member. Throwing more light on this, Witney and Smith (2013) characterized psychological bullying in secondary schools as including the spread of rumours, gossiping and making a fool out of someone.

Physical Bullying Among Senior High School Students

According to Leach, Poyser and Butterworth (2020) physical bullying behaviour is the most direct form. It involves hitting, tripping up, kicking, punching, pushing, damaging property, clapping, other forms of assaults and taking another student's belonging, and is experienced by boys and girls (VanNiekerk, 2013). Physical bullying, as the existing research shows, is the commonest and easiest to observe (Smith & Sharp, 2014). For instance, Bryne (2014) pointed to some 'initiation rites' carried out by seniors to usher new students into the school setup with activities including locking up on washrooms/restrooms, pushing them around stair wells, and the performance of other undesirables. Futrell (2003) reported that in the US, a Centre for Disease Control and Prevention data revealed that 7.4% of American youth undergo treatment from weapon wounds emanating from school related physical bullying. Also, vandalism of properties, have been documented as being the end result of bullying behaviour (Futrell, 2003).

Emotional Bullying Among Senior High School Students

Emotional bullying due to its invisibility is very difficult to detect. Often, the perpetrators of such acts of bullying are students and teachers alike. To McEachern, Aluede and Kenny (2008), this form of abuse is characterized by the use of abusive language, withholding affection and fierce criticism of the victims. Others also include blaming and name calling which end up making the victim feel unworthy.

In the USA, because modern technologies provide an opportunity for one to hide his or her identity, people capitalize on that to bully others, as pointed out by Newman-Carlson and Horne (2004). To the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) asserted that since some forms of violence are not accompanied by any physical evidence, they become very difficult to identify. To VanZyl (2009), emotional and verbal bullying are equally destructive as what pertains in physical bullying due to the impact it has on the dignity of victims. Such forms of bullying affect students as well as teachers. Emotional bullying in senior high schools have also been found to include race or ethnic and disability shaming (Naser et al., 2003).

Social Bullying Among Senior High School Students

Lee (2004) considered social bullying as the alienation of an individual out of a social grouping he or she belongs. To Coloroso (2011), this is a kind of relational bullying with a systematic erosion of the victim's sense of self, and remains very difficult to detect from the outset. Similarly, social bullying may be direct or indirect. Direct social bullying often occurs in the form of shunning or ignoring the company of the individual whereas indirect social bullying entails a covert conspiracy to reject an individual from joining the group (Lee, 2004). Other subtle forms of social including staring the victim aggressively, rolling of eyes, sneers and snickers (Coloroso, 2011; O'Moore & Minton, 2004). Sampson (2002) also identified rumour spreading, intimidation, stealing as well as tripping as some forms of social bullying behaviour.

Sexual Bullying Among Senior High School Students

Sexual harassment is the unsolicited sexual advances often manifested in verbal or physical terms, which may also include the making of sexually derogatory remarks within an educational setting causing the victim emotional or psychological pain and reduced academic performance. To Beaty and Alexeyer (2008), bullying through sexual harassment is often orchestrated with a gendered intent to embarrass, control or humiliate the victim. This often occurs when the victim is singled out due to gender differences (McCaffrey, 2004). Li Sik (2008) also pointed to the unwarranted sharing or display of porn contents via phones or physical spaces or intentionally pulling the skirt of a girl in public are examples of sexual bullying.

Ethnic or Tribal Bullying Among Senior High School Students

Racial bullying comprise the use of intemperate language directed at individuals based on their cultural, religious or ethnic affiliations. Sullivan et al. (2005) revealed that when people appear different from what pertains in the majority or have different customs, languages or values, they tend to suffer racial or ethnic abuse. Similarly, students in Ghanaian senior high schools are from different cultural, geographical and religious background. As such, it becomes necessary to ascertain the extent to which ethnic abuse exist in such academic institutions.

Causes of Bullying in Schools

A number of causes have been attributed to bullying in schools either within the school environment or at the level of family or community. These are in the form of environmental or psychological factors. Directly related to these are the fact that defective upbringing of children often occasioned by

corporal punishment or a rather too lenient home with no corrective moulding would impact negatively on the growth of the child. A child from such a home is seldom able to differentiate what is wrong from what is right. To Bello (2002), children tend to become bullies in their desire to fit into their social circles or merely as a kind of satisfaction derived from such behaviour. This presupposes that the home environment yields a greater influence in whether or not a child will end up becoming a bully. Meanwhile, when a child develops in an environment which has stability, and with adult role models to emulate, the end up appreciating and respecting other children (Bello, 2002). Similarly, Omoteso (2010) was of the view that parents who demonstrated high levels of aggression ended up raising children of aggressive behaviour. This is also affirmed by Maliki, Asagawa and Ibu (2009) who opined that parenting techniques could determine whether a child will be a bully or not. In the estimation of Omoteso (2010), a number of studies have poor child-parent relationship was likely to lead to the children ending up becoming bullies. Beyond the home, peer group influence is also a key factor of bullying in schools. Since such groups are made up of children of diverse backgrounds, there is the tendency for people with bullying tendencies to override the entire group, thus causing other members to practice bullying tendencies.

Approaching this with a psychological lens, some personality traits in a child could explain the bullying behaviour. That is, jealousy, anger, aggression, low self-esteem, insensitivity cruelty and the quest to control others are some personality traits which cause children to become bullies (Williams, 2013). James (2010) also pointed to lack of social skills and the inability to manage social relationships as personality traits responsible for bullying. In

addition to these, Cheever (2010) suggested that an impulsive child is highly likely to be a bully.

Family and Community Influence

Many authors who support the biological theory are of the view that when individuals are predisposed to violence in their early stages of development, they end up becoming bullies, unlike their counterparts who never underwent such exposures (Shoemaker, 2018; Kauffman, 2001; William, 2008). In most traditional family settings in Ghana, it is believed that boys are often raised to demonstrate aggressive behaviour to demonstrate their masculinity. In some families, fathers are seen beating their wives in front of their children. This makes male children think it's normal to bully others. Some children grow with the notion that aggressiveness is the sure way to attain a status in the society, a notion they carry over from their parents. This observation supports the Observational Learning Theory by Bandura which suggest that as human beings tend to observe and imitate other people's behaviours, they tend to exhibit some behaviours which may be acceptable or not (Lefton, 2003). It could be seen then, that the absence of proper parental supervision and overbearing or excessive use of power in parenting contribute to making children become bullies since children often learn by observation (Hoffman, 2017). However, in situations whereby parents take active parts in the education progress of their wards in collaboration with teachers, they are able to implement bullying-free environment in school as a concerted effort (Fishbaugh, 2003; Sander, & dan Phye, 2004). To the UNICEF (2007), some children in Namiba often grow up in violent environments thus leading to negative consequences. To Balter and Tamis-LeMonda (2006), when children

are exposed to violence in the family or community, it could cause non-compliance, aggressiveness or depression. Affirming this, Gershoff and Aber (2006) suggested that community norms, beliefs and attitudes have the tendency to change a child behaviour. To them, with repeated exposure to violence, young people end up becoming violent themselves, and this could become a habit very difficult to break (Gershoff & Abber, 2006).

Environmental Influences

Practices or approaches to bringing up children such as aggression often lead to bullying tendencies (Bonds & Stoker, 2000). According to them, research has shown that lack of supervision, inconsistency in the disciplinary strategies and not involving the child in decision-making issues at home etc. can result in bullying behaviour among children. Smith and Sharp (1994) have added that where there is physical violence or no affection between parents, they result in bullying tendencies in children. According to Banks (1997) bullies are often from families in which corporal punishment is the order, with children equally encouraged to fight back when physically attacked. Bonds and Stoker (2000) have mentioned that improper child upbringing by parents can also result in children becoming bullies. They explained further that parents who do not correct unacceptable behaviours of their wards at an early age risk helping their children to become bullies. Some of these children at that age justify their behaviours because of their inability to distinguish between right and wrong conduct. So, if parents do not correct such negative conduct at that early age, they facilitate their children becoming bullies. Such children grow into bullies and parents and adults find it difficult to control them.

Modeling and imitation have also been found to facilitate children becoming bullies. When children observe adults and other peers demonstrate aggressive conduct on their victims without any punishment, they admire the power and influence that the bully exerts (Bundura, 1977). Hazler (1996) mentioned that behaviours that are observed on television programmes or movies as well as computer games in which children watch the heroic exploits of some characters who use violence to achieve their goals, all contribute to children becoming bullies. In the view of the researcher, parents and adults should expose children more to television programmes and computer games that are non-violent but rather portray acceptable conduct, because that equally help in building acceptable behaviour in children.

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

Bullying in School Setting; Structures and Values

According to Gershoff and Aber (2006) the school context such Gershoff and Aber (2006) are of the belief that the location and size of a school's population, the class size or ratio of teacher to learners, as school size, class size, teacher-learner ratio and the general academic performance could be explanatory factors for bully to thrive or not. To them, when a school is highly populated, overcrowded and poorly organized, they breed violence

and bullying. In support of this claim, Baldry and Farrington (1999) had suggested that schools having a population of thousand students or more could be dealing with challenges associated with violence as compared to schools with less number of people. In the observation of Bryne (2014), when a school's playground is often occupied by more children relative to the size it could accommodate, it breeds an atmosphere conducive for bullying. Sander and dan Phye (2004) retorted that such victimizations do occur within schools in large cities than in those in small cities. However, Bryne (2014) holds a contrary view to this observation, arguing that bullying is less likely to happen in schools in large cities. Balter and Tamis-LeMonda (2006) also pointed to disharmony between a child's home and family environment as the cause of bullying. To them, if the values of a child's parent are in sharp contrast with what the school stands for, such children are often face rejection from other learners leading to bullying tendencies (Balter & Tamis-LeMonda, 2006).

Curriculum, Lesson Content and Academic Expectation

It is believed that schools which have very intense, challenging or engaging curricula often elicit high levels of expectation from their students thus resulting in a lower rate of bullying, unlike schools with high population of students with few high achieving students (Ayres & Hedeem, 2003). This assertion is supported by the stance of Sander and Phye (2004) that when high levels of academic expectations are set students become too busy to indulge in the unproductive venture of bullying.

Substance Abuse and Peer Pressure

In schools where the formation of cliques and gangs thrives, especially those whose members are constituted with persons from low income and drug-

addictive homes, bullying becomes very rife (Gershoff & Aber, 2006). To Philip (2009) pressure from friends or peer groups lead to delinquent behaviours in teenagers in order to gain acceptance in their group.

Bullying and Aggressive Behaviour

Regarded as a form of aggressive behaviour, bullying is considered as commonplace among children and young people of school going age (Roland & Insøe, 2001). Olweus (2012) asserted that bullies possess “an aggressive personality pattern, they are aggressive not only to their victims at school but also in many other contexts, i.e. toward their peers, sibling, and adults, and some of them ends up with antisocial young adults” (p. 32). Olweus (2013) suggested that this emotional torture from perpetrators of bullying render their victims unsafe. However, in the consideration of Roland and Idsoe (2001), “this is not merely a theoretical problem, as it may be difficult to design and evaluate practical programs to prevent bullying without defining the aggressiveness in question” (p. 447). Thus, a distinction is always drawn between bullying and other forms of aggressive behaviours (Fandrem et al., 2009; Roland & Idsoe, 2001).

