

**EFFECTS OF MODELLING AND POSITIVE REINFORCEMENT TECHNIQUE ON
BULLYING BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN
BICHI EDUCATION ZONE, KANO STATE**

BY

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SPS/11/MED/00077

**A DESSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES
THROUGH THE DEPARTMENT OF EDUCATION, BAYERO UNIVERSITY, KANO,
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF EDUCATION DEGREE IN GUIDANCE AND COUNSELLING**

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DEDICATION

This dissertation is dedicated to my beloved parents, my dear husband and our son

ACKNOWLEDGEMENTS

It is with sense of gratitude that the researcher offers praises to Almighty Allah (SWT) our Creator, Cherisher and The sustainer Who nurtured us throughout our lives and in our entire endeavor. The researcher wishes to acknowledge the untiring efforts and guidance of the supervisor Professor Abdulrashid Garba and Dr. Kabir Bello who repeatedly took the pains to put the researcher through despite their very tight official schedules. The researcher is grateful to the internal supervisor Dr. Ahmed Iliyasu whose useful suggestions and advice immensely improved the quality of the research work. The post-graduate assistant coordinator Dr. Ahmad Muhammad Garba had been a constant inspiration to the researcher and for that the researcher is ever grateful. The head of Education Department Professor Auwal Muhammad Lawal had been very supportive and encouraging. It is thus with profound appreciation that the researcher acknowledges these kind gestures.

However, the researcher acknowledges with gratitude the support received from Bichi Zonal Education Officer Alhaji murtala Ibrahim Namowa for his prompt response to the researcher's requests, Uncle Ayuba Musa Bichi for tolerating the researcher's abrupt demands, the researcher's sibling's Dr. Sadiq Musa Sa'ad, Farouk Musa Sa'ad and Amira Musa Sa'ad for always being there for the researcher. It is with profound gratitude that the researcher acknowledges Dr. Abubakar Ibrahim Hassan for being the lead support in the data analysis and Dr. Isa Ado Abubakar for assisting the researcher in completing the research report. The researcher also wishes to register appreciation for the cooperation received from the Principals and Guidance and Counselling Officers/Masters of GGSS Bagwai, GSS Bagwai, GSS Bichi and GGASS Danzabuwa. Special thanks to the entire staff of department of Education.

ABSTRACT

The study examined the effect of modelling and positive reinforcement technique on bullying behaviour among senior secondary school students in Bichi Education Zone, Kano State. The study was conducted in order to determine whether and positive reinforcement, gender and type of school significantly affect bullying behaviour among senior secondary school students in Bichi Education Zone, Kano State. To guide the study, three research questions were raised which led to formulation of three hypotheses all geared towards establishing the effect of modelling and positive reinforcement technique on male/female, boarding/day senior secondary school students in Kano State. A two-group pre and post quasi experimental research design was adopted. The population of the study comprised of all the SS1 students of senior secondary schools in some selected boarding and day secondary schools in Bichi Education Zone, Kano state that exhibit symptoms of bullying and have met the criteria for the selection. A purposive sampling technique was used based on knowledge of the intended population and the purpose of the study. Data was collected using a self-developed questionnaire on bullying behaviour symptoms covering physical, emotional, verbal, social, and cyber bullying. Copies of the questionnaire were given to experts in test and measurement as well as the researcher's supervisor to validate the instrument. Also a pilot study using test retest technique was conducted with an interval of two weeks in order to establish the reliability of the instrument. The treatment employed comprised of gift items in the form of books, pens, and rulers. The questionnaire was administered and retrieved before and after the treatment and Data from a total of 60 respondents were analyzed. Frequency counts and percentages were used to organize and describe the demographic characteristic of the respondents, while t-test statistics was used to verify the hypotheses at the 0.05 level of significance. Findings of the result indicated that there is significant effect of modelling and positive reinforcement technique on the experimental group which may be attributable to the treatment and thus the null hypothesis of no difference is rejected. However, findings of the analyzed data also revealed no significant difference in the responses of males and females in control and experimental groups as well as students from boarding and day schools. Consequently the hypotheses of no difference in gender and type of school were accepted. On the bases of these findings it is recommended that para-counsellors in secondary schools should be encouraged to use modelling and positive reinforcement technique to effectively minimize bullying behaviours among students especially in senior secondary schools in Bichi Education Zone, Kano State and also the Government and community should consider provision of materials for use as modelling and positive reinforcement technique in secondary schools in Kano State.

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ABBREVIATION

APRI: Adolescent Peer Relation Inventory

BBQ : Bullying Behaviour Questionnaire

KERD: Kano Educational Resources Department

SPSS: Statistical Package for the Social Sciences

SS1: Senior Secondary Year One

OPERATIONAL DEFINITION OF TERMS

Counselling: Counselling is a type of talking therapy that allows people to talk about their issues and feelings in a confidential and dependable environment.

Bullying: Bullying is a pattern of behaviour displayed by an individual in order to harm another or group of others.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Bullying among students is considered as one of the problems in secondary schools mainly because of its effect on the bully and the victim as well. Bullying is rampant in our secondary schools and has a lot of effect on the students. It is difficult to discover a secondary school today where bullying does not exist among its students. According to Blake, and Aluede, (2005), out of more than 15,000 public schools students surveyed in the United States, nearly 30 percent reported occasional to frequent involvement in bullying, whether as a bully, a target or both. Beane (2008) discovered that a quarter of 10 - 11 year olds surveyed were bullied either every day or "often". According to Rigby (2011) 15 percent of Australian children admit to have being bullied weekly. The case with Nigerian schools may not be different if appropriate statistics is taken. These figures can be higher in percentage depending on how one defines the problem and views its prevalence. If we accept nicknaming children and excluding them from games as bullying, then the figures that we often see may get up to 100 percent.

Bullying can cause a lot of physical and or psychological damage to students in their learning environments. It infringes on the child's right to freedom, security, and privacy e.t.c. The issue of peer victimization is a social issue requiring the immediate attention of school authorities in Nigeria. It is reasonable to assume that the exposure of young people to bullying and victimization while in school normally will generate high level of social aggression which according to Popoola (2007) may persist into adulthood in the form of criminality, marital violence, child abuse and sexual harassment. When these happen, the negative impacts extend beyond the victims of peer victimization to their family members, the community and the entire

nation. The high level of peer victimization is probably one of the early signs of anti-social behaviour that eventually culminates in youth violence and violent crimes in Nigerian society.

It was observed by earlier researches that there is a clear difference in bullying among females and males. Commonly, boys bully other boys and girls; whereas girls are bullied mainly by other girls (Sampson, 2002). When girls are bullies, they tend to use more indirect forms of bullying (van der Wal, 2008). Boys tend to use physical might and verbal threats. Girls use social and verbal threats, such as spreading rumors about one another and excluding one from the peer group (Hazler, and Oliver, 2007).

School types played a role in type of bullying and its degree, it is common for bullies to prey on their victims in boarding schools than in day schools, also it more common for bullying to occur in public schools than in private schools (Blake and Aluede 2005). There were many attempts by school managers and educators to curb the menace of bullying in our schools through adopting different techniques like counselling interventions, psycho-social behavioural interventions, and positive reinforcement etc.

Based on the researcher's observation, the general trend in our secondary schools is that senior secondary schools are not necessarily required to absorb only those who complete the junior section in the same school. It is against this background that admitted students into Senior Secondary Year One (SS1) may comprise of students from various schools other than ones around the location of their new schools. Also in the same vein SS1 students tend to comprise of students that are new to each other in terms of location, social and educational background, including discipline and general orientation to life in general.

SS1 may be regarded as the entry point into senior secondary school where new friends are made, student's powers are accentuated and new groups are formed. It is therefore not out of place

to expect various forms of bullies and bullied among these groups despite the fact that they are the most junior in the school.

To be able to address or modify the unwanted behaviour of students especially bullying, one needs to appreciate the important role of behaviour modification techniques employed by counsellors and class teachers alike. Behaviour modification according to Ker (2007) implies a systematic and scientific methods of bringing about a desirable change in behaviour.

In view of the above, the study explores the relative effect of modelling and positive reinforcement technique on bullying behaviour among SSS students in Bichi Education Zone, Kano state.

1.2 Statement of the Problem

Bullying behaviour is no doubt becoming a serious problem in many schools in Nigeria. It is a worrisome practice in schools because it infringes on the child's right to human dignity, privacy, freedom, security and serene learning environment that is been craved by all.

In Nigeria, studies on bullying management techniques especially counselling technique sought to find the best technique to help deal with bullying and to propose the best ways of preventing its occurrence in our schools. However, bullying is still a common problem among secondary school students. The patterns, types, and degrees of bullying vary between boys and girls and also school type. Records obtained from discipline masters in the sampled secondary schools reveal that despite the use of conventional counselling technique, 42 (70%) of reported cases of bullying persist among the sampled students in the selected secondary schools. In view of the foregoing, the researcher investigated if modelling and positive reinforcement technique has any effect on bullying behaviour among senior secondary school students in Bichi Education Zone, Kano state.

1.3 Objectives of the Study

The study was conducted to achieve the following objectives;

1. To find out the effect of modelling and positive reinforcement technique on bullying behavior among senior secondary school students in Bichi Education Zone, Kano State.
2. To find out gender difference in the effect of modelling and positive reinforcement technique on bullying behavior among senior secondary school students in Bichi Education Zone, Kano State.
3. To find out whether there is difference in the effect of modelling and positive reinforcement technique on bullying behavior between boarding and day senior secondary school students in Bichi Education, Kano State.

1.4 Research Questions

The following research questions have been answered;

1. Does modelling and positive reinforcement technique have any effect on bullying behavior among senior secondary school students in Bichi Education Zone, Kano state?
2. Is there any gender difference in the effect modelling and positive reinforcement technique on bullying behaviour among senior secondary students in Bichi Education Zone, Kano state?
3. Is there any difference in the effect of modelling and positive reinforcement technique on bullying behaviour between boarding and day senior secondary students in Bichi Education Zone, Kano state?

1.5 Research Hypotheses

The following hypotheses were articulated for the study and tested at 0.05 level of significance.

1. There is no significant difference between the pre test and post test mean scores on bullying symptoms of senior secondary school students in Bichi Education Zone

who are exposed to modelling and positive reinforcement technique on bullying behaviour and the control group.

2. There is no significant difference in the post test mean scores of male and female senior secondary school students in Bichi Education Zone exposed to modelling and positive reinforcement technique
3. There is no significant difference in the post test mean scores of boarding and day senior secondary school students in Bichi Education Zone exposed to modelling and positive reinforcement technique.

1.6 Significance of the Study

It is hoped that the findings of the study will add more literature to the existing one as it provides empirical evidence involving the effect of modelling and positive reinforcement technique in minimizing bullying behavior.

It is further hoped that the findings of the study will enable Para counsellors in secondary schools to justify requests for material reinforcement items from the authority so as to facilitate the use of this counselling technique in schools.

It is also expected that. Educational policy makers and students of education especially in the field of guidance and counselling will be motivated by the findings of this study and as such improve on it to emphasize the need to use modelling and positive reinforcement technique to minimize bullying behaviour.

Another expected benefit of this research study is to stimulate and motivate students and academicians to replicate it in private schools and indeed other states of Nigeria.

An implied expectation of this research finding is to assist students who exhibit bullying symptoms to minimize such symptoms and thus enhance their academic performance and behaviour development.

Further to the above, the findings of this study will afford the researcher an opportunity to make useful and relevant decision on how effective the technique under study is and its likelihood to improve the behaviour of students in the secondary schools.

1.7 Scope and Delimitation of the Study

The scope of this study is on the effect of modelling and positive reinforcement technique on bullying behaviour among male and female senior secondary students of SS1 Class in Bichi Education Zone, Kano State. These sets of students were engaged because they have just transited from lower level to upper level and there are feelings of inferiority complex. In addition they have not been so familiar with the school rules and regulations as such bullying is very common among this class level.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter related literatures are reviewed from published books, educational journals, research works by other academicians, internet and other secondary sources of data about bullying, its causes, and effects among our secondary school students. The chapter has been structured to cover conceptual and theoretical framework, review of empirical studies, summary and uniqueness of the study.

2.2 Conceptual Framework

Behaviours are what a person does or says. The purpose of behaviour modification is to help change of behaviours that have a social impact on individual's life while improving a specific aspect of that person's life (Miltenberger, 2008). According to Mather and Goldstein (2001), "All behaviours follow a set of consistent rules. Methods can be developed for defining, observing, and measuring behaviours, as well as designing effective interventions".

Behaviours have one or more dimensions that can be measured. These dimensions include the frequency or number of times behaviour occurs, the duration or how long behaviour occurs, and the intensity or physical force involved in a behaviour (Miltenberger, 2008).

Behaviour modification is a field of psychology that analyzes and modifies human behaviours (Miltenberger, 2008). It is the consistent application of positive or negative consequences to reinforce the occurrence of a desirable behaviour and/or to reduce the occurrence of an undesirable behaviour. As stated by Miltenberger (2008), analyzing a behaviour means to determine the relationship between the environment and that behaviour to better understand why a person behaved the way he or she did, and modifying a behaviour means to create and put into place procedures to help people change that behavior from undesirable to desirable one.

Four major figures in psychology were influential in the development of the scientific principles on which behaviour modification is a theory of psychology that has been around since the early 1900's, is based. The first major contribution of behaviour modification was Edward Thorndike's development of the law of effect, in 1911, which states behaviours that generate a positive effect on the environment are more likely to occur in the future (Miltnerberger, 2008). An example of the law of effect pertaining to education is students receiving credit for doing their homework. This theory implies that students who consistently earn credit for completing their homework are more likely to continue this behaviour.

In 1913, John Watson started a movement called behaviourism. Watson believed that observable behaviours were an appropriate subject matter of psychology and that all behaviours were controlled by outside events (Miltnerberger, 2008). Behaviourism can be witnessed in schools when students who live in abusive and/or unstructured environments misbehave because they have not been exposed to or taught socially acceptable behaviours by their parents. These students' undesirable behaviours are often a result of negative, unhealthy events that take place in their homes.

In the mid-1920's, Ivan Pavlov's experiments discovered the basic process of respondent conditioning (Miltnerberger, 2008). Respondent conditioning, also known as classical conditioning, pairs a stimulus and response that occurs naturally with another stimulus to elicit a response that does not occur naturally. This theory is demonstrated in the classroom when teachers use the statement, "give me five". This specific behaviour management technique is used to quickly and quietly cue students to stop what they are doing. Students are expected to give the teacher their undivided attention while he or she speaks to the class. Teachers who implement this technique have conditioned their students to behave in a specific manner which is unrelated to the usual meaning of the statement.

B. F. Skinner is considered to be one of the most influential figures in the development of behaviour modification (Labrador, 2004). During the 1930's, Skinner expanded the field of behaviourism first developed by Watson by laying out the principles of operant condition which claims that the consequence of behaviour controls the future occurrence of that behaviour (miltenberger, 2008). Skinner's work has influenced the field of education, as well as the field of psychology. He believed that positive reinforcement was more effective than punishment when trying to change and establish behaviours. Through his work, Skinner identified five main obstacles to learning. These obstacles are a fear of failure, the task is too long and complicated, the task lacks directions, clarity in the directions is lacking, and there is little or no positive reinforcement (Frisoli, 2008). Skinner also recognized that people can be taught age-appropriate skills using the following techniques. These techniques give the learner immediate feedback, breaking tasks down into small steps, repeating the directions as many times as possible, working from the most simple to the most complex tasks, and giving positive reinforcement (Frisoli, 2008).

Behaviour modification is used to assist in changing people's negative behaviours. These behaviours are considered to be socially unacceptable and inappropriate for individual's age and/or ability. Additionally, these behaviours are often disruptive to one's life. Miltenberger (2008) noted that, "A wealth of research in behaviour modification demonstrates that these behaviours often can be controlled or eliminated with behavioural intervention"

One field that consistently uses behaviour modification is education, especially in the areas of classroom management and teaching students with special needs. The field of developmental disabilities has received more behaviour modification research than any other area (Miltenberger, 2008), as individuals with disabilities often have behavioural deficits that are able to be overcome with the use of behaviour modification.

The Importance of Positive Reinforcement

The use of positive behavioural interventions, supports, and services for students with special needs who exhibit challenging behaviours has been emphasized with the reauthorization of the individuals with disabilities. Research conducted by Benedict, Horner, and Squires (2007) stated that academic failure, social rejection, drug abuse, and criminal activity in adulthood are all examples of potential long-term, negative consequences of students' problematic behaviours. Teachers have the opportunity to utilize modelling and positive reinforcement to help reduce the frequency of negative interactions and possibly reduce the likelihood of these long-term outcomes.

The Use of Positive Reinforcement

According to Mather and Goldstein (2001). Teachers often focus on students' misbehaviour, rather than on the reduction or termination of that behaviour, which can cause further disruption in the classroom. They suggested that behaviour modification techniques do not fail; instead, they are applied inefficiently or inconsistently which can lead to less than desired results. They also stated that behaviours are maintained, changed, or shaped as a result of the consequences of those behaviours, and with the appropriate set of consequences, all students are able to function more effectively. Educators can use the following multi-step process outlined by Mather and Goldstein (2001) to manage their students' behaviours using consequences. The first step is to define the problem by count or description. The second step is to change the behaviour by developing a behaviour management plan. The third step is to identify an effective reinforcer, and the last step is to apply the reinforcer on a consistent basis in order to change the behaviour.

According to Mather and Goldstein (2001), reinforcement and punishment follow a clear set of basic principles. These principles are reinforcement or punishment should always follow a behaviour as quickly as possible, reinforcement or punishment should be appropriate for the

behaviour and be important to the student, and multiple reinforcers or punishments are more valuable than single reinforcers or punishments. Research has shown that both reinforcement and punishment can be used to effectively reduce undesired behaviours in the classroom; however, reinforcement is much more successful in teaching students alternative behaviours that are considered to be more appropriate and desirable (Mather & Goldstein, 2001).

2.2.1 Concept of Bullying

Bullying is a pattern of behaviour in which one individual is chosen as the target of repeated aggression by one or others; the target person (the victim) generally has less power than those who engage in aggression (Baron&Bryne,2005). Social psychologist in their definitions says that bullying is a psychological violence; a sustain aggression that strips a person of control and dignity Paszkiewicz (2010). Bullying is played out with alarming frequency nowadays and bullies and their victims may be of either gender.

Dewale (2004) defined bullying as a hostile behaviour displayed by an individual in order to harm another person or a group of others. According to him, bullies engage in the act in order to establish power and control over their colleagues, whom they consider to be "weaker". Bullying is also described as a conscious, willful, deliberate, hostile and repeated behaviour by one or more persons with the intention of harming others (Fried, 2007).

Consequently, concerns of parents, policymakers, educators and the public have escalated in wariness that bullying has serious damaging effects for bullies, victims, schools and communities. In the developed nations serious attention has been devoted to stemming the act of bullying but in Nigeria this act goes on in many schools unnoticed (Bonke, 2009). According to Lunmdtti cited in Bonke, (2009) bullying occurs when a person willfully and repeatedly exercises power over another with hostile or malicious intent. A wide range of physical or verbal behaviours of an aggressive or antisocial nature are encompassed by the term bullying. These

include insulting, teasing, abusing verbally and physically, threatening, humiliating, harassing and mobbing. Bullying is a complex deviant behaviour. Interrogation and punishment have not been highly effective in managing the behaviour. However, systemic approach has been tested and proved to be useful and effective as a better strategy (Pepler & Craig, 2000).

From the psychological perspective, bullying as a behavioural characteristic can be conceptualized in a number of ways. It can also be taken to be a subset of aggressive behaviours. As with aggressive behaviour generally, bullying intentionally causes hurt to the recipient. This hurt can be physical or psychological or both. Bullying behaviour infringe on the child's right to human dignity, privacy, freedom and security. It has an influence on the victims physical, emotional, social and educational well being (Wet, 2008). Bullies frequently target people who are different from themselves and they seek to exploit those differences. They select victims they think are unlikely to retaliate such as persons who are overweight, wear glasses, or have obvious differences: big ears, noses, eyes or severe acne. Such victims are common subjects of ridicule in the hands of bullies (Olweus, 2004). However, these differences do not necessarily need to be physical, as students who learn at a different pace or are anxious or insecure may also be target of bullies. Bullying can be described as repeated negative events, which occur over time and are directed at special individuals and which are carried out by one or several other people who are stronger than the victim. Negative events may be aggressive physical contact in form of fights and shoving, verbal threats and mockery, grimacing or cruel gesturing.

Bullying occurs when a person willfully and repeatedly exercise power over another with hostile or malicious intents. A wide range of physical or verbal behaviour of an aggressive or anti-social nature are encompassed in the term bullying, these include humiliating, harassing and mobbing (Sampson, 2002). As cited by Omoniyi (2013) in Nigeria, even though cases of bullying had been reported in many schools, this deviant act is not always given any desirable attention.