Impacts of Bullying on Students

The bullying phenomenon is so rife in the in most places in the world thereby rendering many school children exposed to danger in diverse forms. Bowllan (2011), for instance, enumerated that the physical, emotional or psychological well-being of students are often affected, thus preventing people from reaching their potentials. On the part of the bully, such tendencies often lead to higher levels of aggression often characterised by truancy, use of illicit drugs as well as vandalism. Beyond the impacts on victims and perpetrators,

bullying also destroys a harmonious school climate. These range from refusal to attend school as result of lower self-esteem and anxiety (Bowllan, 2011).

Effects of Bullying on Academic Achievement

According to Kaar (2009), bullying is sometimes seen as an unavoidable aspect of human survival, a means of creating a distinction between those who belong to the class of the matured and those who are not, to wit, a separation of the boys from the men. Many people in society also consider the phenomenon as constituting part of a child's growth and developmental experience, thus no need to address it as a misnomer or deviance (Arora, 1994). However, the growing expose and research on the subject pointing incidents of suicide and other unfortunate tragedies, as well as the emergence of cyber bullying, people are now becoming aware that something needs to be done to bullying in schools. A number of studies (Rigby, 2007; Schwartz, et al., 2002; Salmon, et al., 1998) point to the fact that bullying leaves a lasting impact on the environment within which it manifests, and this then strengthens the rationale behind the research into this problem. This implies that the effect of bullying should be viewed from the angle of the victim, the one who bullies others, the bystander, the school environment and the society as a whole.

Victims of bullying tend to be anxious within such environments, and often respond with behaviours such as avoidance of school or particular locations within school, to an even more dangerous defensive behaviour such as carrying weapons with them to school for purposes of retaliation (Batsche & Knoff, 1994; Elliot; 1997; Hoover, Oliver & Hazler, 2017). A study by Hoover et al., (2017) suggested that 9 out of 10 victims of bullying saw their

school grades drop. Similarly, Olweus (2014) discovered that boys who were victims of bullying often received lower grades than their peers. Also, Banks (1997) found that 7% of American children in the eighth grade stayed at home for not less than a month solely due to reasons of bullying.

Rigby (2003, pp. 585-586) outlined some probable outcomes associated with bullying as discussed below:

1. Low psychological well-being: this is characterized by unpleasant state of mind, general unhappiness, anger, sadness and a general feeling of low self-esteem
2. Poor social adjustment: this entails a heightened dislike for the social environment
3. Psychological distress: this includes higher levels of depression, anxiety and suicidal tendencies.
4. Physical un-wellness: this is where bullying degenerates into physical illness.

It has been well established that the frequent bullying of school children leads to some negative consequences which impact school achievement. An observational study of 15,000 US students in the 6th to 10th grade showed that bullying was significantly associated with lower self-perceived academic achievement (Nansel et al., 2001). Some studies also show that victims of bullying often fall prey to some psychological and social challenges including depression, low self-esteem, anxiety, stress, loss of confidence, post-traumatic stress disorder, and insecurity (Farmer, 2011). Others also include panic attacks, mistrust of others, withdrawal, aggression, poor social adjustment, interpersonal violence (Thornberg, 2011; Totura, Green, Karver & Gesten, 2009).

Other difficulties associated with bullying are in the area of illicit drug use, suicidal ideation, a sense of worthlessness, feeling of isolation or alienation or helplessness (Farmer, 2011; Konishi, Hymel, Zumbo & Li, 2010; Wei & Jonson-Reid, 2011; Ybarra & Mitchell, 2004; Yoon et al., 2011). Added to this, Farmer (2011) observed that there are somatic effects such as stomach ache, dizziness, headaches.

Wei and Johnson-Reid (2011) also found bullying to have been affected victim concentration, attachment to school and overall academic performance. That is, school children constantly experiencing bullying often exhibit tendencies of absenteeism or avoid schooling altogether to prevent the incessant bullying attacks (Cheng et al., 2010; Rigby, 2007). Similarly, it has often been reported that for victims of bullying often have no or low friendship networks, socially isolated, and for that matter, very vulnerable to further bullying (Cheng, et al., 2010; Vanderbilt & Augustyn, 2010).

A number of studies have confirmed the negative consequences of bullying including poor academic performance and, eventually, these individuals drop out of school (Glew, Fan, Katon, Rivara & Kernic, 2005; Swearer, 2011; Swearer et al., 2010; Tenenbaum, et al., 2011). Such repercussions transcend beyond childhood into adulthood (Vanderbilt & Augustyn, 2010; Wei & Jonson-Reid, 2011). For instance, Carlisle and Rofes (2007) established that victims of bullying experience shame, anxiety and other relational difficulties in their adult years. Vanderblit and Augustyn (2010) also pointed to depression, psychosis, low self-esteem, aggression, violence, alcohol and other substance abuse as well as suicide ideation as some difficulties which victims of bullying face.

In a study of some Norwegian schools, Olweus (2003) discovered that individuals who at one point in time visited bullying on others often ended up fall foul of the law in future. A longitudinal study in the United Kingdom has found that bullies also have the tendency to give birth to, and raise up bullies as their children (Farrington, 1993). This, though, could hardly be explained whether it is strictly as a result of genetic transmission, family influence or both (Rigby, 2003). It is also unclear whether these come about as a result of negative styles of parenting or a feeling of guilt for indulging in acts of bullying. Again, although some studies point to the fact that bullies often demonstrate poor academic performance in school, there has not been a clear evidence (Schwartz et al., 2002). For instance, in a large sample study of some Scandinavian countries, it was established that both bullies and the bullied had a low than average performance than students who did not belong to any of these categories (Olweus, 2014).

Some negative consequences that are faced by bullies are that they are less popular in senior high school, tend to have fewer friends and have the propensity to engage in criminality such as fighting, dealing in illicit drugs, shoplifting and vandalism (Office of Juvenile Justice and Delinquency Prevention, 2001). In the estimation of Olweus (2014), 60% of boys who are perpetrators of bullying by their 6th to 9th grade often get to be criminally convicted by the age of 24 years as compared to 23% of non-bullies. Similarly, Ballard et al. (1999) suggested that the rates of domestic violence, substance abuse and other violent criminal acts associated with bullies increased as they aged. On the other hand, victims of bullying tend to have poor concentration over school work, experience decreasing academic

performance, are very lonely and above all, show higher rates of dropout. As such, in adulthood, they suffer greater depression and other forms of mental health risks (Office of Juvenile Justice and Delinquency Prevention, 2001; Shellard, 2002). To put it aptly, the Northwest Regional Educational Laboratory opined that 15% of victims suffered severe trauma or distress. Other studies also pointed to bullying being the root cause of absenteeism and school dropout (Hoover & Oliver, 1996; Weinhold & Weinhold, 1998). Also, young people who suffer bullying experience poor psychosocial adjustment since they are unable to make friends thus becoming socially and emotionally lonely. In a study of 6,437 children in England, it was discovered that those bullied at the aged of eight to ten years were more than doubled, the likelihood of experiencing the symptoms in adolescence. It is also the case that victims of bullying are associated with somatic complaints such as headache, pains in the abdomen as well as sleep disorders. To Olweus, Limber and Mihalic (1999), a school which fails to act against prevailing incidence of bullying often send a tacit approval of the conduct (Olweus, Limber & Mihalic, 1999).

More significantly, frequent bullying of children leads to negative outcomes in their academic achievement. As Nansel et al's. (2000) study of 6th to 10th grade US students would suggest, there is significant association betwixt being involved in bullying one's self-perceived academic achievement. Similarly, Schwartz, Farver, Chang, and Lee-Shin (2002) argued that individuals engaged in bullying performed poorly in school notes that those who are frequently involved in bullying show poor academic performance in school.

School children who are victims of bullying often saw themselves as unhappy, unpopular and unsafe in the school environment (Mishna, 2003). Such victimized children often report being afraid, for which reason they end up avoiding school more than their peers (Glew, Fan, Katon, Rivara & Kernic, 2005). Such are the students with a decreased motivation and deteriorating grades (Mishna, 2003).

In a study by Schwartz et al. (2002), it was revealed that in most cases, particularly in the first year, rejected children have low perceptions about themselves and this manifests in a low level of performance. It has been previously posited that bullying causes impairment in the victim's concentration as the victims often lose interest in learning (Glew, Fan, Katon, Rivara & Kernic, 2005). Ma, Stewin and Mah (2001) suggested that 90% of victims of bullying experience a decline in their academic grades. Such students often decide to avoid the school environment altogether, due to the increased levels of psychological effects of low self-esteem and depression (Brank, Hoetger & Hazen, 2012; Mishna, 2003). For instance, Skapinakis et al. (2011) reported that victims of bullying often entertained suicide thoughts. To Brank et al. (2012), such negative effects often persist into adulthood.

Effects of Bullying on Social Life

The consequences of school bullying cannot be overemphasized. Mentally, the self-esteem of the victim could be impacted negatively aside some other social and psychological damages like depression (Laneaux, 2010). Aside from the victim, the perpetrator also experiences some negative outcomes from the act of bullying. For instance, Omoteso (2010) showed that bullies often dealt with the issue of sexual harassment and violence in their

later years. Laneaux (2010) also suggested that the relationship between perpetrators of bullying and their parents often become sour, as countless reports of the behaviour would be reported to the parents, leading to some discomforts. Similarly, victims of bullying tend to ask for more school money in order to use the extra to meet the demands of his bully (Laneaux, 2010). In terms of effects on friendship, victims or perpetrators of bullying sometimes withdraw from their friends as a result of mistrust; or direct the experience towards other members of the friendship group (Laneaux, 2010).

To Juvonen, Yueyan and Espinoza (2011), experiences of victimization is the foundation of adjustment problems in school. Victimization experiences serve as a foundation for school adjustment problems (Juvonen, Yueyan & Espinoza, 2011). Throwing further light, they posited that when an individual experiences bullying, it affects his or her adaptive functioning and academic achievement directly and indirectly. That is, continued bullying is associated with lower levels of standardized achievement scores and grade point averages whereas increased depression levels from victimization tended to explain academic difficulties (Juvonen et al., 2011). Indirectly, it is presumed that when a student is victimized or bullied, he or she tends to be worried about whether or not others will ridicule him or her thus ceasing to participate or concentrate in class (Juvonen et al., 2012). Woods and Wolke (2004) revealed that in most instances, children with poor academic performance were victims of bullying, especially the aggressive victims. To them, it is uncertain whether the poor academic achievement caused the bullying or the bullying resulted in the poor

achievement (Woods & Wolke, 2004). Their review of the literature showed a gap in the direction and causal pathway associated with bullying behaviour and academic performance.

The literature review has brought to the fore the various issues emanating from bullying. It has been seen those various acts, some explicit others subtle, constitute bullying. More so, the deleterious effects of bullying have been exposed by the review. There is therefore the urgent need for educators to tackle all forms of bullying at all levels. In Ghana, research on bullying in school is still at its infancy. It is therefore prudent that bullying as perceived by students and school managers in Ghana is unravelled.

Conceptual Framework

This conceptual framework stresses the patterns and relationship of the various elements and their extent of relationship with the major concepts of the phenomenon under study thus creating the needed understanding (Fisher, Kulindwa, Mwanyoka, Turner & Burgess, 2010). In this study, it is assumed that the perceptions one has on bullying will influence the various acts they consider as bullying. Students' perceptions of bullying are formed by the acts that they consider as bullying (Byrne, 2014). Again, the perceptions of what constitutes bullying will determine the incidence of bullying. The constructs for the incidence of bullying are how often students experience the acts of bullying. Ultimately, the types and incidence of bullying will lead to various effects on the victim. The construct for the effects of bullying is informed by the victims' perception of bullying. The effects of bullying could be on the social and academic life of victims. The conceptual framework explaining the

relationship, the types of bullying, incidence of bullying, effects of bullying has been depicted in Figure 1.

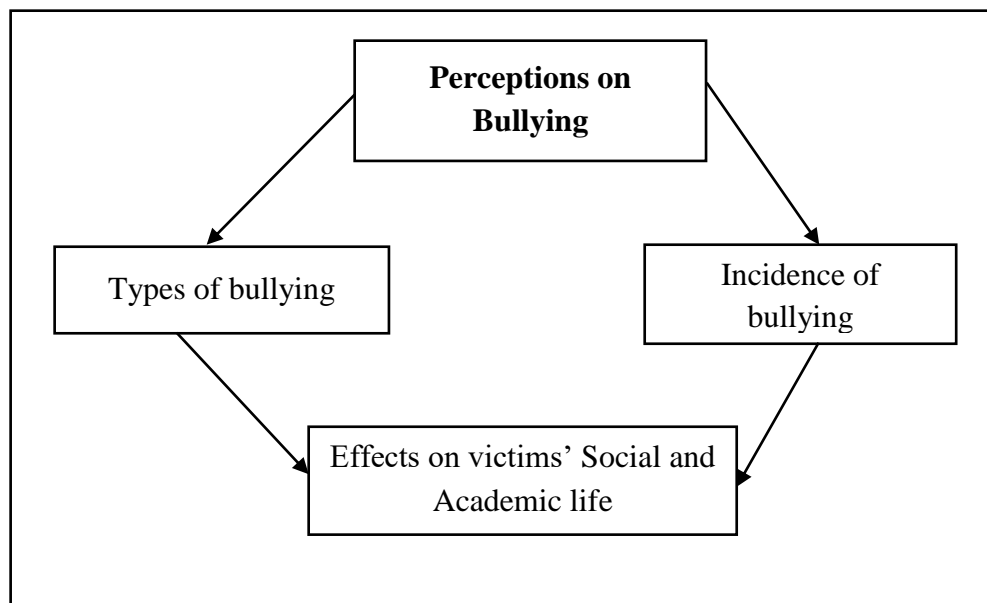
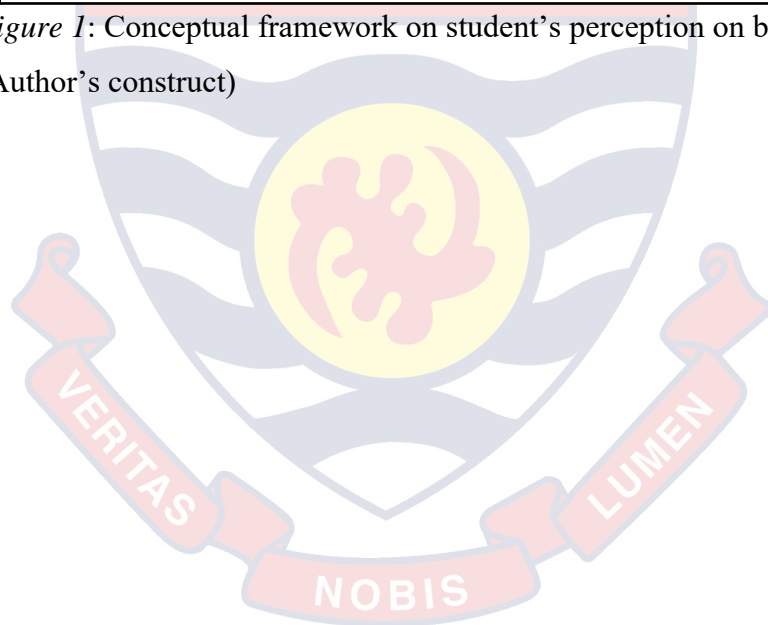


Figure 1: Conceptual framework on student's perception on bullying (Author's construct)



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter considered the strategies and procedures employed to conduct the study. It encompasses the research design, the study area, population, sampling procedure, data collection instruments, data collection procedures, and data processing and analytical tools adopted. Other issues like validity and reliability, pretesting done and as well as ethical issues concerning the study were also highlighted.

Research Design

The study employed the descriptive cross-sectional survey research design. This design, as explained by Leedy and Omrod (2019), is a blueprint which outlines how data concerning a naturally occurring phenomenon must be collected and analysed. Saunders, Lewis and Thornhill (2007) in a more functional consideration define the descriptive cross-sectional survey design as a research with the purpose of providing an objective representation of persons, events and/or circumstances.

The motivation for adopting this research design hinges on the fact that it facilitates the collection of unaltered data about naturally occurring issues which in the case of this study is bullying among SHSs students. Creswell and Hirose (2019), also confirms that the design allows for a high level of flexibility in the data collection and analysis procedures. This design helped the researcher sought for the views of students of SHSs in Cape Coast Metropolis on the subject of bullying in a context-specific situation. Again, the design, with its high level of flexibility, enabled easy collection of data from a

large sample size. In using the design, the researcher focused on vital indicators of bullying, as identified by scholarly literature reviewed in chapter two, among SHS students. Thus, students' beliefs, opinions and attitudes about bullying were ascertained to provide a comprehensive and objective view about the phenomenon.

However, some of the disadvantages of using the descriptive survey include the tendency of the respondents feeling uncomfortable providing answers that present themselves in unfavourable manner. In solving this issue, the researcher, therefore, assured the respondents that their responses would be treated with high confidentiality and anonymity. Also, a broad sample needs to be taken in order to get a good result that represents the entire population (Creswell & Hirose, 2019) which commanded the use of 390 students and 10 teachers in management for the study.

Study Area

Cape Coast is the regional capital of the Central Region and the citadel of high school education in Ghana. The Cape Coast Metropolis in particular plays host to most of the SHS in the region, specifically; Mfantshipim, Adisadel College, Ghana National College, Aggrey Memorial Senior High School, St Augustine's College, Wesley Girls High School, Cape Coast Technical Institute, Holy Child Senior High School Oguaa Senior Secondary and Technical school and Academy of Christ the King Senior High School. These schools are noted for their renowned academic performance at the West Africa Senior Secondary School Certificates Examinations (WASSCE) and the calibre of students who graduate from these schools.

Population

According to Leedy and Ormrod (2019) population is the total the number of individual entities within the target group about which the researcher is interested in gaining information and drawing conclusion. The population for the study was made up of all students and staff in management positions in SHSs in the Cape Coast Metropolis. The staff in management positions included the assistant headmasters in charge of academic, guidance and counselling coordinators and the senior housemasters or housemistresses.

Sampling Procedure

Creswell (2019) defined sample as a subset or representative of the population such that important characteristics like age, gender, and status, are distributed similarly in the group. In choosing the sample for the study, the schools in Cape Coast Metropolis were stratified based on sex i.e. boys, girls and mixed. In each of the stratum, two schools were selected randomly. Since there are only two girls' schools in the Metropolis, they were automatically included in the sample. Thus, six schools from the Cape Coast Metropolis were selected for the study. The selected schools were St. Augustine's College, Mfantsepim Boys senior High School, Holy Child Senior High, Wesley Girls Senior High school, Ghana National College, Oguaa Secondary Technical school and Cape Coast Technical Institute. The total number of students in all six schools was thirteen thousand six hundred and forty-one (13,641) making up the population for the study (GES, Cape Coast metro statistics, 2019).

In each of the selected schools, the stratified sampling technique was used in sampling students from the three levels, that is, Form 1, Form 2 and Form 3. This was further stratified into courses in the schools. Each course of

study also had a number of classes. The quota sampling method was used to sample students from each class per course. Finally, the lottery method was used to select students from each class based on the quota pre-determined. This was also guided by the distribution of students in the schools as indicated in Table 1 below.

Using the Krejcie and Morgan as cited in Kuforiji, Egwakhe and Binuyo, (2019), table of determining the sample size for the study, a sample size of 375 was selected for a population of 13641. However, I rounded up the number to 410 to make room for respondents who might decline from taking part in the study or respond wrongly to the questionnaires.

Table 1 – Distribution of Students’ Population in Selected School

Name of school	Students’ population	Number to be sampled
St. Augustine College	2283	68
Mfantsipim College	2828	85
Ghana National College	3074	92
Cape Coast Tech. Institute	2252	68
Holy Child SHS	1606	49
Wesley Girls SHS	1598	48
Total	13641	410

Source: GES, Cape Coast metro statistics, (2019)

Although 410 students were selected, the responses of one school were not included in the study because the researcher suspected that the responses were tempered with by the staff. The researcher was required to leave the questionnaires behind for two weeks for the teachers themselves to administer the respondents to the respondents. This, according to the researcher could affect the validity of the study. Five (5) extra respondents from the remaining

five (5) schools were made to respond to the questionnaires (to cater for the reject responses). Three (3) students did not respond to the questionnaire. In all, three-hundred and ninety (390) respondents were used for the study of which 139 (35.6%) were in SHS1, 234 (60 %) and 17 (4.4%) of the respondents were SHS 2 and SHS 3 students respectively. The demographic characteristics of the respondents are presented in Tables 2 to 6.

Table 2 - Class of Respondents

Class	Frequency	Percentage (%)
SHS1	139	35.6
SHS2	234	60.0
SHS3	17	4.4
Total	390	100

Source: Field survey, 2019

The programmes of study offered by the respondents are presented in Table 3.

Table 3 - Programme Offered by Students

Programme	Frequency	Percentage (%)
Agric Science	29	7.4
General Arts	126	32.3
Business	74	19.1
General science	109	27.9
Others	52	13.3
Total	390	100

Source: Field survey, (2019)

Table 3 shows the programmes offered by the respondents involved in this study. It is evident from Table 3 that, 126 respondents, representing (32.3%) of the total respondents offered General Arts. Also, 109 respondents representing (27.9%) offered General Science. 74 respondents representing

19.1% and 29 respondents representing (7.4%) offer Business and Agric Science respectively. It can also be seen from table 3 that 52 of the respondents representing (13.3%) offered other courses which were mainly technical and vocational in nature.

Table 4 - Age of Respondents

Age	Frequency	Percentage (%)
Less than 15	13	3.3
15	52	13.3
16	162	41.6
17	144	37.0
18 above	14	3.6
Missing value	5	1.2
Total	390	100

Source: Field survey, (2019)

It is clear from Table 4 that 162 (41.6%) respondents were 16 years old. In addition, 144 (37%) of the respondents were 17 years. More so, Table 4 shows that 13 (3.3%) respondents were less than 15. Surprisingly, 14 (3.6%) were 18 years and above. The conclusion from this finding is that majority of the respondents are 16 years old.

Table 5 - Gender of Respondents

Gender	Frequency	Percentage (%)
Male	239	61.3
Female	151	38.7
Total	390	100

Source: Field survey, (2019)

It is evident from Table 5 that 239 (61.3%) respondents were male students whereas 151 (38.7%) were female students. Thus, more males participated in the study than females. This could possibly be attributed to the fact that two boys' school were used as against one girls' school.

Regarding the sampling of qualitative data, 3 teachers involved school management duties were selected from each of the selected schools for interview to triangulate results from the students' questionnaire. The assistant headmaster in charge of academic, guidance and counselling coordinator and the senior housemasters or housemistresses from the selected schools were considered in this respect. The respondents were purposively sampled from the selected school. Thus, in all, fifteen staff were sampled to be interviewed.