Furthermore, there were no available statistical facts to show the actual number of students that are bullied or victims in Nigerian schools. This lack of statistical facts and absence of well documented evidence have made it difficult to appreciate the prevalence of bullying behaviour in Nigeria (Aluede & Fajoju, in press; Umoh, 2000). Despite the absence of documented evidence of the prevalent rate of bullying in Nigeria, Egbochuku's (2007) study on some Nigerian students in Benin City revealed that almost four in every five participants (78%) reported being bullied and 85% of the children admitted to bullying others at least once. Using moderate criteria, the study further indicated that more than half of the students (62%) were bullied and 30% bullied others. Ehindero (2010) also observed four types of peer victimization among secondary school students in Osun: physical victimization, social manipulation, verbal victimization and attack on property. In a somewhat first ever nation-wide situational analysis survey of school violence in Nigeria conducted by the Federal Ministry of Education (2007), it was revealed that physical violence and psychological violence accounted for 85% and 50% respectively of the bulk of violence against children in schools. Across school location, physical violence was more prevalent in the rural (90%) than in the urban areas (80%). Across region, physical violence in schools is higher in the southern Nigeria (90%) than in the Northern region (79%). So is the case of psychological violence, which is 61% in Southern Nigeria and only 38.7% in Northern Nigeria.

Furthermore, across gender, physical and psychological violence are almost evenly distributed among males and females in Nigerian schools.

2.2.2 Types of School Bullying

School bullying can be Physical, verbal or emotional and is usually repeated over a period of time (Aluede & Fajoju, 2009).

a. Physical Bullying: Physical bullying includes causing physical injuries, punching, shoving, slapping, attacking, fighting, deabagging etc.

b. Emotional Bullying: Emotional bullying on the other hand include spreading malicious rumors about people, harassment, provocation, whispering to another in front of someone, getting certain people to gang up on others etc.

c. Verbal Bullying: Example of verbal bullying include name calling diverting foul language at the target, harassment, tormenting, commenting negatively on someone's look, clothes body etc.

d. Cyber Bullying: Another type of bullying is the cyber-bullying, it occurs when someone bullies through the internet or mobile phones (Aluede & Fajoju, 2009). Examples of cyber bullying include posting inappropriate pictures or messages about others in blogs on web sites, using someone else username to spread rumors or lies about someone.

There are different types of bullying and bullying behaviour. However, most common definitions of bullying show three things in common: that is, bullying is a repeated action that occurs over a prolonged period of time; there is an imbalance of power; and the verbal, psychological, and/or physical negative actions of bullying are unprovoked. Manifestations include threatening to injure another person for no apparent reason, requesting tasks to be performed that are undesirable to the other individual, and threatening negative consequences to individuals, if their requests are not met by the victims. Additionally, the bully may intimidate the victim by initiating acts such as name-calling, teasing, pushing or shoving and using physical dominance for intimidation (Aluede&Fajoju, in press; Fajoju, 2009).

Clear difference emerges in the bullying research among females and males. Commonly, boys bully other boys and girls; whereas girls are bullied mainly by other girls. (Sampson, 2002). When girls are bullies, they tend to use more indirect forms of bullying (van der Wal, 2008). Boys tend to use physical might and verbal threats. Girls use social and verbal threats, such as

spreading rumours about one another and excluding one from the peer group (Hazler, and Oliver, 2007). Girl bullying also includes actions such as social isolation, ignoring, excluding, and backbiting (Sampson, 2002). Other actions by girl bullies include manipulating friendships and ostracizing peers (Bosworth, 2009). Adolescent girls, particularly, are prone to name calling, and gossiping (Vail, 2010).

Crick and Grotpeter (2008) have proposed the term relational aggression to cover actions committed by girls where social interactions are manipulated to cause harm to peer relationships. This would include threats of expulsion from the peer group, purposely excluding someone from the peer group, and making harmful statements about a peer in order to cause peer rejection. They believe girls may use this form of peer abuse more than boys since it harms what concerns them most: their same gender peer relationships. Some researchers have suggested that there are biological differences in boys and girls, in that girls are biologically predisposed to value friendships; therefore, that is the arena in which they would express their emotions (Vail, 2010). Girls tend to be more exclusive in their friendships and more intimate than boys (Ditzhazy and Burton, 2011). Thus, when problems occur in the girl-to-girl relationships, break ups tend to be more intense than with boys. Girls tend to rely more heavily on peer feedback to form their self-worth, thus making adolescent girls especially more susceptible to one another's comments about their physical appearance, attractiveness or being part of a peer group (Casey-Cannon, and Gowen, 2011). Regardless of the form bullying takes, it is the physical and emotional intimidation inherent that create the environment of harassment and abuse (Ditzhazy and Burton, 2011).

Generally, boys engage in higher amounts of bullying behaviour than girls (Bosworth, 2009). In Kumpulainen (2008), study males were more likely than females to stay involved in bullying over a 4-year period of time. It was found that females, who were involved at one point in time,

were not involved four years later. Although the author is not certain as to what contributes to this trend, he speculate that teachers may be more likely to intervene when they observe female victims than when they see known bullies, being victimized themselves. He also found that females in rural areas were more likely to be caught up in bullying than females in the city.

2.2.3 Causes of Bullying

According to Tambuwal (2010) “The factors that cause school bullying are many and they can be classified into two: environmental and psychological factors. The following are the major factors that cause school bullying;

a. Defective or Wrong Upbringing: In society there are often found homes in which discipline is either too harsh, especially if corporal punishment is frequently resorted to, or too lenient, especially if the child is always permitted to do all that he wishes especially bad deeds without any one deterring him. These extreme cases of upbringing are defective because they lead to lack of internalization of right or correct behaviour by the child”.

Consequently the child grows up unable to discriminate right behaviours from wrong ones. Children can become bullies because they want to fit in or perhaps they have a difficult situation at home, so in order to feel better about themselves they inflict misery on someone else (Bello, 2002). This means home background or environment in which the child grow up can determine how he or she behaves and interact with others. Therefore a stable home life and good adult role models can really breed good behavior among the offspring's (Bello, 2002). Omoteso (2010) observes that parents who model aggression as a way of meeting their needs or who use harsh or aggressive method of discipline are significantly more likely to have aggressive children. Maliki, Asagawa and Ibu (2009) observed that family influences on the development of aggression that had been examined include among others parenting techniques, example harsh and inconsistent discipline.

b. Poor Parent-Child Relationship: Omoteso (2010) has cited a number of research findings that support the assumption that children who are not very well attached to their parents are more likely to bully their peers. While children who have positive relationships with their parents are less likely to participate in bullying.

C. Peer Group Influence: Children and adolescents are known to move about with their mates known as peer group. The composition of peer group is made up of children from different background, for this reason it is likely that ill-behaved or bad eggs are often found in the group whose influence often leads to criminal tendencies by the group like bullying, petty stealing etc. From psychological point of view, there are certain personality traits that make a child to become bully. These personality traits include anger, jealousy, aggression, insensitivity, low self-esteem, cruelty, the desire to control others by all means and lack of self-confidence (Williams, 1993). Another personality trait is lack of social skills that leads to difficulties in managing positive relationship (James, 2010). Another personality traits associated with bullies is impulsiveness (Cheever, 2010). This means if a child is impulsive; the tendency is that he/she will be bully.

2.2.4 Effects of Bullying

The effects of school bullying are pervasive and far-reaching. From mental point of view, a child's self-esteem can be severely impacted even years after bullying has stopped. The following are effects of bullying:

a. Suffering from Depression: Particularly if the bullying has occurred over a long period of time (Laneaux, 2010). It should be recognized that this mental effects do not stop at the bullied; they also extended to the bullies. According to Omoteso (2010) studies have shown that those involved in prolonged and serious bullying of others experience wide range of mental health, academic and social problems. He also pointed out that studies point to the connection between bullying and sexual harassment and violence in later years.

b. School Work: After repeatedly facing a bully, a child may begin to refuse to go to school. His grades may also suffer, both because of absenteeism and his inability to concentrate (Laneaux, 2010).

c. Relationship between the Bullied and his or her Parents or Guardians: The relationship between a parent and the child who is being bullied may be strained because of the child's hostility towards school. For instance, a child may blame his or her parents for forcing him to go to that school (Laneaux, 2010). Also the child may begin asking you (parent) for more allowances and lunch funds money if the bully is demanding money from him. According to Wikipedia (2010) victims of bullying can suffer from long term emotional and behavioural problems. Bullying can cause loneliness, depression, anxiety, lead to low self-esteem and increased susceptibility to illness.

d. Physical Effects: School bullying can cause bruises, scratches and scars which can mean a child is being bullied. Aside from the normal bumps and scrapes that young children get from playing, excessive marks should be investigated. Also a loss of appetite or sleep is common as a result of the fear and anxiety that bullying cause (Laneaux, 2010).

e. Affects the Friendly Relationship of the Victim and his or her Friends: A child may isolate himself or develop a general distrust of people. He may also seek revenge on his bully or feel justified in attacking other children to relieve stress or anxiety (Laneaux, 2010).

Bullying is a problem for bullies, victims, peers, schools, classmates and the community at large. To the bully, the act of bullying gives pleasures and occupies most of his time. The time and energy that should be used in studies is now directed to mischief, hence, poor academic performance. In a bullying situation there is always fear and tension for victims. This tense atmosphere creates no room for peace. Learning can never take place effectively in an unpeaceful environment.

Bullying has a very detrimental effect on children especially on the victims who can become school-phobic (Martins-Umeh and Ndubuaku (ed) in Nnachi and Ezeh, 2003), Furthermore, for bullies, aggression may persist into adulthood in the form of criminality, marital violence, child abuse and sexual harassment. For victims repeated bullying can cause psychological distress and many other allied problems. The problem of bullying goes beyond the bullies and their victims to the peers and even the entire community. Through life, bullying gives room to an atmosphere of fear, dread and victimization.

f. Developing a Safe and Supportive School Climate: This is an important starting point for counsellors is to realize that much bullying occurs without the knowledge of teachers and parents, and that many victims are very reluctant to tell adults of their problems with bullying (Egbochuku, 2007).

According to Tambuwal (2010) bullying is rampant in our secondary school and it has a lot of effects on the students. Is difficult to discover a secondary school today where bullying does not exist. According to the Journal of the American Association; out of more 15,000 public school student surveyed in the United States, nearly 30 percent reported occasional to frequent involvement in bullying, whether as a bully, a target or both. In the united Kingdom, the British School Health Education unit found that a quarter of 10 - 11 years old survey were bullied either everyday of "often", another report says that 15 percent of Australian children admit to have being bullied weekly, the case with Nigerian schools may not be different if appropriate statistic is taken. These figures can be higher in percentage depending on how one defines the problem and view its prevalence. If we will accept nicknaming children and excluding them from games as bullying, then these figures we see would get up to 100 percent.”

The characteristic of bullying has two basic facts. Firstly, research on bullying indicates that relatively few children are purely victims or purely bullies, rather a large number play both roles,

and they bully some students, and are bullied in turn by others (Vermande, Oort, Goudenard Rispen 2000). Secondly, bullying seems to be common all around the globe. Baron & Bryne (2005) asserted that, on this topic bullying has been truly international in scope and has been examined the occurrence of bullying in many cultures. Bullying is played out with alarming frequency nowadays and bullies and their victims may be of either gender.