Data Collection Instruments

In gathering data for this study, questionnaire was used for students while a semi-structured interview guide was used for the teachers in management. According to Creswell and Hirose (2019), questionnaires are usually used in asking people questions to find out what they think about something or what people know about an issue. Leedy and Ormrod (2019) see questionnaire as questions respondents are made to supply answers or tick answers that are provided. Therefore, questionnaire is appropriate for accessing data about people by asking them rather than watching them behave. The questionnaire helped in assessing the incidence of bullying in the SHSs in the Cape Coast Metropolis. The questionnaire was had both multiple responses and likert scale type of the questions. Furthermore, the questionnaire employed the use of both open-ended and close ended questions. The questionnaire was made up of six (6) sections. The first section consisted of the demographic characteristics of the respondents involved in the study. The second section focused on the types of bullying in senior high schools. The third section, looked at incidence of bullying in senior high schools, this was followed by the section on the perceived effect of bullying on students'

academic performance. The final sections were on the perceived effect of bullying on students' social life and how school authorities assist the victims of bullying respectively.

In addition, interview which involves the posing of questions to respondents for answers in a face-to-face situation or by phone as opined by Fraenkel, Wallen and Hyun (2012), was employed. The semi-structured interview guide helped in assessing the effect of bullying on students' academic achievement and social life as respondents expressed their opinions about the issues. Interviews provided an in-depth information that the questionnaire could not provide because respondents were not restricted in expressing their views. Interviewees were assured of confidentiality on all information they provided. Permission was duly sought from school authorities and interviewees before the researcher could record all proceedings. Some of the interviews were tape recorded and transcribed later while others were directly recorded in note books since the interviewees did not want to be recorded.

Validity and Reliability

To ensure validity, the drafted items were submitted to my supervisors to review and some suggestions were made to the items. Their suggestions helped in improving the face and content validity of the items. The items identified to be ambiguous were reworded to ensure that they were appropriate and understandable to respondents. This also helped to elicit the appropriate responses from students regarding the incidence of bullying in their schools and its effect on their academic performance and social life. Most importantly, a pre-test with the instruments was conducted.

Pre-Testing

A pre-testing of the instrument was carried out in one SHS. The aim of the pre-testing was to find out whether the questionnaire items and interview guide met the required standard. The pre-testing created the opportunity to revise some of the items to make them more appropriate for the study. It also helped to identify the nature of the problems expected to be run into during the actual study. The researcher used the purposive sampling technique to select 30 students from University Practice SHS to respond to the test items.

The reason for the selection of this school for the pilot testing was that it was located in the Cape Coast Metropolis and have similar settings or characteristics as the schools used for the study. The instrument (questionnaire) was pilot tested on Friday 26th April 2019 between the hours of 1: 00 to 2:00 in the afternoon. Some first- and second-year students were called by a teacher to answer the instruments. Based on the responses of the students from the pre-testing, items on the questionnaire were fine-tuned. The pre-testing allowed for the evaluation of the validity and reliability of the instrument. The questionnaire had five parts (A, B, C, D and E). The reliability coefficient for sub sections A, B, C, D and E were .603, .701, .860, .743 and .801 respectively.

Data Collection Procedures

The researcher requested and secured approval from the head masters/mistresses of the schools through the Ghana Education Service's Metro Education Office to conduct the study in their schools. The Institute for Educational Planning and Administration (I.E.P.A) provided an introductory letter to the Metro Education Office which in turn introduced the researcher to

the heads of the schools. The introductory letter was presented to the schools' heads. They were then briefed on the purpose of the study. The school heads then scheduled dates for the researcher to meet the students and administer the instruments. The heads of the schools, through the various heads of departments, also organised the students on the said days to facilitate the conduct of the study. The students were then assured of their anonymity and confidentiality by telling them that the information they gave were not in any way going to be linked to them and used for any other purpose apart from the research. In conducting the interviews, the researcher scheduled an appropriate date with the participants prior to the exercise. On the set date for the interview, the researcher took the participants through the purpose of the study before kick starting the interview. Each interview lasted between 30 and 40 minutes.

Data Processing and Analysis

Since the study sought to explore the incidence of bullying and its effects on students' academic performance and social life in senior high schools in the Cape Coast Metropolis, the Statistical Product for Service Solution (SPSS) version 21 was used to edit, code, organise, summarise and analysed the quantitate data. Descriptive statistics in the form of frequencies, percentages, means and standard deviation were used to analyse the data. The qualitative data on the other hand was analysed thematically using direct quotations from the interviews.

Table 6 - Decision Rule for Means Values

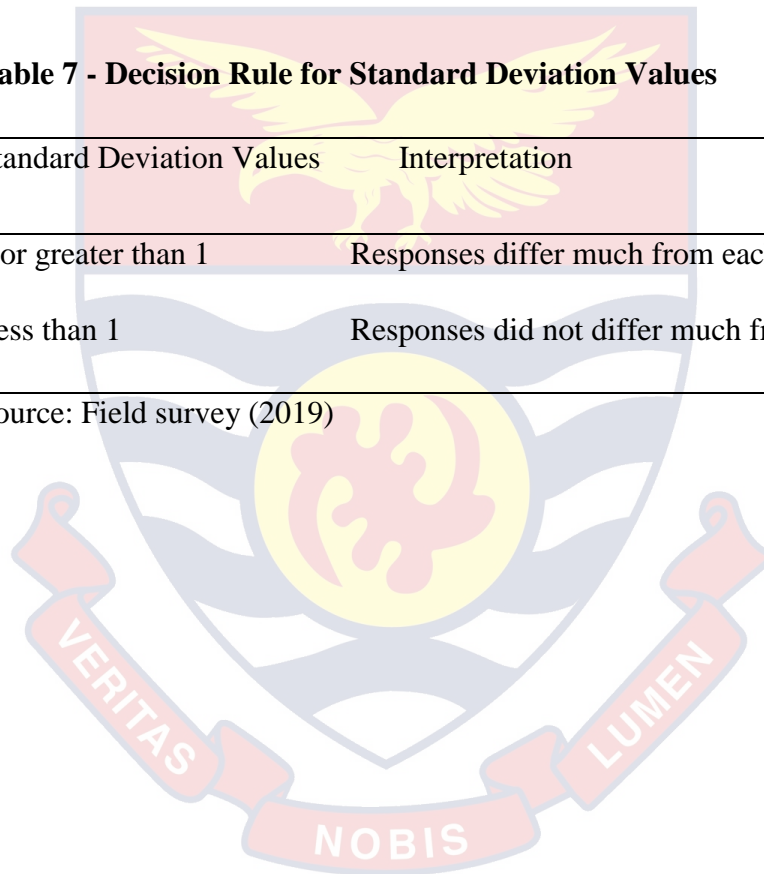
Means	Scale
3.6- 4.0	Strongly Agree
2.6- 3.5	Agree
1.6- 2.5	Disagree
1.0-1.5	Strongly Disagree

Source: Field survey (2019)

Table 7 - Decision Rule for Standard Deviation Values

Standard Deviation Values	Interpretation
1 or greater than 1	Responses differ much from each other
Less than 1	Responses did not differ much from each other

Source: Field survey (2019)



CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussions of the research findings. The study explored the views of students and school management on the incidence of bullying and its effects on students' academic performance as well as their social life. The findings are presented and discussed in accordance with the structure of the research questions. Also, the socio-demographic characteristics of the research subjects are presented in this chapter.

Research Question 1: Types of Bullying in Senior High Schools

To investigate the types of bullying in the selected Senior High Schools, respondents were asked to either “agree” or “disagree” to items depicting how students are bullied in the various schools. The mean and standard deviation of the items were calculated to aid in the analysis of items presented. A mean of 4.0 is perceived as ‘strongly agree,’ again a mean of 3.0 is perceived as ‘agree’ whilst a mean of 2.0 and 1.0 are perceived as ‘disagree’ and ‘strongly disagree’ respectively. The normal approximation rule applies where the mean is a decimal. The results are presented in Table 8.

Table 8 - Type of Bullying in SHSs

Statement	SD N (%)	D N (%)	A N (%)	SA N (%)	Mean	Standard Deviation	Decision
I was physically bullied	72(18.5)	78(20)	124(31.8)	116(29.7)	2.73	1.082	Agree
I was socially bullied	122(31.3)	85(21.8)	79(20.3)	104(26.7)	2.42	1.186	Disagree
I was verbally bullied	95(24.4)	105(27)	121(31.1)	69(17.5)	2.41	1.038	Disagree
I was psychologically bullied	128(32.8)	106(27.2)	84(21.5)	72(18.5)	2.26	1.104	Disagree
I was teased about my ethnic group or social class.	184(47.2)	107(27.4)	47(12.1)	52(13.3)	1.90	1.057	Disagree
I was forced to join groups to seek protection against bullying	207(53.1)	113(29)	42(10.8)	28(7.2)	1.77	.97	Disagree
I was bullied with comments with sexual meaning	211(54.1)	112(28.7)	39(10)	28(7.2)	1.69	.905	Disagree
I was threatened or forced to do things I didn't want to do on social media	210(53.8)	117(30)	34(8.7)	28(7.2)	1.69	.906	Disagree
I was bullied with gestures with sexual meaning	217(55.6)	126(32.3)	27(6.9)	20(5.1)	1.62	.849	Disagree

It can be observed from Table 8 that students “agreed” that they were physically bullied ($M= 2.73$, $SD= 1.082$). Hitting, kicking, slapping, pushing, being shoved around, and kneeling are some types of physical bullying the study revealed. Referring from Table 8, it can also be seen that, 124 respondents representing 31.8% and 116 representing 29.7% strongly agreed and agreed respectively. As such, a mean of 2.7 and a standard deviation of 1.082 was recorded. Therefore, it clearly shows that physical activities like kicking, slapping, pushing, and kneeling as some acts of bullying in the selected schools. Categorizing the respondents into agree and disagree, it is evident from Table 8 that a total respondent of 240 (61.5%) agreed to activities like kicking, slapping, pushing, and kneeling as some acts of bullying whereas 150 (38.5%) disagreed.

As most of the students affirmed that kicking, slapping, pushing and kneeling are acts of physical bullying, Table 8 further indicates that majority of students in this study have experienced some types of these physical bullying in their schools. This finding therefore revealed the existence of physical bullying in the SHS. Although physical bullying exists in the various SHSs, per the results, it can be observed from Table 8 that physical bullying that involves students’ monies or valuables forcefully taken from them by their senior colleagues was relatively on the low side (207 of what representing 53.1%; $M= 2.42$; $SD=1.186$). This finding suggests that in as much as students are physically bullied, the bullying does not include extorting money and other valuable items from them. In furtherance, as captured in Table 8, students disagreed that they were verbally bullied ($M=2.41$; $SD=1.038$). However, students in the study did not disagree that

being called with unpleasant names, being made fun of, or insulted, or teased in a hurtful way are types of verbal abuse. Evidently from Table 8, the students strongly disagreed that they were bullied based on their ethnic background or social class ($M=1.90$; $SD=1.057$). This view was expressed by 291 (74.6%) of the respondents. Similarly, Table 8 shows that students disagreed that they were bullied with comments that has sexual connotation ($M=1.69$; $SD=0.905$).

In order to complement the quantitative data, the respondents were asked to write their experiences with bullying that were not captured on the questionnaire. The responses gathered were grouped into themes. The predominant themes that emerged were physical and emotional bullying. The respondents provided various types of physical bullying that were prevalent in their respective schools. For physical bullying, it was revealed that other acts aside the ones listed in the questionnaire were committed against some students. Some of the respondents identified and recounted some of these other forms of bullying they have experienced in their schools. Acts like scrubbing, and other corporal punishments were mentioned by the students as bullying that take place in schools. Below are extracts of the respondents' responses. The types of bullying the students identified from the open-ended responses were mainly in the form of physical punishment. A student recounted how he was asked to use a spoon to fetch water from downstairs to fill a bucket upstairs. Inability to do what the senior wanted attracted some lashes. According to another student he was asked to pay for his own confiscated items. Yet, another student recalled how he was forced to sing for

senior boys to sleep after lights out. He was bullied to sleep on the floor from prep time till prep over.