According to Lunmdtti cited in Bonke, (2009) bullying occurs when a person willfully and repeatedly exercises power over another with hostile or malicious intent. A wide range of physical or verbal behaviours of an aggressive or antisocial nature are encompassed by the term bullying. These include insulting, teasing, abusing verbally and physically, threatening, humiliating, harassing and mobbing.

Bullying is a complex deviant behaviour. Interrogation and punishment have not been highly effective in managing the behaviour. However, systemic approach has been tested and proved to be useful and effective as a better strategy (Pepler & Craig, 2000).

Pepler and Craig (2000), cited in Bonke (2009) observed that bullying is the most common form of violence, it is what drives the culture of violence, permitting the most powerful to dominate the less powerful. Nickel (2005) and Bonke (2009) also defined bullying as the "intentional", unprovoked abuse of power by one or more children to inflict pain or cause distress to another child on repeated occasions, bullying is a growing and significant problem in many schools around the world. It is the experience among children of being a target of aggressive behaviour of other children who are not siblings and not necessarily age mates.

Generally, students who get bullied can be regarded as being passive or being submissive victims. They are usually quiet, careful, and very sensitive and may start crying easily. They are unsure of themselves and have poor self confidence of negative self-image (Oghiagbephan, 2010). The definition of bullying as opined by (Coloroso, 2002 and Bonke, 2009) is when a

student is repeatedly exposed to negative actions on the part of one or more other students. These physical actions can take the forms of physical contact, verbal abuse or making faces and rude gestures. Spreading rumors and excluding the victim from a group are also common forms of bullying. These negative actions are not necessarily provoked by the victim for such action to be regarded as bullying; an imbalance in real or perceived power must exist between the victim and the person who victimizes him or her. There have been many attempts by educators to curb out the act of bullying among students using different strategies, and methods at different stages of students learning cycle, one of them is the use of positive reinforcement.

2.3 Concept of Reinforcement

Skinner derived the Reinforcement Theory; it is one of the oldest theories of motivation that is used as a way to explain behaviour and why we do what we do. The theory is also known as Behaviourism or Operant Conditioning (which is still commonly taught in psychology today). The theory states that "an individual's behaviour is a function of its consequences.

Reinforcement has been used in many areas of study including animal training, raising children, and motivating employees in the workplace. Reinforcement focus on observable behaviour rather than personal states, like needs theories do. Reinforcement focuses on the environmental factors that contribute to shaping behaviour. Simply put, reinforcement claims that stimuli are used to shape behaviours. There are four primary approaches to reinforcement: positive reinforcement, negative reinforcement, extinction, and punishment. Skinner introduced people to positive reinforcement by conducting experiments on animals, most notably his rat experiment. Skinner designed a box with a lever inside that released food when pressed. He placed a hungry rat into the box to see if the rat could figure out how to get to the food. When the rat was first placed into the box, it fumbled around until it inadvertently hit the lever and the food was produced. Through several trials, the rat learned to go straight for the lever to produce the food when it was

hungry. Therefore, B.F. Skinner tested positive reinforcement, and concluded it does produce desired behaviours (McLeod, 2007). Positive reinforcement according to Wood & Boyd, (2005) is, “Any pleasant or desirable consequence that follows a response and increases the probability that the response will be repeated”

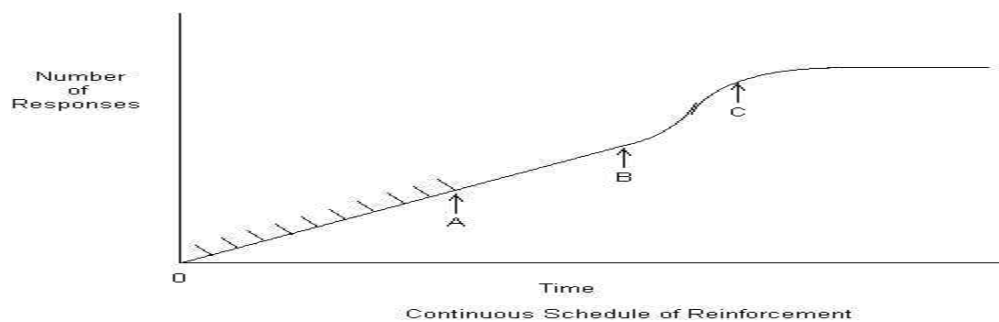
Positive Reinforcement is the offering of desirable effects or consequences for behaviour with the intention of increasing the chance of that behaviour being repeated in the future. Positive Reinforcement is when a reward sometimes called a re-enforcer, is given for a specific desired behaviour which can lead to an increase in the desired behaviour. Positive Reinforcement is a technique to elicit and to strengthen new behaviours by adding rewards and incentives instead of eliminating benefits. Reinforcements are more effective when they are given as soon as possible after a student performs the target behaviour. In continuous reinforcement like this, a student learns very rapidly but when the reinforcement stops, the behaviour decreases rapidly too. Therefore, the schedule of reinforcement was developed. The schedule will determine when behaviour will be reinforced.

2.3.1 Schedule of Reinforcement

A schedule of reinforcement determines when and how often reinforcement of behaviour is given. Schedules of reinforcement play an important role in the learning process of operant conditioning since the speed and strength of the response can be significantly impacted by when and how often behaviour is reinforced (Van Wagner, 2010). Two types of reinforcement schedules are: continuous reinforcement and intermittent reinforcement.

2.3.1.1 Continuous Reinforcement: Is when a desired behaviour is reinforced each and every time it is displayed. This type of reinforcement schedule should be “used during the initial stages of learning in order to create a strong association between the behaviour and the response” (Van Wagner, 2010). Continuous Reinforcement will not generate enduring changes in

behaviour, once the rewards are withdrawn, the desired behaviour will become extinct. A good example of continuous behaviour is the process of using a vending machine. For example, a soda machine will give a soda every time you feed it money. Every so often you may not receive the soda and you are likely to try only a few more times. The likelihood that you will continuously keep adding money when not receiving any reward is extremely low so this behaviour is often stopped very quickly (Durell, 2000).

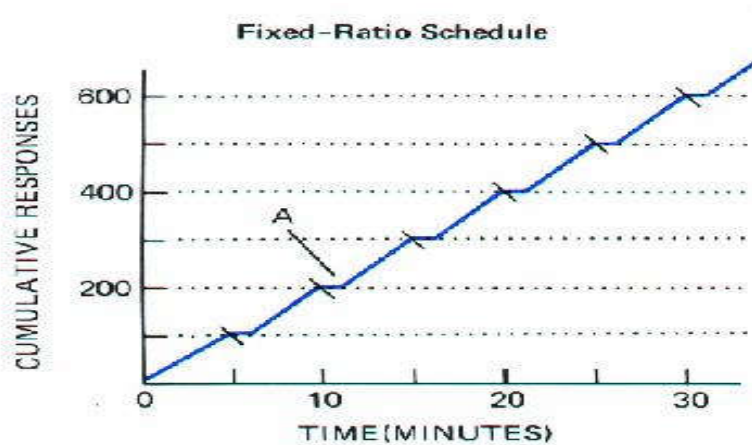


Graph 1: Continuous Schedule Reinforcement

2.3.1.2 Intermittent Reinforcement is when a desired behaviour is reinforced only occasionally when it is displayed. In this type of reinforcement schedule behaviours are obtained more gradually; however, the behaviours are more enduring (defying extinction). Intermittent schedules are based either on time (interval schedules) or frequency (ratio schedules) (Rigby, 2011). Ratio reinforcement is the reinforcement of a desired behaviour after a number of occurrences; while, interval reinforcement is the reinforcement of a desired behaviour after a period of time. Consequently, four types of intermittent reinforcement schedules exist: fixed interval schedules, variable interval schedules, fixed ratio schedules and variable ratio schedules.

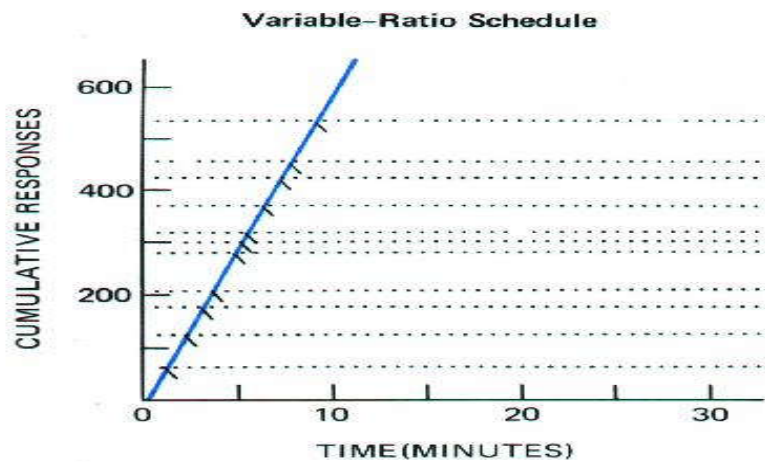
There are 4 types of schedule of reinforcement; they are fixed-ratio schedule, variable-ratio schedule fixed-interval schedule, and variable-interval schedule.

- a. **Fixed Ratio Schedule:** Reinforcement of a desired behaviour occurs only after a specific number of those responses are made. A reinforcement of a desired behaviour occurs only after a specified number of actions have been performed (ex. Factory employees who are paid on piecework or a fixed “piece rate” for every piece produced or performance-related pay). Because the fixed ratio schedule is methodical, it produces a high, steady rate of response. The fixed ratio schedule is also a form of continuous schedule and works well for punishment or learning a new behaviour (Heffner, 2001).



Graph 2: Fixed Ratio Schedule

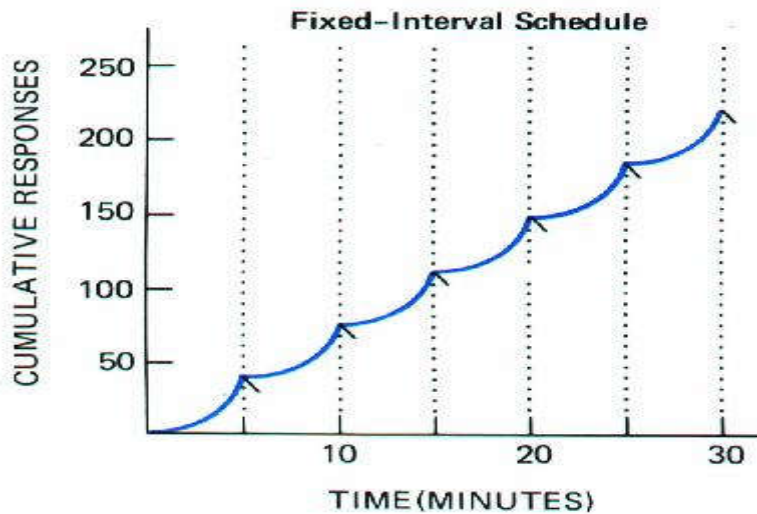
- b. **Variable Ratio Schedule:** Reinforcement of a desired behaviour occurs only after variable numbers of responses are made. A reinforcement of a desired behaviour occurs after a variable number of actions have been performed (ex. Employees who contribute to a lottery pot, a various number of tickets will win a various amount of money, which is put back into the pot for the next week). The number of behaviours required to obtain the reward changes. The variable rate schedules tend to be more effective than fixed ratio schedules because they generate a higher rate of response and resist extinction (Redmond, 2010).