These comments from the respondents give credence to the fact that physical bullying does occur in SHSs in the Cape Coast Metropolis. More so, it can be inferred from their responses that most of these acts of bullying occurs in the form of punishment. Thus, seniors use punishment as a means to bullying their juniors even for no wrong done. However, it should be noted that physical bullying that occur in schools can sometimes be a health threat to the victims involved. Though most students disagreed with extortion as a form of physical bullying in their schools, a lot of them also indicated some forms of extortions at the open-ended part of the questionnaire.

Emotional bullying was another theme discovered from the students. Responses given by the students indicated that emotional bullying was another type of bullying that occurred in the various SHSs in the Cape Coast Metropolis. Regarding emotional bullying, response from the students revealed that their seniors conducted themselves in a manner that made them feel emotionally handicapped.

The responses of the student collated from the open-ended responds of the questionnaires revealed that the prevalent type of bullying that often occurred in SHSs came in the form of mental bullying. The bullying came in different forms of physical abuse and punishment. Some students were mentally bullied in a way that made them feel worthless. Some were also teased about their size and height. This, according to the students made them feel bullied.

In addition, the responses expressed by the students bring to bear the fact that bullying in schools do not only take the physical forms but also emotional forms which affect students' emotional lives. Students who are emotionally bullied go through a lot mental torture which has the tendencies of affecting their lives on campus.

To triangulate the responses expressed by the students, some selected managerial staff were interviewed. The staff interviewed included senior house masters/mistress, assistant head headmasters and school counsellors. The responses gathered from the interviews were grouped into themes and analysed. It is evident from the interviews that the predominant types of bullying experienced by students in these selected SHSs in the Cape Coast Metropolis is physical and emotional bullying. This revelation affirms the other responses expressed by students in the quantitative bit on the types of bullying in SHS. The most predominant activities that constitute physical bullying as expressed by the staff was extortion and assault. This is depicted in the responses of the staff that were interviewed.

A staff from one of the selected schools revealed that:

Students are bullied in several forms but the ones that are mostly reported to us is extortions. The senior students extort mostly consumables items from the junior students. Some students even go to the extent to extorting money and provisions from first year students. (Staff 3, School E).

Another staff from one of the selected schools also noted that:

Most at times, senior students bully the junior students by beating them to prove that they are seniors. There are other

instances where you will find students in the same form/level insulting or even fighting each other just because one feels stronger than the other. (Staff 1, School C).

More so, another staff also revealed that:

I have had several instances that students have reported their colleagues who have bullied them by beating them with a belt, sponge or towels, and also smashing the face, slapping or stretching them. You can tell from the students who have experienced these forms of bullying the disturbing nature of these actions meted out to them. (Staff 2, School A)

On this same issue of physical bullying, one staff touched on the punishment meted out to student who are found bullying other students. The staff revealed that students who are caught bullying others may be suspended from the school. This is how the staff reported it:

...someone was even locked in a trunk. Since it's difficult to sack a student these days, the person was just suspended indefinitely waiting until the board approved his return to the school. The board never meet on such cases until the student had to repeats the class. As a result, the student then sacks himself/herself automatically. (Staff 3, School E)

Surprisingly, a staff (a senior housemistress) reviewed that bullying in itself does not occur in her school. She said this on the premise that there is no

much discipline in her school which deters senior students from bullying their juniors. She further made the assertion that what happens in the schools is 'hormoing'(bullying) and not bullying. It is believed that 'hormoing' is fun and is meant to entertain the students.

Conclusions drawn from the findings displayed in Table 8 are that types of bullying which are predominant in SHSs are physical and emotional bullying. This gives credence to the fact that students in SHSs in the Cape Coast Metropolis truly experience physical and emotional bullying in their schools. The findings from this study corroborates the claims of Leach, Poyser and Butterworth (2020) which reported that physical bullying is the commonest type of bullying used by almost all bullies. Leach et al. affirmed that physical bullying often leads to visible harm like cuts, dislocation/twists, and bruises. As such, physical bullying presents a great deal of challenge to the school management when safe, and organised learning environment becomes difficult to be maintained (Antiri, 2016).

Furthermore, Sam et al (2018) opined that physical bullying is dangerous as the child who physically abuses/harms another child is most likely to commit serious criminal offences in the future. Bonney (2015) also accentuated that, students being threatened with violence, being pushed, pulled by the hair, slapped, punched, kicked, tripped, stamped on, and spitted on constitute physical abuse. These bullying activities sometimes lead to food taken away from victims, school bags or other belongings such as books, clothes, and shoes also being damaged. Sometimes, money is demanded from victims of bullying and some are made to fight themselves. Van Niekerk, Thomson, and Reid (2013) insinuated that bullying in SHSs is not limited to

gender. Both boys and girls experience this type of bullying behaviour in most schools. Thus, we can infer from the study's findings that physical and emotional bullying are the common types of bullying that happens in SHSs in the Central region/Cape Coast Metropolis.

Finally, physical bullying affects development of its victims (Olweus as cited in Antiri, 2015). This is because, the harm done to these victims could handicap them such that they might not be able to perform easy and simple tasks. Anton-Erxleben, Kibriya and Zhang (2016) claimed that the experience of individuals with bullying in their childhood can adversely affect their growth. Theoretically, the functionalism theory informs this research question. In as much as bullying can affect the growth of the individual, it is conversely beneficial as it helps victims to develop coping mechanisms. Thus, they do not drop out of school even though they are bullied but to continue to stay in school to study.

Research Question 2: Incidence of Bullying in Senior High Schools

Respondents were asked to indicate the number of times they have been bullied in their schools. The responses of the students are presented in figure 2.

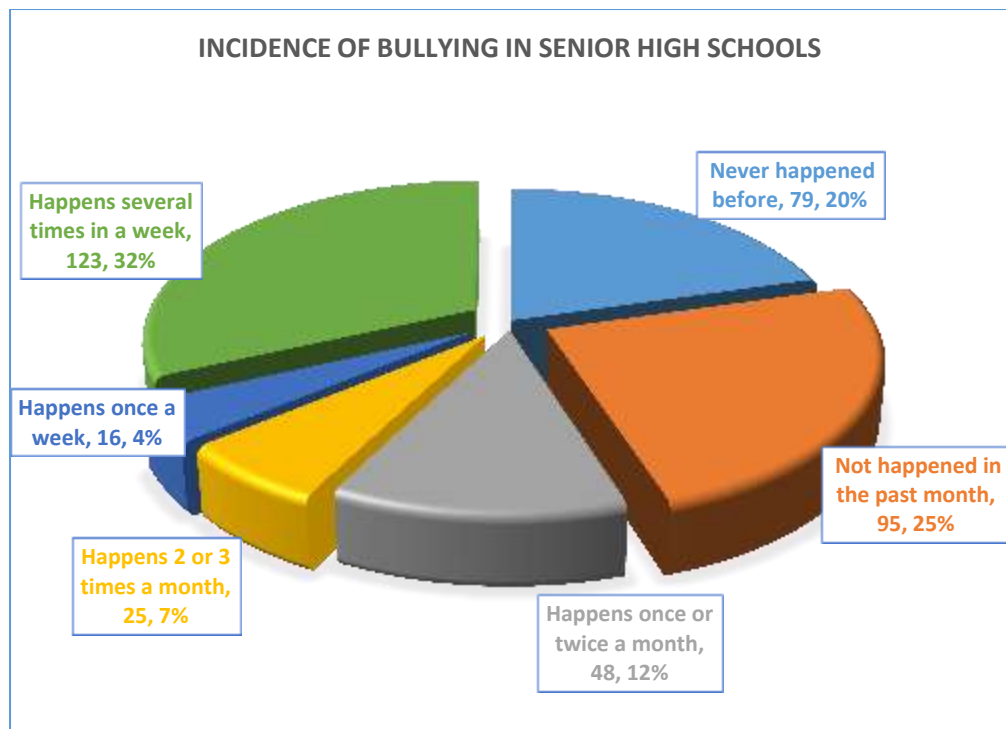


Figure 2: Incidence of Bullying in SHSs

Source: Field survey (2019)

Evidently from figure 1, 123(33%) of the students indicated that they experience bullying several times in a week in their schools. This view was expressed by 123 respondents representing 32% of the total respondents. More so, 48 respondents, representing 12% were of the view that they were bullied once and/or twice every month. Surprisingly, 79 students, representing 20% revealed that bullying had never happened to them in their schools, whereas 95 students representing 25% were of the view that they have not been bullied in the last one month. The findings that 95 respondents agreed that they had never been bullied in their school in the last one month might have emanated from the fact that most of them were in SHS2 and were either less bullied or not bullied again.

To corroborate the views on students on the incidence of bullying in SHSs, some members of staff were interviewed on bullying incidences in their

schools. Findings from the members of the staff revealed that aside the rate of occurrence of bullying in SHSs, most acts of bullying happened in their dormitories. More so, the findings from the members of staff revealed that in as much as management of schools are aware of the incidence of bullying in their schools, they (management) perceived it as a bad act and was not ready to condone students found bullying other students.

Member of Staff from School C indicated on the incidence of bullying in SHSs that:

“Though it is not accepted in the school because it is not a good practice but it is on the increase.” (Staff 1, School C).

Still on the incidence of bullying, the members of staff that were interviewed touched one place where most cases of bullying occur. It was revealed that most reported cases of bullying occur in the dormitories and hostels. However, some bullying cases occasionally occurred in the classrooms and on the school compound. Again, it was revealed through the interviews that most reported cases of bullying occur after classes when teachers are not around.

Touching on the strategies to check the incidence of bullying in SHSs, Member of Staff A indicated that:

“Bullying is a canker in all schools. This school does not condone to bully. The school punish any student that bullies.” (Staff 1, School E).

This implies that management of SHSs are making some efforts to check occurrences of bullying reported in their school.

It can be seen from the findings presented in this section that the practice of bullying is an act that occurs often in most SHSs. Management of various schools agree that bullying is a canker and as such, do not support students who engage in such act. This study's findings are in line with Oduma (2013) who reported that bullying of students on school campuses is frequently increasing and has become a challenging issue confronting school management.

The increase of the incidence of bullying in SHSs as revealed in this study is not a new phenomenon. A survey conducted by Jones, Moore, Villar-Marquez and Broadbent (2008) on the perception of students and teachers on bullying revealed that 60 percent of students in Zambia are bullied at least once in one month. More so, a study by Okwemba (2007) also reported a high prevalence of bullying behaviour in the various schools in Free State Province, South Africa. According to Okwemba, 84 percent and 95 percent of the students and teachers respectively felt bullying was a huge challenge. This literature buttresses the fact that bullying is a global phenomenon that needs attention in the various high schools. Nonetheless, the high prevalence of bullying among SHS students can be explained from both biological and social learning theories. This is because some people are genetically or biologically violent, there by being exposed to an environment where bullying occurs reaffirms their make up as a normal thing to do. Also, some students (both juniors and seniors) learn from others who are bullies. They tend to appreciate the 'organization' and 'status' these bullies create for themselves. Therefore, they replicate their experiences as they climb upwards or when they get the opportunity. With regards to the social learning theory as explained, it

is not surprising that the study revealed a higher prevalence of bullying since students learn from the environment and practice bullying as part of school life.