Graph 3: Variable Ratio Schedule

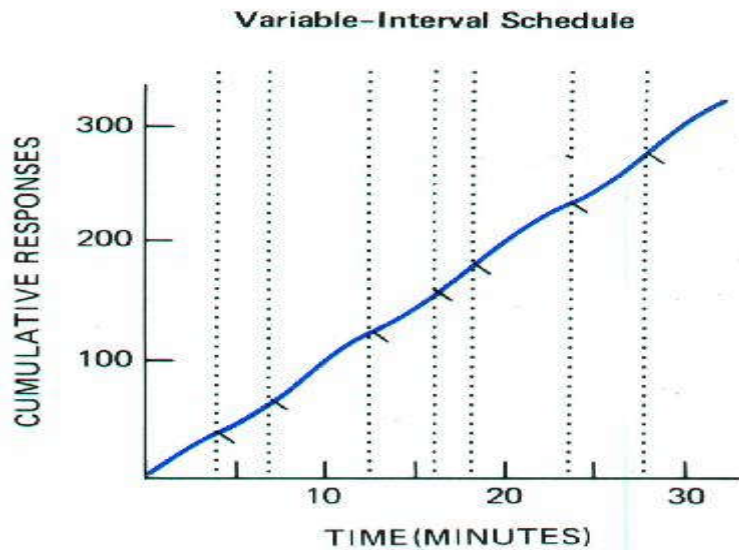
c. Fixed Interval Schedule: Reinforcement of a desired behaviour occurs only after a specific amount of time has elapsed. A reinforcement of appropriate behaviour that is delivered after a specified interval of time has elapsed (Smith, 2010). Heffner offers an appropriate example of an employee performance review for a raise every year and not in between (Heffner, 2001). However as the reinforcement is delivered only after a specified amount of time has passed this reinforcement type of schedule tends to produce a scalloping effect between intervals (Rigby, 2011).

Only directly before the interval time has elapsed is the desired behaviour displayed so as to look good when the performance review comes around (Heffner, 2001). After the review, a dramatic drop-off of behaviour immediately after reinforcement occurs (Heffner, 2001). The fixed interval schedule is a form of continuous schedule and works well for punishment or learning a new behaviour (Heffner, 2001).



Graph 4: Fixed Interval Schedule

d. Variable Interval Schedule: Reinforcement of a desired behaviour occurs only after variable intervals of time have elapsed. This is a reinforcement of appropriate behaviour that is delivered after an *average* interval of time has elapsed (Smith, 2010). Once the behaviour has been reinforced, a new interval of time, either shorter or longer, is specified with the sum total of interval times equaling the average (Rigby, 2011). This is best expressed in the example of a corporate random drug testing policy. The power of variable reinforcement lies in the fact that individuals do not know exactly when it is coming. The policy may dictate that a random drug screening will be conducted every 3 months or so, however because it is random the screening may happen sooner at 2 months or later at 4 months with the average interval time equaling around 3 months. Because of the variable nature of this schedule the scalloping effect between intervals is reduced (Rigby, 2011).



Graph 5: Variable Interval Schedule

2.3.2 Types of Reinforcement

According to (Rigby, 2011), four methods are employed in operant conditioning: positive reinforcement, negative reinforcement, positive punishment, and negative punishment.

2.3.2.1 Positive and Negative Reinforcement

Reinforcement provides two methods of increasing desirable behaviours. One is **positive reinforcement** and the other is **negative reinforcement**.

- 1. Positive Reinforcement:** It gives what individuals like when they have performed the desired behaviour (Griggs, 2009). Positive reinforcement as a technique of minimizing bullying may be understood as a means of rewarding students after performing the desired behaviour with the sole aim of maintaining and perpetuating such desired behaviour. Example of sustainable positive reinforcement may include verbal praises, approving the exhibited behaviour publically, delegation of exalted responsibilities to students such as class monitor, prefects, awarding bonuses and so on.

2. Negative Reinforcement: It removes what individuals do not like when they have performed the desired behaviour (Griggs, 2009).

In the case of negative reinforcement, it is important to remember that negative does not mean "bad", just the removal of an unpleasant stimulus. Positive and negative have similar connotations in the application of punishment.

Skinner used the rat to demonstrate positive reinforcement, but he also utilized the same test to prove negative reinforcement. Skinner placed an electric current inside the box. The electric current was an unpleasant stimulus for the rat. The rat inadvertently hit the lever and learned that this turned the electric current off. Through several trials, the rat learned that if it went straight to the lever, it would turn off the current (McLeod, 2007).

Positive and Negative reinforcement can play a role in all behaviour, not just in working environment behaviour. It can replicate unwanted behaviour as well as be a key in treatment of those behaviours.

2.3.2.2 Negative Punishment and Positive Punishment

Reinforcement provides two methods of eliminating undesirable behaviours. One is negative punishment and the other is positive punishment. "Punishment creates a set of conditions which are designed to eliminate behaviour." (Sundel and Sundel, 2005).

a. Positive Punishment

The type of punishment most people are familiar with is positive punishment. Positive punishment is easier for people to identify because it is common in society. It is usually called "punishment" or "punishment by application" (Hockenbury&Hockenbury, 2010). Positive punishment occurs when a stimulus is presented following an undesired behaviour and subsequent occurrences of the undesired behaviour are reduced or eliminated (Cheney & Pierce, 2004). Using the example of a chatty co-worker, the employee could be orally reprimanded for

spending too much time conversing with co-workers. It is important to realize that even though consequences such as suspension, demotions, etc. induce dislike, they do not qualify as punishments unless they lessen or eliminate the undesired behaviour. Positive punishment is effective in eliminating undesired behaviours but it does have limitations. Positive punishment has been found to be more effective when the stimulus is added immediately following the undesired behaviour as opposed to applying delayed stimulus. Another factor is consistent application of a stimulus following an undesired behaviour; this is more effective than occasional application of a stimulus (Cheney & Pierce, 2004). The greatest drawback is that positive punishment fails to teach desirable behaviours. Furthermore, positive punishment can produce undesirable emotional reactions such as passivity, fear, anxiety, or hostility (Skinner, 1974; as cited in Cheney & Pierce, 2004). Punishment is seen as more acceptable than positive reinforcement because "people believe they are free to choose to behave in responsible ways to avoid punishment." (Maag, 2001). Our societal values of independence and a tendency to view the world in terms of being punished for bad or immoral behaviour tend to predispose us to treat inappropriate behaviours with punishment, rather than focusing on the value of positive reinforcement for doing the right thing.

b. Negative Punishment

Negative punishment involves removing a pleasing stimulus *other than* the one maintaining the behaviour in order to decrease the frequency of the behaviour. Normally, the behaviour decreases immediately (Sundel and Sundel, 2005). An example of negative punishment might be an office worker who disrupts his co-workers by constantly chatting about non work-related subjects. His co-workers usually respond to him and are polite, which is the pleasing stimulus maintaining his disruptive behaviour. His supervisor informs him that, if he remains disruptive, he will not receive his yearly pay raise. Another form of negative punishment could be the

removal of his desk from his co-workers and placement in a more isolated area. The removal of the pay raise and the loss of the prime location in the office space are the negative punishment in his example because they are pleasing stimuli, but not the one directly maintaining his behaviour (Sundel and Sundel, 2005). According to Hockenbury and Hockenbury (2010), negative punishment may also be referred to as punishment by removal.

2.4 Theoretical Framework

Bullying in schools is a common happening in both developed and developing countries (Schultz, Duane; Schultz, Sydney Ellen 2010). This unfortunate situation needs urgent attention in order to rescue the victims from unwarranted persecution from their peers. Bullying is essentially a phenomenon requiring behaviour modification as it affects not only the physical aspect of the child's development but also exerts distressing effects on the emotional, educational, psychological and social development both within and outside the school environment. Behaviour modification can be achieved through a variety of means especially by the teachers and counsellors (Spates, Pagoto, Kalata, 2006).

The first use of the term behaviour modification appears to have been by Edward Thorndike in 1911. His article *Provisional Laws of Acquired Behaviour or Learning* makes frequent use of the term "modifying behavior" (Thorndike, 1911). Martin; Pear, (2007) explain that the experimental tradition in clinical psychology used it to refer to psycho-therapeutic techniques derived from empirical research. It has since come to refer mainly to techniques for increasing adaptive behaviour through reinforcement and decreasing maladaptive behaviour through extinction or punishment (with emphasis on the former). Behaviour modification is a form of behaviour therapy now known as applied behaviour analysis. Emphasizing the empirical roots of behaviour modification, some authors consider it to be broader in scope and to subsume the other two categories of behaviour change methods (O'Donohue., Ferguson, 2006).

Behaviour modification refers to the techniques used to try and decrease or increase a particular type of behaviour or reaction. This might sound very technical, but it is used very frequently by all of us. Parents use this to teach their children right from wrong. Therapists use it to promote healthy behaviours in their patients. Animal trainers use it to develop obedience between a pet and its owner. We even use it in our relationships with friends and significant others. Our responses to them teach them what we like and what we don't.

Origin of the Theory

Behaviour modification relies on the concept of conditioning. Conditioning is a form of learning. There are two major types of conditioning; classical conditioning and operant conditioning.

Classical Conditioning

This relies on a particular stimulus or signal. An example of this would be if a family member came to the kitchen every time you baked cookies because of the delicious smell. The second type is known as operant conditioning, which involves using a system of rewards and/or punishments. Dog trainers use this technique all the time when they reward a dog with a special treat after they obey a command. Behaviour modification was developed from these theories because they supported the idea that just as behaviours can be learned, they also can be unlearned. As a result, many different techniques were developed to either assist in eliciting behaviour or stopping it. This is how behaviour modification was formed. According to Fabiano, et al., (2008) behaviour modification is quite similar to operant conditioning except that antecedents are either absent or assumed and that it relies on the following:

- Reinforcement (Positive and Negative)

- Punishment (Positive and Negative)

- Extinction

- Shaping

Fading

Chaining

The purpose behind behaviour modification according to Forgatch, and DeGarmo (2007) is not to understand why or how a particular behaviour started. Instead, it only focuses on changing the behaviour, and there are various different methods used to accomplish it. They contend that this includes:

- a. **Positive Reinforcement** is pairing a positive stimulus to a behaviour. A good example of this is when teachers reward their students for getting a good grade with stickers. Positive reinforcement is also often used in training dogs. Pairing a click with a good behaviour, then rewarding with a treat, is positive reinforcement.
- b. **Negative Reinforcement** is the opposite and is the pairing of a behaviour to the removal of a negative stimulus. A child that throws a tantrum because he or she doesn't want to eat vegetables and has his or her vegetables taken away would be a good example.
- c. **Punishment** is designed to weaken behaviours by pairing an unpleasant stimulus to a behaviour. Receiving a detention for bad behaviour is a good example of a punishment.
- d. **Flooding** involves exposing people to fear-invoking objects or situations intensely and rapidly. Forcing someone with a fear of snakes to hold one for 10 minutes would be an example of flooding.
- e. **Systematic Desensitization** is also used to treat phobias and involves teaching a client to remain calm while focusing on these fears. For example, someone with an intense fear of bridges might start by looking a photo of a bridge, then thinking about standing on a bridge, and eventually walking over a real bridge.
- f. **Aversion Therapy** is the pairing of an unpleasant stimulus to an unwanted behaviour in order to eliminate that behaviour. Some people bite their finger nails, and in order to stop

this behaviour, there's a clear substance you can paint on your finger nails that makes them taste awful. Painting your nails with it helps stop the behaviour of biting nails.

g. **Extinction** is the removal of all reinforcement that might be associated with behaviour.

This is a powerful tool and works well, especially with young children.

It is noteworthy to understand that certain approaches in behaviour modification lend credence to the pioneering works of renowned psychologists whose theories are still applicable in contemporary behaviour modification studies.

2.4.1 Operant Conditioning Theory by B.F Skinner

Skinner derived the Reinforcement Theory, one of the oldest theories of motivation as a way to explain behaviour and why we do what we do. The theory may also be known as Behaviourism or Operant Conditioning (which is still commonly taught in psychology today). The theory states that "an individual's behaviour is a function of its consequences". (Management Study Guide 2013). Behaviourism evolved out of frustration with the introspective techniques of humanism and psychoanalysis; some researchers were dissatisfied with the lack of directly observable phenomena that could be measured and experimented with. In their opinion, it would make the discipline of Psychology more "scientific" and on par with the core sciences. These researchers turned to exploring only the behaviours that could be observed and measured, and away from the mysterious workings of the mind (Funder, 2010).

The science of psychology that is often associated with current era may be considered inadmissible to those that follow Skinner's beliefs. As psychology has frequently been associated with the human mind and the evolution of cognitive awareness, Skinner looked to move in a different direction. By applying his thoughts on adjusting motivation through various stimuli, industries such as business, government, education, prisons, and mental institutions can gain a broader understanding of human behaviour. "In understanding why any organism behaves

the way it does, Skinner saw no place for dwelling on a person's intentions or goals" (Banaji, 2011). For him, it was outward behaviour and its environment that mattered. His most important contribution to psychological science was the concept of reinforcement, formalized in his principles of operant conditioning (in contrast to Ivan Pavlov's principles of classical conditioning, which along with Watson's extreme environmentalism strongly influenced his own thinking). Classical conditioning explained a learning process that occurs through associations between an environmental stimulus and a naturally occurring stimulus. It involves placing a neutral signal before a naturally occurring reflex. In Pavlov's classic experiment with dogs, the neutral signal was the sound of a tone and the naturally occurring reflex was salivating in response to food. By associating the neutral stimulus with the environmental stimulus (the presentation of food), the sound of the tone alone could produce the salivation response.

2.5 Review of Empirical Studies

Prevalence of Bullying in Schools

The Federal Ministry of Education (2007) indicates that since the last decade, several cases of violence against children such as torture, kidnapping, shooting, sexual harassment, rape, corporal punishment and soon has been reported in various newspapers, magazines and television stations all over the world. However, there is lack of documentation of most of the violent acts. This lack of documentation and increasing violence rate against children were part of the reasons for the global in-depth study of violence against children by the United Nations Secretary-General as directed by the General Assembly Resolution 57/90 of 2002 to provide a global picture. Specifically, bullying as a sub-set of school violence among school-age children occurs in many schools across the globe (McEachern, Kenny, Blake & Aluede, 2005). Despite lack of documentation of incidents of bullying across the globe, studies conducted in various countries

have indicated that a growing percentage of student population is being bullied everyday across the globe and that the rates of bullying vary from country to country (Duncan, 1999).

In Canada, self-report data indicate that 8% to 9% of elementary school children are bullied frequently (i.e., once or more a week) and about 2 to 5% of students bully others frequently. In addition, among adolescents, at the secondary school level, rates are somewhat higher, with 10 to 11% of students reporting that they are frequently victimized by peers, and another 8 to 11% reporting that they frequently bully others (Hymel, Rocke-Henderson & Bananno, 2005).

In the United States of America, bullying behaviour occurs in many American schools and is perhaps one of the most under-reported safety problems (Bosworth, 2009). However, American schools harbor approximately 2.1 million bullies and 2.7 million are their victims (Fried, 2007). Specifically, in Kenny et al, (2005), study found that 81% of their sample reported at least one act of bullying behaviour during the last month. Another study found that 82% of the respondents were bullied at some period in their academic lives. In addition, several studies from different parts of the US have reported 10-29 percent of the students surveyed were either bullied or victims (Kenny et al, 2005).

In the United Kingdom, bullying behaviour is also a pervasive problem. For instance, Smith's (2011, as cited in McEachern, Kenny, Blake & Aluede, 2005) study of 6,758 students in 24 schools in all areas of the city of Sheffield, UK revealed that 27% of the elementary and middle schools sampled reported being bullied sometimes during the term. In a similar vein, Smith's (2011, as cited in McEachern et al, 2005) study of 7000 elementary and secondary school students in the UK revealed that 29% of boys and 24% of girls in the elementary schools experienced some form of physical bullying. The study further revealed that approximately 41% of boys and 39% of girls experienced verbal bullying.

In the Scandinavian countries, research indicates that approximately 10% of children are frequently victims of bullying. Specifically, in Norway, 14% of the children are either bullies or victims. In Denmark, though little systematic research on bullying has been conducted, one significant study published in that country revealed that in comparison to 24 other countries, Denmark scored high (top three) on bullying behaviour and in the top half for students who reported being bullied (Smith 2011, as cited in McEachern, et al, 2005).

In Africa, the pioneering works of Aluede (2000) of Zimbabwe is particularly instructive. Aluede (2000) revealed in his study of bullying at boarding school in Zimbabwe that 16% of the sampled students were bullied now and then, and 18% were bullied weekly or more often.

Situational Analysis of Bullying Problem in Nigeria

In Nigeria, even though cases of bullying had been reported in many schools, this deviant act is not always given any desirable attention. Furthermore, there are no available statistical facts to show the actual number of students that are bullied or victims in Nigerian schools. This lack of statistical facts and absence of well documented evidence have made it difficult for us to appreciate the prevalence of bullying behaviour in Nigeria (Aluede & Fajoju, in press; Umoh, 2000).

Despite the absence of documented evidence of the prevalent rate of bullying in Nigeria, Egbochuku's (2007) study on some Nigerian students in Benin City revealed that almost four in every five participants (78%) reported being bullied and 85% of the children admitted to bullying others at least once. Using moderate criteria, the study further indicated that more than half of the students (62%) were bullied and 30% bullied others. Similarly, Aluede and Fajoju's (in press) study on secondary school students in Benin metropolis of Nigeria revealed that majority of the respondents (62.4%) have been victims of bullying, while 29.6% of the respondents indicated that they have bullied others within the academic session. In a somewhat first ever nation-wide

situational analysis survey of school violence in Nigeria conducted by the Federal Ministry of Education (2007), it was revealed that physical violence and psychological violence accounted for 85% and 50% respectively of the bulk of violence against children in schools. Across school location, physical violence was more prevalent in the rural (90%) than in the urban areas (80%). Across region, physical violence in schools is higher in the southern Nigeria (90%) than in the Northern region (79%). So is the case of psychological violence, which is 61% in Southern Nigeria and only 38.7% in Northern Nigeria. Furthermore, across gender, physical and psychological violence are almost evenly distributed among males and females in Nigerian schools. (Isyaku, 2016).

Strategic Interventions for the Management of Bullying Problems

From the situational analysis of school violence in Nigerian schools, it is obvious that our Nigerian school system is littered with ever growing evidence of physical violence. Despite the growing incidents, Federal Ministry of Education (2007), reports that its eradication or reduction remains an issue of great concern; largely because of the fact that reporting of incidents of violence in Nigerian schools is generally low. The reason for this is that students generally feel nothing will be done by school authorities if ever they report incidents of physical violence.

As school administrators and significant others struggle with ways to prevent acts of violence from occurring within their schools, they increasingly turn to school counsellors and other helping professionals in the school for leadership and help with establishing policies regarding safety (Fryxell & Smith, 2000). Indeed, school counsellors and psychologists are primarily agents of change and prevention within the school system (Eduwen, 2010). Therefore, school counsellors have a duty to strengthen their intervention skills especially those strategies that would help deal with bullying problems in schools. Therefore, school counsellors should

consider adopting the strategies outlined therein for effective management of bullying problems in Nigerian schools.

Kenny et al (2005) observed that since bullies tend to show little empathy for their target, school counsellors will need to provide interventions to improve students' level of compassion and empathy. These may include activities that foster sensitivity for the feelings of others. Role reversal techniques where students role-play situations in which they place themselves in the position of others may help increase empathetic understanding. In addition, training school children early in life to be empathic can help prevent them from turning into bullies (Aluede, 2006). Therefore, school counsellors can be of great assistance to both bullies and victims by teaching them a new style of education called "empathy training". This teaches students as young as five years old to understand the feelings of others and to treat people with kindness. Expectedly, those who go through this empathy training, when compared with those who have not, are more likely to be less aggressive.

Another intervention strategy that has been found to be helpful in bullying management in the literature is developing and distributing a written anti-bullying policy to everyone in the school community and also consistently applying the policy (Beran, 2005). Beran (2005) suggested mapping a school's "hot spots" for bullying incidents so that supervision can be concentrated in designated areas; having students and parents sign contracts at the beginning of the school year acknowledging that they understand it is unacceptable to ridicule, taunt, or attempt to hurt other students; and teach respect and non- violence beginning in primary schools. Additionally, teaching bullies positive behaviour through modelling, coaching, prompting, praise, social skills, conflict management, anger management, character education, signing anti- teasing or anti-bullying pledges, will no doubt reduce bullying incidents in schools.