Research Question 3: Perceived Effects of Bullying on Students’

Academic Performance

To explore the perceived effects of bullying on students’ academic performance, respondents were asked to either “agree” or “disagree” to items on the impact of bullying on students’ academic performance. The mean and standard deviation of the items were calculated to aid in the analysis of items presented. A mean of 4.0 is perceived as “strongly agree”, again a mean of 3.0 is perceived as “agree” whilst a mean of 2.0 and 1.0 are perceived as “disagree” and “strongly disagree” respectively. The normal approximation rule applies where the mean is a decimal. The results are presented in Table 9.

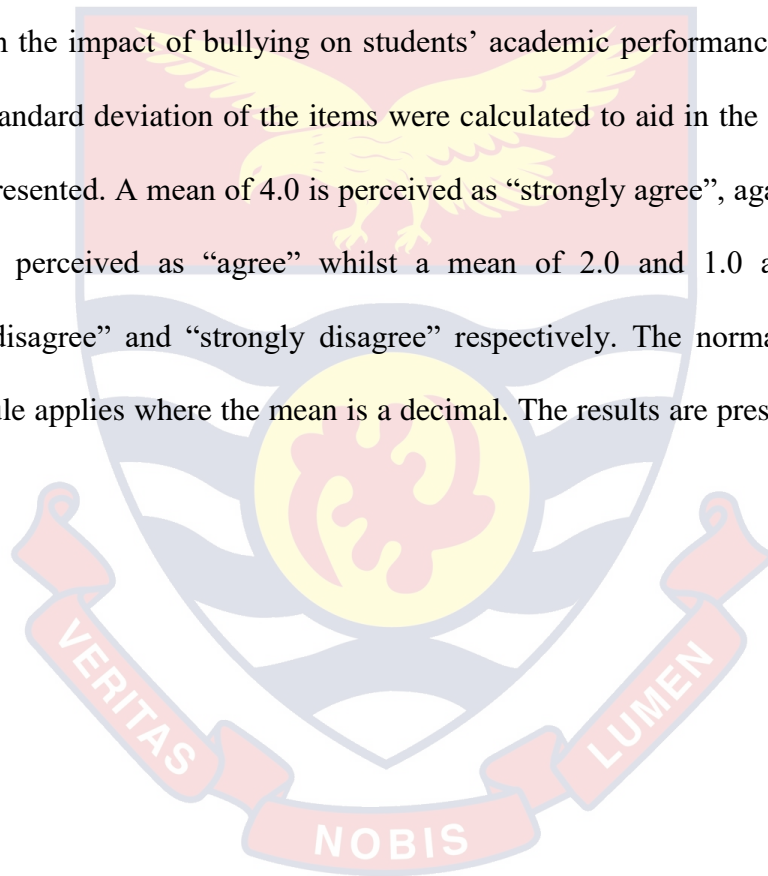


Table 9 - Perceived Effects of Bullying on Students' Academic Performance

Statement	SD N (%)	D N (%)	A N (%)	SA N (%)	Means	Standard Deviation	Decision
I would perform better academically if I am not bullied	130(33.6)	97(25.1)	76(19.6)	83(21.4)	2.29	1.146	Disagree
I was unable to study because bullying prevented me from studying	152(39)	123(31.5)	74(19)	41(10.5)	2.02	1.006	Disagree
I am not performing well because I am bullied	151(38.7)	127(32.6)	59(15.1)	52(13.3)	2.02	1.035	Disagree
I do not actively participate in class due to fear of being bullied (teased)	179(45.9)	113(29)	63(16.2)	35(9)	1.88	.984	Strongly Disagree
I attend classes late due to bullying	195(50.3)	122(31.4)	44(11.3)	27(7)	1.77	.921	Strongly Disagree
I report late to school due to fear of being bullied	209(53.6)	102(26.2)	47(12.1)	32(8.2)	1.76	.972	Disagree
I would like to stop schooling because of being bullied most of the time	214(55)	100(25.7)	42(10.8)	32(8.2)	1.75	.970	Strongly Disagree
I do not attend classes due to fear of being bullied	196(50.6)	137(35.4)	40(10.3)	14(3.6)	1.75	.887	Strongly Disagree
I often absent from school because of being bullied	211(54.1)	109(27.9)	34(8.7)	36(9.2)	1.73	.962	Strongly Disagree
I cannot attend prep due to fear of being bullied	199(51)	128(32.8)	38(9.7)	25(6.4)	1.71	.888	Strongly Disagree
I run away from school when bullied	223(57.2)	108(27.7)	31(7.9)	27(6.9)	1.65	.903	Strongly Disagree
I run away from class to avoid being bullied	231(59.2)	114(29.2)	27(6.9)	18(4.6)	1.57	.826	Strongly Disagree

It is evident from Table 9 that students disagreed that they will perform better if they were not bullied ($M=2.29$; $SD=1.146$). Majority of the respondents ($n=227$, representing 58.7%) disagreed to this item. The implication of this findings is that students believe that bullying does not have any effect on their academic performance. Similarly, it is evident from Table 9 that the students disagreed that bullying prevented them from studying ($M=2.02$; $SD=1.006$). A total of 275 respondents, representing 70.5% disagreed that they were unable to study because of bullying, whereas 115 respondents, representing 29.5% agreed to the statement. More so, it is clear from Table 9 that the students strongly disagreed that they did not attend classes because of the fear of being bullied ($M=1.75$ $SD=0.887$). Findings from Table 9 also point out that student strongly disagreed that bullying puts the fear of wanting to stop schooling in them ($M=1.75$ $SD= .970$). From Table 9, it can be concluded that students perceived that bullying has no effects on their academic performance. This was evident from respondents' "disagreement" to the items posed to them on the perceived effect of bullying on students.

The qualitative data however cast more light on the nature of effects of bullying on students' academic performance. One effect outlined by the students was the fact that bullying wasted their time since the time they would have used to study was used to carry out various bullying acts. Other effects of bullying identified from the students' responses were of the fact that bullying put fear in students. This makes students not wanting to contribute during lessons in class. Some students however indicated that bullying had a positive

effect on their academic performance since it helped them properly manage their time and also prevented them from loitering about.

However, from the student's comments, bullying has an indirect impact on students' academic performance though they do not appreciate this fact. This is because they consider bullying as a normal school life which they must learn to endure and also exercise it on others at the opportune time.

Responses from members of staff also placed more emphasis on some of the perceived effects of bullying on students' academic performance as outlined by the students. The interviews with some of the members of staff pointed out that students who are bullied go through stress and anxiety which poses as treat to their academic performance. This is what one interviewed member of staff had to say:

“Victims, especially in the first-year go through stress and anxiety which cause them to lose concentration in class.”

(Staff 2, School D)

Surprisingly, the interviews validated the views the students expressed on bullying being a waste of time. The members of staff that were interviewed also reiterated the fact that students sometimes waste their sleeping time on running errands for their seniors. One member of staff revealed that both victims and perpetrators of bullying waste their sleeping time which affect the next day's activities.

The staff member said that:

“Bullying affect both victims and perpetrators academically. It disturbs them physically which in turn affect them academically. There have been instances where

some students were sleeping in the dining hall because of the fear of being bullied at the dormitories.” (Staff 1, School A).

The findings of this study have shown that, students believe that bullying does not have any adverse effect on the academic life victims. Even though students disagreed to the items presented to them on the effects of bullying on their academic life, they agreed that bullying was a waste of time. Other factors as fear and intimidation which they agreed on can also affect the academic performance of students. On the part of the staff, it was also revealed that students who are often bullied go through fear, stress and anxiety as well as waste their time which in turn affect their performance in class.

This study’s findings are in line with the reviewed empirical literature. For instance, in studies by Abaka (2015), Antiri (2016), Fernand (2020), and Odumah (2013) on the effects of bullying on students’ academic life, it was reported that schools with challenging curricula, high expectations for students, and limited disruptive behaviour, tend to have fewer bullying incidences than schools with poor quality of education.

This implies that academic environment of schools plays a contributing role to the incidence of bullying. Lumsden (2002) claimed that victims of bullying often had difficulty in concentrating on schoolwork which could cause a decline in their academic performance. This contradicts the functionalism theory which suggest that bullying could provide some beneficial functions to it victims. As a result, students may find it difficult to concentrate on their academic work rather than performing better in developing other bullying mechanisms. Sam et al., (2018) also asserted that

bullying is found in schools where the number of low achieving students is high. This is supported by Limber's (2014) study which reported that high academic expectations discourage students from bullying others. This is because, intense academic pressure makes students too busy with their academic work to look around for "weaker" ones to bully. However, students with poor academic performance tend to become bullies out of frustration caused by their poor academic achievements. It is however interesting to note that the findings from this study partly affirmed the claims in the studies by Anton-Erxleben, Kibriya and Zhang (2016).

Research Question 4: Perceived Effects of Bullying on Students' Social Life

To explore the perceived effects of bullying on students' social life at the SHS, respondents were asked to either "agree" or "disagree" to items displayed in the questionnaire. The normal approximation rule applies where the mean is a decimal. As such, the results are presented in Table 10.

Table 10 - Perceived Effect of Bullying on Students' Social Life

Statement	SD N (%)	D N (%)	A N (%)	SA N (%)	Mean	Standard Deviation	Decision
I have been friends with some students to prevent being bullied	128(32.8)	82(21.1)	89(22.9)	89(22.9)	2.37	1.160	Disagree
I bully others because I was also bullied (it's a culture)	147(38)	89(23)	72(18.6)	79(20.4)	2.25	1.259	Disagree
I don't go to some places on campus to avoid being bullied	132(33.8)	117(30)	81(20.8)	60(15.4)	2.18	1.072	Disagree
I intend to bully juniors as well in future	146(37.6)	109(28.1)	62(16)	71(18.3)	2.16	1.124	Disagree
I am unhappy at school because am being bullied most of the time	144(36.9)	155(29.6)	80(20.6)	50(12.9)	2.15	1.483	Disagree
I don't feel safe at school because of being bullied most of the time	150(39.)	131(34.)	58(15.)	43(11.)	2.04	1.145	Disagree
I don't attend school functions and gathering to avoid being bullied	169(43.3)	120(30.8)	54(13.8)	46(11.8)	2.02	1.562	Disagree
I don't attend social or club activities to avoid being bullied	173(44.5)	121(31.1)	38(9.8)	57(14.7)	1.95	1.068	Strongly Disagree
I would like to stop schooling because of being bullied	168(43.2)	126(32.4)	62(15.9)	33(8.5)	1.89	.963	Strongly Disagree
I don't go for sporting activities to avoid being bullied	183(46.9)	121(31)	43(11)	42(10.8)	1.86	1.004	Strongly Disagree
I don't have friends at school to avoid being bullied	187(48.2)	128(33)	40(10.3)	33(8.5)	1.79	.945	Strongly Disagree
I don't have friends at school due to frequent bullying	177(45.4)	150(38.5)	36(9.2)	27(6.90)	1.77	.891	Strongly Disagree

From Table 10, majority of the respondents disagreed that they have been friends with some students to prevent them from being bullied ($M=2.37$ $SD=1.160$). It is also clear from Table 10 that students' movement on campus is not restricted because of the fear of been bullied ($M=2.18$; $SD=1.072$). More than half of the respondents (246 representing 63.8%) disagreed that they do not go to some places on campus to avoid being bullied. However, 121 respondents (representing 36.2%) agreed to this statement. Likewise, from Table 10, the results indicated that students disagreed with the statement that they do not attend school functions and gathering to avoid being bullied ($M=2.02$; $SD=1.562$). More so, 295 respondents (representing 75.6%) disagreed to the statement that they do not attended social or club meetings to avoid been bullied. 95 of the total respondents (representing, 24.5%) however agreed to the statement. The above data depicts that, students disagree to the assertion bullying affect their social life.