A bully prevention programme that has been empirically supported and found to be helpful to teachers, school counsellors and psychologists, school administrators and parents who desire to address the increase in bullying occurring in the schools has been the adoption of the “Bully Buster”. This is a psycho- educational intervention for reducing bullying developed by Newman, Horne and Bartolomucci (2000). The goals of the intervention are: to increase teachers’ knowledge and use of bullying intervention skills; to increase teachers’ personal self- efficacy and self- efficacy related to working with specific types of children; and to reduce the amount of bullying and victimization in the classroom. The Bully Buster programme, according to Bedell and Horne (2005), is generally implemented in the form of a staff development training workshop which is typically held over a course of three weeks for two hours per meeting. The contents of the programme include information pertaining to bullying and victimization, recommended intervention, prevention strategies, stress management techniques and classroom activities. The training programme is a composite of seven consecutive modules, each focusing on specific goals: (a). Increasing awareness of bullying; (b). Recognizing the bully; (c). Recognizing the victim; (d). Taking charge (interventions for bullying behaviours); (e). Assisting victims (recommendations and interventions); (f). Understanding the roles of prevention; and (g). Developing relaxation and coping skills.

Even though intervention strategies are designed and implemented to address bullying, it is essential to recognize that students can be discreet in devising ways to disguise bullying in order to escape identification. As such, some form of surveillance may be necessary to detect acts of bullying that occur outside the general area of the classroom (Beran, 2005). Therefore, increasing public awareness and knowledge about bullying behaviour problem can be a sure way to reduce bullying. This can be achieved through: (a). active involvement of teachers and parents in prevention programme; (b). vigilance by school personnel for incidents of bullying; (c). The

development of firm sanctions and consequences for students who engage in bullying; and (d).teaching assertiveness skills to the bullied victims (Aluede, 2006; Kenny et al, 2005; McEachern et al, 2005).

Bullying problem can be managed in schools if school counsellors faithfully follow the seven strategies under the acronym “SCRAPES” provided by (Fried, 2007) as cited in (McEachern et al, 2005).These are S- Self- esteem and social skills enrichment; C- Conflict resolution and mediation skills; R- Respect for difference, de- prejudicing exercises; A- Anger management and assertiveness training; P- Problem solving skills; E- Empathy training; and S- Sexual awareness training.

In all interventions geared towards bullying reduction, those provided in the Federal Ministry of Education’s (2007) national strategic framework for violence free basic education in Nigeria seems exceptionally and particularly instructive. They are as follows:

- I. Deliberate efforts at establishing/ strengthening counselling services in schools must be initiated with a view to protecting children from violence. Therefore, pre- service and in-service capacity of guidance counsellors and school psychologists must be prioritize. In addition, issues on violence, especially physical violence (bullying) against children must be incorporated into guidance and counselling curriculum
- II. Violence free consciousness must be promoted among students, teachers and other members of the school communities including parents. Therefore, school counsellors and psychologists should on a regular basis organize seminars on violence prevention and also cause publications to educate students and teachers on acceptable non- violent behaviours.
- III. School counsellors should as a matter of priority endeavour to ensure the promotion of life skills to prevent violence against students in schools. Where appropriate, co-

curricular activities in school clubs focusing on violence prevention should be encouraged.

Counselling Approach in Bullying

A counselling approach that can be employed in handling bullying is systemic approach. Systemic approach is an organized set of theories designed to achieve positive behaviours. It was designed by Pepler and Craig (2000). This intervention strategy requires the collective participation and active involvement of the community, school, parents, peer group, bullies, victims and counsellors in behaviour modification.

Tambuwal (2010) discussed bullying and its effects on Secondary school students in Nigeria and its counselling implications. The paper highlighted that bullying in schools in Nigeria is a phenomena that has serious psychological consequences for victims; these include low psychological well-being, poor social adjustment, psychological distress and physical illness. Some of the major causes identified are; defective or wrong-upbringing of children, peer group influence among others. Identifiable effects were highlighted as fear and tension in victims, refusing to go to the school on the part of victims etc. among the recommendations of the paper are that, each of every secondary school should have anti-bullying policies and to take appropriate measure to stamp it out.

Aluede (2011) discussed managing bullying problems in Nigerian secondary schools, by bringing into context the meaning of bullying and prevalence of bullying around the globe. The study further brings into perspective bullying situation in Nigeria and prescribes intervention for bullying prevention in schools. These include; provision of helping services for schools; sensitization and capacity building of stakeholders in bullying detection and prevention; implementation of bully buster program; and improvement of students' level of compassion and empathy through empathy training.

Egbochuku (2007) examined the comparison between Government and Private schools in order to establishing the incidence of bullying in schools in Benin City, Edo state. It was found that 78% of the children have been victims of bullying on at least one occasion and 71% have lashed out at others at least once.

However, more boys than girls were found to be both bullies and victims ($\chi^2 = 18.570$, $p < 0.01$). Boys reported being kicked or hit more often than girls ($\chi^2 = 13.302$, $p < 0.01$). The result shows that it was more common for bullying to take place in the classroom in government schools than in private schools ($\chi^2 = 43.773$, $p < 0.05$). The result demonstrated significant differences between the schools investigated. However, significantly more private schools reported kicking and hitting taking place in the playground than in the government schools, whereas bullying is more likely to take place in the classroom in government schools. It is recommended that counsellors play a significant role in combating the patterns of unhappiness and violence out of which much bullying arises.

Eweniyi (2013) studied the effectiveness of two psycho-social behavioural interventions on adolescents' bullying behaviour among Nigerian adolescents. The study examined the influence of class types and religions on the effects of Contingency Management and Cognitive self-instruction on bullying behaviour among secondary school students in Ogun state, Nigeria. The population for the study consisted of bullies in public secondary schools in Nigeria schools. Stratified random sampling technique was used to select three schools while purposive sampling was used to select the participants. The study adopted a 3x2x2 pre-test and post test experimental research design consisting of two treatment groups and one control group. Each of this group has 40 participants each, while six participants did not complete the study. Adolescent Peer Relation Inventory (APRI) was the instrument used for data collection and a total number of one hundred and fourteen students fully participated. Analysis of covariance (ANCOVA) was used to analyze

the three hypotheses formulated at the 0.05 level of significance. Results revealed a significant effect of Cognitive self-instruction, Contingency Management on bullying behaviour ($F_{2, 101} = 6.444$; $p < 0.05$). Cognitive self – instruction was found to be more effective ($MD = 7.754$) than Contingency Management ($MD = 5.503$). The study also revealed that the combination of class type and religions of the students did not interact with the effect of the two treatments ($F_{(2,101)} = 2.379$; $p > 0.05$) did not affect bullying behaviour. Lastly, religion and class type collectively ($F_{(1,101)} = .004$; $p > 0.05$) did not affect bullying behaviour.

2.6 Summary and Uniqueness of the Study

This chapter discusses the concept of bullying, causes of bullying among students in secondary schools and its possible effects. It describes the incidences of bullying in relation to other countries and what is happening here in Nigeria. The chapter discussed positive reinforcement and negative reinforcement, their different types and the schedule of their applications. Operant conditioning theory and its relevance in positive reinforcement towards behaviour and how it relates to students in learning environment and finally review of empirical studies was deliberated.

The study is among those of its kind that tries to see the effect of modelling and positive reinforcement technique on bullying behaviour among senior secondary school students in Bichi Education Zone, Kano state in order to guide counsellors on trying the technique in curbing the bullying behaviour.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the researcher described the research design, the population and sample as well as the methodology used for the selection of the sample as well as the procedure used in undertaking the study. The validity and reliability of the research instruments used were also described. The treatment administered, data generated and the statistics for analysis were discussed as well.

3.2 Research Design

The design for this study is quasi-experimental in the form of pre-test and post-test control group design. The pre-test and post-test design is used for the purpose of comparing groups and or measuring change resulting from experimental treatment (Gay, 2009). In this study, a total list of 91 reported cases of bully students was obtained by the researcher from the discipline masters out of which a sample of 60 respondents were randomly selected using YES and NO ballot. The two groups were pretested in order to have a baseline data regarding the respondents' entry behaviour. The use of the design is based on the fact that it has the advantage of testing the results obtained from the post-test in order to analyze the effectiveness or otherwise of the treatment when compared with the control group.

3.3 Population and Sample

3.3.1 Population of the Study

Kano state is the most populous state in the country that has substantial number of students in secondary schools. It is estimated that there are more than 1 million students in secondary schools in the state (KERD, 2014). This population of students cuts across 14 zonal education offices. Table 3.3.2 below provides detailed description of the students' population.

Out of the 14 zonal education offices the present study specifically focuses on Bichi Zone and it is estimated that there are over 30,000 students in the zone. However, the study covers all SS1 students of four (4) selected senior secondary schools (2 Boarding and 2 Day) in Bichi Education Zone that exhibited symptoms of bullying and have met the criteria for the selection. The population of the study comprised six hundred and five (605) SS1 students out of which seventy (70) were identified as bullies. The study being experimental in nature, used sample size of sixty (60) SS1 students drawn from the selected Boarding and Day secondary schools in Bichi Education Zone of Kano State. The table below describes the samples selected.

Table: 3.1 Table of Sample Size

S/N	School	Nature of school	SS1 Students Population	No of Selected samples
1	GGASS Danzabuwa	Boarding female	139	15
2	GSS Bichi	Boarding male	237	15
3	GSS Bagwai	Day male	195	15
4	GGSS Bagwai	Day female	34	15
Total			605 (70 reported cases of bullying)	60

According to krejcie and morgan (1970), if a total population is seventy, fifty nine will represent the sample size.

3.3.3 Sampling Technique

A purposive sample which is commonly called a judgmental sample was employed to select the sample of the students in the study. It is one in which the sample is selected based on the knowledge of the intended population and the purpose of the study. The students were selected because of their characteristic nature of being fresh into senior class with new class mates that joined from other junior schools after their junior placement examination. The researcher was

interested in learning more about students' behaviour of bullying therefore those students that fit into the category of bullies form the sample and were purposively selected because they met the characteristic under the research.

Simple random sampling technique using the YES and NO ballot was employed to place the subjects into experimental and control group.

3.4 Data Collection Instrument

The instrument that was used to collect the data was a self developed questionnaire titled bullying behavior questionnaire (B. B. Q) that consisted of two sections, the first section dealt with demographic characteristics of the subjects while the second section contained 20 items that attempted to determine the presence or other wise of the symptoms of bullying. It covered features related to physical bullying, emotional bullying, verbal bullying, social bullying and cyber bullying, The inclusion of some items in the demographic part of the questionnaire was to help the researcher draw conclusion on whether there were differences in modelling and positive reinforcement technique in terms of gender (male / Female), and type of School (boarding and day schools).

3.5 Validation of the Instrument

3.5.1 Validity of the Instrument

The procedure is upon the effect of bullying among students as adopted by the researcher. Validity implies a degree to which all instruments provide information that were supposed to be provided or measure what they are supposed to measure. Copies of the questionnaires were given to experts in guidance and counselling studies as well as English language for validation so as to have assurance on the quality, content coverage and language use. For the content validity, copies of the questionnaire were given to experts in test and measurement as well as the researchers' supervisor to test the validity of the instrument.