In addition to the views expressed by the students, interviews were conducted with some members of staff to also explore their views on the effects on bullying on the social life of students. It can be deduced from the interviews with the members of staff that bullying affect the social life of students by making them become timid and intimidated during their stay in school. Students however, had conflicting views on the effect of bullying on their social life. Also, responses from the members of staff revealed that students who are bullied are usually stigmatized leading to those students having low self-esteem.

A member of staff from School A expressed that:

“Students become timid and intimidated anytime they are bullied. It also put fear in them such that some don’t want to return to the dormitories even after classes or other school gatherings. (Staff 1, School A)

Another member of staff from School B also had this to say:

“It makes the feeble ones timid and sometimes not ready to stay in school. They stigmatize both bullies and victims who report”.

The responses of the members of staff that were used in this study can be concluded that students go through a lot of emotional and psychological trauma when they are bullied. This is because, bullying puts fear in students which affects their relationships with other students.

Astoundingly, the students themselves held conflicting views as compared to the school management. The implication that can be drawn from the presented results from both students and school management is that whereas students felt bullying was a normal practice and as part of their school life, members of staff perceived that bullying has the tendencies of putting fear into students thereby affecting their social life on campus. Since some of the teachers interviewed were school counsellors or senior housemasters/mistresses who interact with them on such issues on daily bases, it is believed that their assertions are accurate as well. The school management mostly asserted that students mostly reoriented to perceive bullying behaviours as part of school life. Hence, students who report bullying

behaviours are labelled as “chukas” (that means people who betray others) and are mostly stigmatised as such.

The results from this study generally contradicts existing studies. Limber (2014), for example, noted that victims of bullying are emotionally disturbed. This causes them to suffer humiliation, insecurity, and loss of self-esteem. As such, these victims tend to develop the fear of even not going to school. Other hand, it was reasonable to assume that victims of bullying would be fearful and anxious in the environment in which they suffered the act. As such, they (victims of bullying) could respond with certain avoidance strategies and behaviours, such as absenteeism and truancy, avoiding certain places at school, and to the severest extent of committing suicide. However, the results from this study on the part of school management affirmed what other studies have stated above.

Majority of the student respondents were not intimidated by bullies. Although there is a minority that felt bullying affect them, the outcome of the study shows an interesting picture where students claim not to feel traumatized by bullies while their counsellors and other teachers say otherwise. The findings of this study more so disagreed with claims made by Sam et al. (2018) that chronic victims of bullying, with even mild abuse, view school as an unhappy environment, and are likely to avoid certain places within the school or the school itself completely. Odumah (2013) also indicated that bullying can affect some children to the extent that they (victims of bullying) attempt committing suicide, run away from the place/area, and/or refuse to go to school. Also, as a result of bullying, some children (victims) develop chronic illnesses. In the study on bullying in Ghana, Kaar as cited in Ekumah

(2018) reported that about 10 to 16 percent of students in various schools feared which caused frequent sickness among them. Some too were unable to concentrate on their studies.

Theoretically, this contradicts with the functionalist idea since the coping mechanisms built by the victims are more negative than positive. Thus, because they believe bullying is part of school life which they ought to endure with the aim of bullying in return when they also become seniors. The socialist theory however, affirms this issue. This is due to the fact that; the environment orientates them negatively to also practice this behaviour when they become seniors.

Research Question 5: How School Authorities Assist Victims of Bullying

In order to investigate the measures school authorities have put in place to assist victims of bullying, the respondents were asked to “agree” or “disagree” to items on the how school authorities assist students who go through the ordeal of bullying in the questionnaire. The mean and standard deviation of the items were calculated to aid in the analysis of items presented. A mean of 4.0 is perceived as ‘strongly agree’, again a mean of 3.0 is perceived as ‘agree’ whilst a mean of 2.0 and 1.0 are perceived as disagree and strongly disagree respectively. Also, the normal approximation rule applies where the mean is a decimal. The results are represented in Table 11.

Table 11 - How School Authorities Assist Victims of Bullying

Statement	SD N (%)	D N (%)	A N (%)	SA N (%)	Mean	Standard Deviation	Decision
My school has rules and regulations for bullying	33(8.5)	53(13.6)	123(31.6)	180(46.3)	3.18	.963	Agree
I often observe teachers and school authorities try to put a stop to bullying	59(15.2)	82(21.1)	135(34.7)	113(29)	2.95	.985	Disagree
I think my senior housemaster/mistress or housemaster/mistress do something to counteract bullying in the school	54(13.8)	75(19.2)	136(34.9)	125(32.1)	2.84	1.028	Disagree
I think my class teacher/ other teachers do something to counteract bullying in the school	47(12.1)	55(14.1)	157(40.3)	131(33.6)	2.79	1.017	Disagree
My school has trained personnel to help both bullies and victims at school	74(19.1)	84(21.6)	113(29.1)	117(30.2)	2.73	1.091	Disagree
I can report acts of bullying to teachers and school authorities to take action	80(20.6)	76(19.6)	114(29.4)	118(30.4)	2.71	1.108	Disagree

Source: Field survey (2019)

From Table 11, majority of the respondents agreed that their school has rules and regulations for bullying (M=3.18; SD=0.963). Furthermore, the findings from Table 11 revealed that students agreed that their schools have trained personnel to deal with reported incidence of bullying (M=2.73; SD=1.091). To add up to the responses presented in Table 11, some of the students expressed other views on how their school authorities assist victims of bullying. It was revealed from the views of the students that school authorities assist victims of bullying by locating and punishing perpetrators accordingly. The students further indicated that punishment meted out to perpetrators of bullying served as a form of compensation for victims of bullying.

The conclusions made from these findings is that management of SHSs have provided rules and regulations to punish students who are caught bullying other students. These rules and regulations serve as deterrent to perpetrators of bullying. The results of the study agree with those of Olweus (1993) who posits that schools must enforce measures that encourage good behaviour and prevent all forms of bullying. Swearer (2011) also argues that it is not enough to have policies and rules guiding bullying but the enforcement of the policies must be paramount in the schools.

We do meet class captain, teachers, house prefects and tell to them report those who sleep in class for follow ups on the causes. We build parental relations for them to feel free to talk. (Staff 1, School B)

Furthermore, it is evident from this study that management of SHSs have some measures in place to educate senior students on the dangers of

bullying in their schools. When school authority fails to address concerns raised by students who are bullied, it sends a clear message of negligence on the part of the school authority, and the acceptance of violent behaviour which encourages the continuation of such behaviours. This creates an environment where some children are viewed as “deserving” of the maltreatment of their peers (Swearer, 2011).

More so, the study revealed that teachers often avail themselves for victims of bullying to report bullying cases to them. Students who report bullying cases to their teachers are taken through series of counselling sessions where necessary. The results confirm what Ferdinand (2020) has suggested that the best way to end bullying in schools is for school authorities to introduce guidance and counselling, involve peer counselling, school counsellors, and teachers who are capable of assisting.

Also, the guidance and counselling unit should organise sensitization on the “Concept of Bullying”. This activity will sensitise student on what in bullying, its long and short-term effect, the right to report and avoid being bullied and all other things they need to know about bullying. Thereby the issue of considering bullying as a normal school life could be either eradicated entirely or reduced. Other stakeholders like the clergy, PTA, the old students’ associations of the schools, human right activist, the Ghana Police Service, NGOs and other government officials (like Ministers of States, Members of Parliaments, District Chief Executive, etc.) can also be involved in this education.

Normally I take bullies as my children and tell them to take care of others they have bullied that they are also my

*children too, so this is your sibling which is always effective
(Staff 2, School A)*

*They respect the old school. The old students mostly tell
them of the bad things they did which influenced them so now
if they give counselling to the students, they will accept. (Staff
1, School A)*

In Ahmed's (2005) study in Bangladeshi, he reported that 30% of the students engaged in bullying someone at least once. The study further reported the absence of school intervention programmes to deal with such situations. In Kenya, the situation is different. This is because, school guidance and counselling program exists. This implies in settings where the prevalence of bullying is high, school management has some interventions in place to serve as a relief package to victims of bullying. Ahmed further stated that stopping bullying in schools takes teamwork and concerted effort on everyone's part. They, therefore, suggest that schools should enforce the rules and regulations on bullying in the schools. Finally, Bonney (2015) noted that not only are school rules important but also frequent random checks in the dormitories will help to minimize, if not abolish, bullying in schools completely.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

There are four sections in this Chapter. The summary of the main findings of the study which explored the views of students concerning incidence of bullying and its effects on the students academically and socially is highlighted in the first section. The second section discussed the overall study conclusions and implications of the study findings. Section three discusses recommendations and finally, section four highlight areas for further research.

Summary of the Study

The purpose of the study was to explore the views of students and school management on bullying and its effect the on students' academic performance as well as their social life in some selected SHS in the Cape Coast Metropolis. More so, the study was aimed at encouraging schools' authorities and other stakeholders to develop anti-bullying policies to enhance educational management in the Metropolis. The study was guided by five research questions

The descriptive cross-sectional survey research design was employed using the quantitative and qualitative data collection methods to collect data from a respondent of 390 students and ten teachers in five senior high schools selected from the Metropolis of Cape Coast. The purposive sampling technique was used to select the six schools from Cape Coast Metropolis. Student respondents from Form 1, Form 2 and Form 3 were selected by using the stratified sampling technique to respond to the questionnaire for the study.

Key Findings

This section provides information regarding the summary of the key findings of the study as directed by the purpose of the study. The summary of the findings is chronologically presented. The actual findings in relation to the specific objectives are given as follows.

First and foremost, it is evident from the study that majority of the students agreed to the existence of bullying practices in their schools. More so, the study affirmed that kicking, slapping, pushing and kneeling are acts of bullying that constitute physical bullying. Furthermore, it was clear from the results that majority of students in this study have experienced physical bullying in their schools revealing the existence of physical bullying in senior high schools. On the part of the staff, they also avowed the existence of practices that constituted bullying in their school. Physical and emotional bullying were revealed as the most predominant forms of bullying in their school.

Secondly, the study also revealed that a lot of the students indicated that bullying happened to them several times in a week in their schools. However, 79 students representing 20% revealed that bullying had never happened to them in their school. Furthermore, the members of staff interviewed for the study confirmed the frequent occurrence of bullying in their schools. It was revealed that majority of the cases of bullying occur in the dormitories and hostels where students resides. It was also revealed that, in their classrooms, dining halls and on the school compound, some cases of bullying have occasionally occurred.

Thirdly, it is evident from the study that the students disagreed that they will perform better if they were not bullied. More so, the students disagreed that bullying prevented them from studying. Furthermore, the students disagreed that they did not attend classes because of the fear of being bullied, thus, it was evident from respondents' disagreement to these items posed to them on the perceived effect of bullying on their academic performance. The students also revealed some conflicting results in their write up on the open-ended part of the questionnaire as they confirmed that bullying waste their time which could have been used to study or rest, causes fear and intimidation. The school management also confirmed that bullying waste the time of both bullies and victims, causes fear and intimidation which affect their academic performance.

Fourthly, it is evident from the study that majority of the respondents disagreed that their movement on campus is not restricted because of the fear of being bullied. More so, it was evident from the study that students disagreed with the statement that they don't attend school functions and gathering to avoid being bullied. The responses from the members of staff however revealed that bullying had an impact on the social life of students by making them become timid and intimidated during their stay in the school. Conversely, the students had another conflicting result on this issue with the school management though their responses written down indirectly supported the school management. It was concluded that their conflicting responses emanated from the fact that they recognize bullying as 'school life' which should be endured and practice at the opportune time.

Finally, it is evident from the findings of the study that majority of the respondents agreed that their school has rules and regulations for bullying. Furthermore, the findings from the study revealed that students agreed that their schools have trained personnel to deal with reported incidence of bullying. More so, it was revealed from the views of the student that school authorities assist victims of bullying by locating and punishing the perpetrators accordingly.

Conclusions

From the findings of the study, it can be concluded that, bullying is an act that is experienced by students in most SHSs in the Cape Coast Metropolis. Also, it can be concluded that most predominant forms of bullying in senior high schools are physical and emotional bullying which exist in the form of kicking, slapping, pushing, kneeling and teasing.

In addition to the above, it can be concluded from the study that the practice of bullying occurs several times in a week in most SHSs in the Cape Coast Metropolis. Also, it can be concluded that bullying occurs mostly in the dormitories and hostels where students reside with little or no supervision from teachers.

Furthermore, from the findings of this study, it can be concluded that students believe that bullying does not have any impact on the academic performance of students in SHSs in the Cape Coast Metropolis while the school management believe otherwise.

Also, it can be concluded that students are of the views that bullying does not affect their social life. Nonetheless, school management responded otherwise that bullying has a negative impact on the social life of students by

making them become timid and intimidated during their stay in the school which in turn affect their academic performance as well. Commenting on the contradictions between the school managements and students, they both affirmed that most students consider bullying as part of school life, thereby refusing to recognize bullying behaviours as bullying.

Finally, the study concluded that management of SHSs in the Cape Coast Metropolis has laid down some rules and regulations to deter students from involving themselves in any forms of bullying as long as the act is reported.

Recommendations

The following recommendations were made based on the findings of the study and the conclusions drawn:

1. The government of Ghana through the Ministry of Education and the Ghana Education Service (GES) should be encouraged by the findings of the research to formulate an overarching anti-bullying policy to form a base for the schools to formulate their individual school base anti-bullying policies to meet their individual needs.
2. Anti-bullying prevention programmes should be inculcated in the educational curriculum to help create awareness on bullying behaviours and provide possible prevention and punishment where needed to bullies and victims respectively.
3. Based on the findings of this research, school authorities should be encouraged to develop their own anti-bullying policies to meet their individual school needs.

4. Non-Governmental Organisations and other advocacy groups should be encouraged to use the findings of this research to fuel interest in educating students, teachers, parent and other stakeholders to create the awareness on what constitute bullying, the prevention and control of this behaviour as a bad one and not as school life.
5. It is recommended that stakeholders educate students on what constitute bullying since most students are unable to differentiate bullying from their normal school life, hence not recognizing some bullying behaviours as such.
6. Finally, it is recommended that other researchers use this research as a basis for further research on the subject of bullying in Ghana.

Suggestions for Further Study

It is suggested that the study should be replicated in other Municipalities and Metros in the central region and other regions in the country to see if the same situation persists.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND

ADMINISTRATION

STUDENTS' QUESTIONNAIRE

This study seeks to explore the views of students on the incidence of bullying and how students perceive bullying to be affecting their academic performance and social life in Senior High Schools in the Cape Coast Metropolis. All information collected in this study will be treated confidentially and will be used only for academic purposes. Participation in this survey is voluntary and any individual may withdraw at any time. You will be directed as to how to complete each section of the questionnaire. For the purpose of this study, bullying is: any deliberate and repeated behaviour that intends to harm or put fear in another person. Such a behaviour could be physical such as pushing, pinches, hits and/or kicks or verbal/non-verbal such as teasing, dirty gestures and name callings or psychological which could also include rumours, exclusion/shunning, rejection and assigning blames. Thank you for participating in the study.

Demographic Characteristics

Please tick the response that best fits you.

1. Class: a. SHS 1 () b. SHS2 () c. SHS3 ()
2. Programme: a. Agric () b. Art () c. Business () d. Science ()
Home Economics ()

3. Age: a. less than 15 () b. 15 () c. 16 () d.17 () e. 18 ()
 f. more than 18 ()
4. Gender: a. Male () b. Female ()
5. Type of school: a. Boys school () b. Girls' school ()
 c. Mixed school ()

SECTION A – Types of bullying in senior high schools

This section is about the categories of bullying that often occur in senior high schools. Kindly respond to each item by selecting the option that best describes your view.

To what extent do you agree or disagree to the following types of bullying occurring in your school? *Please tick **only one** choice in each row.*

	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1	I was physically bullied (hit, kicked, slapped, pushed, shoved around, asked to kneel, locked indoors, etc.)				
2	I was socially bullied (was left out of things on purpose, excluded from group of friends, or completely ignored by other students).				
3	I was verbally bullied (called mean names, was made fun of, or insulted, or teased in a hurtful way)				
4	I was psychologically bullied (students told lies or belittled or spread false rumours about me and tried to make others dislike me)				
5	I was physically bullied (had money or other things forcefully taken away from me or damaged)				
6	I was bullied with comments with sexual meaning				
7	I was bullied with gestures with sexual meaning				

8	I was teased about my ethnic group or social class.				
9	I was threatened or forced to do things I didn't want to do on social media (Facebook, WhatsApp etc...)				
10	I was forced to join groups to seek protection against bullying				

Any other type(s) of bullying? (I was bullied in another way.) Please describe in what way(s).....

SECTION B – Incidence of bullying in senior high schools

This section is about how often bullying occurs in senior high schools. Kindly respond by selecting the option that best describes your view.

How often were/are you bullied in your school? *Please tick **only one** choice*

- A. It has never happened to me in this school ()
- B. It has not happened to me in the past one months ()
- C. It happens once or twice a month ()
- D. It happens 2 or 3 times a month ()
- E. It happens once a week ()
- F. It happens several times in a week ()

SECTION C – Perceived effect of bullying on students’ academic performance

This section is about the effects of bullying on students’ academic performance in senior high schools. Kindly respond to each item by selecting the option that best describes your view.

To what extent do you agree or disagree on how the following statements on bullying can affect your academic work? *Please tick **only one** choice in each row.*

	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1	I would like to stop schooling because of being bullied most of the time				
2	I was unable to study because bullying prevented me from studying				
3	I do not actively participate in class due to fear of being bullied (teased)				
4	I cannot attend prep due to fear of being bullied				
5	I do not attend classes due to fear of being bullied				
6	I attend classes late due to bullying				
7	I report late to school due to fear of being bullied				
8	I run away from class to avoid being bullied				
9	I run away from school when bullied				
10	I often absent from school because of being bullied				
11	I would perform better academically if I am not bullied				
12	I am not performing well because I am bullied				

Any other effect(s) on bullying? (I was bullied in another way.) Please describe in what way.....

.....

SECTION D – Perceived effect of bullying on students’ social life

This section is about the effects of bullying on students’ social life in senior high schools. Kindly respond to each item by selecting the option that best describes your view.

To what extent do you agree or disagree the following statements on bullying can affect your social life? *Please tick **only one** choice in each row.*

	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1	I would like to stop schooling because of being bullied				
2	I am unhappy at school because am being bullied most of the time				
3	I don’t feel safe at school because of being bullied most of the time				
4	I don’t have friends at school due to frequent bullying				
5	I don’t have friends at school to avoid being bullied				
6	I don’t attend school functions and gathering to avoid being bullied				
7	I don’t go to some places on campus to avoid being bullied				
8	I don’t go for sporting activities to avoid being bullied				
9	I don’t attend social or club activities to avoid being bullied				
10	I intend to bully juniors as well in future				

11	I bully others because I was also bullied (it's a culture)				
12	I have been friends with some students to prevent being bullied				

Any other effect of bullying on students' social life? (I was bullied in another way.) Please describe in what way.

SECTION E – How school authorities assist the victims of bullying

This section is about how school authorities help victims of bullying in senior high schools. Kindly respond to each item by selecting the option that best describes your view.

*Please tick **only one** choice in each row.*

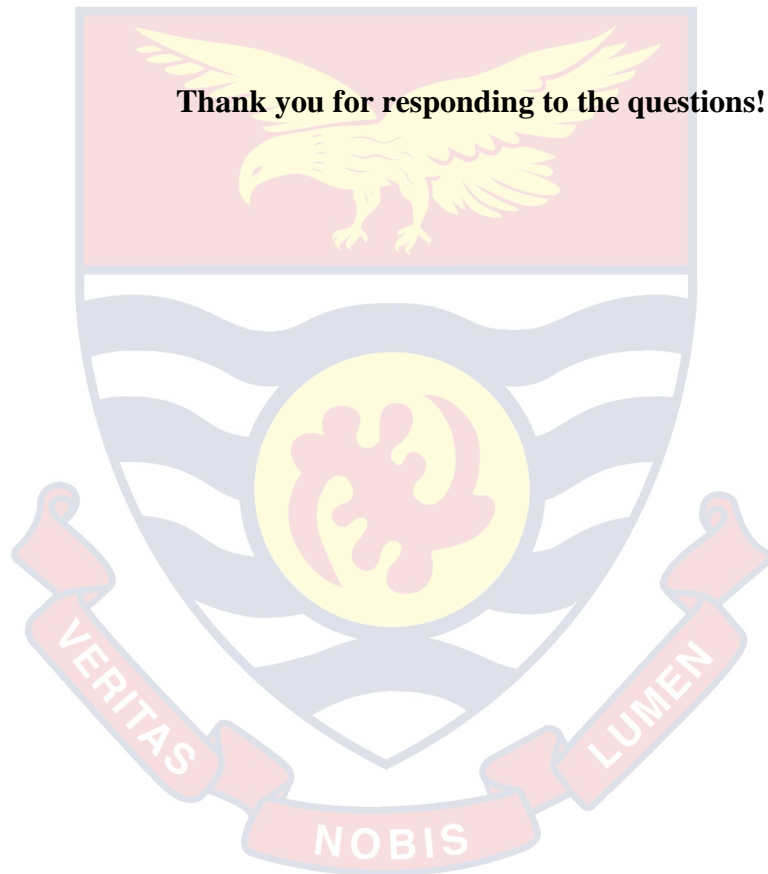
	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1	I can report acts of bullying to teachers and school authorities to take action				
2	I think my senior housemaster/mistress or housemaster/mistress do something to counteract bullying in the school				
	I think my class teacher/teachers do something to counteract bullying in the school				
3	I often observe teachers and school authorities try to put a stop to bullying				

4	My school has trained personnel to help both bullies and victims at school				
5	My school has rules and regulations for bullying?				

Any other ways by which school authorities assist the victims of bullying?

Please describe in what ways

.....



Thank you for responding to the questions!!!

APPENDIX B

INTERVIEW GUIDE FOR SCHOOL AUTHORITIES

1. What are your views on the incidence of bullying in your school?
2. When and where does bullying usually occur in your school?
3. Who are usually the perpetrators and victims of bullying?
4. In what forms does bullying usually take?
5. How do school authorities respond to incidences of bullying?
6. How do you perceive bullying to be affecting students' academic performance in your school?
7. How do you perceive bullying to be affecting students' social life in your school?
8. What can be done to manage the incidence of bullying in your school?
9. What is the implication of bullying on the management of the school?
10. Any additional information about the incidence of bullying in your school and its effects on students' academic and social life?

Thank you for responding to the questions!!!