3.5.2 Reliability of the Instrument

The reliability of the instrument was obtained through pilot study. Fifteen students were engaged outside the study area. The pilot study was carried out using test retest technique with an interval of two weeks in order to establish the reliability of the instrument. The data collected from the pilot testing was analyzed using Pearson Product Correlation Co-efficient. A reliability co-efficient of 0.90 was obtained hence the instrument was statistically adjudged to be reliable and considered suitable for use.

3.6 Procedures for Data Collection

An introductory letter from the Head of Department of Education Bayero University, Kano was collected and presented to the Zonal Education Office and the principals of the sampled schools indicating the purpose of the research. The data were collected by the researcher and four Counselling masters/teachers who served as Research Assistants, all trained on the research protocol by the researcher within three weeks.

3.7 Procedures for Intervention

The intervention procedures employed was divided into three phases as follows:

Pre-treatment phase

Treatment Phase and

Post treatment phase.

3.7.1 Pre-Treatment Phase

The researcher engaged the respondents in an interactive session at each of the sampled schools through their counselling masters for three weeks, the respondents were asked to indicate their interest in the study. It was explained to them what the study intended to achieve and their expectations. The researcher together with the help of the guidance and counselling masters read out the instructions and the questions and asked the respondents to read as well. The respondents

were encouraged to ask questions for clarification. They were then requested to respond to the questionnaire as sincerely as possible. Twenty five minutes was given to the guidance and counselling masters to monitor and make sure that the respondents complete and return the questionnaires.

3.7.2 Treatment Phase

This session involved providing positive reinforcement as a counselling technique to respondents in the Experimental group. These included giving them exercise books, writing pens and some mathematical sets. The session was conducted for three weeks. However, normal counselling sessions were held for both groups. There were seven sessions at each school for three weeks and each session lasted for between 30-40 minutes. During the session students were told by the researcher about the implication of bullying behaviour, the researcher indicates to the students that the behaviour may caused them harm in their future life and none of the students would like to be engaged in terrorism or criminal acts. The students were also counselled to interact with each other in a good manner because their main purpose of being together is to achieve good academic performance in a conducive learning environment

3.7.3 Post-Treatment Phase

The two groups (i.e. experimental and control groups) were post tested by a repeat administration of the same items used in the pretest check list. Again the same research assistants were engaged to assist in securing the test. Below is the table of treatment sessions:

Table: 3.2 Table of Treatment Session**3.2.1 Pre Treatment Phase Table**

S/N	PERIOD	TREATMENT CONTENT	ACTIVITIES	OBJECTIVES
1	1 st week 1 st session	Identification of students with bullying tendency	Counselling masters identified students with tendency of bullying at each school	To identify students with tendency of bullying to participate in the treatment
2	1 st week 2 nd session	Pre test session	Administration of the questionnaires to the students identified by the counselling masters in the first session	To identify students with tendency of bullying to participate in the treatment

Source: Field Study

The above table shows how bully students were identified by their counselling masters. Questionnaires were administered to the bully students through their counselling masters in the first session.

3.2.2 Treatment Phase Table

3	2 nd week 3 rd session	Introduction and familiarization	Self introduction Purpose of the session Rules and regulations of the session	To build a good rapport with students
4	2 nd week 4 th session	Meaning of bullying Types of bullying and Implications of bullying	The researcher explained the meaning of bullying The researcher explained the types of bullying with examples Home work: write the implications of bullying	To make the subject to have a background knowledge on bullying
5	3 rd week 5 th session	Causes of bullying	The researcher explained the causes of bullying to The subject The researcher ask the subject about what make them bully and jot it down The researcher explained those behaviours mentioned by the subjects and changed their irrational thinking that led to it	To Change the negative thinking that led to bullying behaviour
6	3 rd week 6 th session	Rational Emotive and Behaviour Therapy Reinforcement Technique	The researcher adopted the principles of REBT to minimize the tendency of bullying The researcher used verbal praises, grades and prizes to reinforce the subjects to minimize the bullying behaviour	To minimize the tendency of bullying

Source: Field Study

The table above shows how the researcher introduced him/her self, the purpose and rules and regulations of the session.

3.2.3 Post Treatment Phase Table

7	3 rd week 7 th session	Post test session	Re-administration of the questionnaire to the students.	To collect the post test result in order to find the effect of the treatment
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Source: Field Study

The table above shows how the researcher re-administers the questionnaires to the bully students.

3.8 Procedures for Data Analyses

Frequency and percentage were used to organize the generated data while t-test for independent samples was used to test all the hypotheses at 0.5% level of significance. The use of t-test is based on the premise that it is applicable for comparing two groups and the data is normally distributed (Gay, 2009).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This study investigated the effects of modelling and positive reinforcement technique on bullying behaviour among senior secondary students in Bichi Education Zone, Kano state.

A three likert scale questionnaire were administered to 60 senior secondary school students all of them were duly completed and retrieved for analysis. The data collected for the study were statistically analyzed and presented in this chapter.

4.2 Data Presentation

Table 4.1 Demographic characteristics of Subjects

Variables	Frequency	Percentage
Gender		
Male	30	50
Female	30	50
Total	60	100
Type of school		
Boarding	30	50
Day	30	50
Total	60	100
Age		
13 years and below	12	20
14 years	23	38
15years and above	25	42
Total	60	100

Table 4.1 shows the demographic characteristics of the subjects. It shows that a total of 60 subjects involved in the research responded to the questionnaire and out of these number the table revealed that 30 (50%) were male while 30 (50%) were females. The findings of this data underscores that bullying is not a gender specific phenomenon.

Also in the same table it is revealed that 30 (50%) were from boarding schools while 30 (50%) were from day schools. This data supports that bullying occurs in boarding and day schools alike.

It is also further revealed in the same table that 12(20%) fall within the category of 13years and below and 23(38%) are 14 years old while 25(42%) are in the range 15 years and above. This data indicates that majority of the subjects are the older students who are within the expected normal age of SS1 students (i.e. 14 -15 years).

Student within this age range are adolescents with greater tendency to manifest aggressive behaviour due to developmental changes in their mental and physical status. This is more of a transition period from pre puberty to puberty stage.

4.3 Data Analysis

The paired and independent t-test samples were employed for the analysis of the three hypotheses using the statistical program for social sciences (SPSS) computer analysis.

Hypothesis 1: There is no significant difference between the pre test and post test mean scores on bullying symptoms of respondents exposed to modelling and positive reinforcement technique and the control group.

Table 4.2 Independent Sample t-test for difference between control and experimental groups in the pre test and post test scores on bullying symptoms of respondents exposed to modelling and positive reinforcement technique.

	Group	Mean	N	SD	SE	df	t	P-value
Pre test	Control	1.17	30	.379	.069	29	1.000	.326
	Experimental	1.10	30	.305	.056			
Post test	Control	1.63	30	.486	.063	29	7.711	.000*
	Experimental	1.10	30	.303	.039			

Pre test summary of Control vs. Experimental group: $P = .326(P < 0.05)$

Post test summary of Control vs Experimental group: $P = .000(P > 0.05)$ (Significant)*

Table 4.2 above reflects the score values of the experimental and control groups in the pre-test as well as the Post Test. It shows that in the pre-test, the difference between the control and the experimental group ($P=.326$) is greater than $P > 0.05$ while in the post test the difference between the control and experimental groups ($P= .000$) is less than $P < 0.05$. On the basis of these findings, the Hypothesis of no significant difference between the post test scores on bullying symptoms of respondents exposed to modelling and positive reinforcement technique and the control group is rejected.

Hypothesis 2: There is no significant difference in the post test mean scores of male and female senior secondary school students exposed to modelling and positive reinforcement technique.

Table 4.3: Independent t-test summary of no significant difference in the post test mean scores of male and female senior secondary students exposed to modelling and positive reinforcement technique.

Group	Gender	N	Mean	SD	SE	df	t	P-value
Experimental	Male	15	1.67	.488	.126	28	1.871	.072
	Female	15	1.33	.488	.126			

Table 4.3 shows the posttest findings from the responses of male and female students on symptoms of bullying behaviour of senior secondary students in Kano State. A total of 60 students were involved comprising of 30males and 30 females. Independent t-test statistical analyses of the findings indicated $t = 1.871; df = 28; P \text{ value} = .072$. This shows that $p > .05$ and thus the hypothesis of no significant difference in the post test scores of male and female senior secondary students exposed to and positive reinforcement technique is accepted.

Hypothesis 3: There is no significant difference in the post test mean scores of boarding and day senior secondary school students exposed to modelling and positive reinforcement technique.

Table 4.4: Independent t-test summary of the post test scores of boarding and day senior secondary school students exposed to modelling and positive reinforcement technique.

Group	School	N	Mean	SD	SE	df	t	P-value
Experimental	Boarding	15	1.67	.488	.126	28	1.871	.072
	Day	15	1.57	.488	.126			

Table 4.4 reflects that equal number of students from boarding and day schools were engaged as subjects in the research. After the experimental group was given modelling and positive reinforcement treatment and were subjected to post test, the data generated were subjected to Independent t-test statistical analysis and the findings were $t=1.871$; $df=28$; $P\text{ value } .071$.

These findings indicated that $P > .05$. Therefore, there was no significant difference in the post test scores of boarding and day senior secondary school students and thus the hypothesis is accepted.

4.4 Summary of findings

A study to investigate the effect of modelling and positive reinforcement technique on bullying behavior among senior secondary school students in Bichi Education Zone, Kano State was conducted involving sixty (60) number of student drawn from four (4) selected boarding and day senior secondary school students in Bichi Education Zone, Kano State. Out of the selected samples, thirty (30) served as the control group and the remaining thirty (30) formed the experimental group both groups were subjected to 30-40 minutes session of conventional counselling while the experimental group were in addition subjected to modelling and positive reinforcement technique in which they were given gifts, both groups responded to a three likert scale questionnaire before and after the treatment given (pre and post tests). Data generated from the questionnaire revealed the following findings:-

1. In hypothesis one, it shows that in the pre-test, the difference between the control and the experimental group ($P=.326$) is greater than ($P>0.05$). While in the post-test the difference between the control and the experimental groups ($P=.000$) is less than ($P<0.05$). On the basis of these findings, the hypothesis of no significant difference between the post-test mean scores of respondents exposed to and positive reinforcement technique and the control group is rejected.

2. In hypothesis two, the findings of the study revealed that there is no significant difference in the post-test mean scores of male and female senior secondary school students exposed to modelling and positive reinforcement technique. Therefore the hypothesis of no significant difference is accepted.
3. In hypothesis three, the findings of the study revealed that there is no significant difference in the post-test mean scores of boarding and day senior secondary school students exposed to modelling and positive reinforcement technique. Therefore the hypothesis of no significant difference is accepted.

4.5 Discussions

This study investigated the effects of modelling and positive reinforcement technique on bullying behaviour among senior secondary school students in Bichi Education Zone, Kano State. The findings of this study revealed that there is significant effect of modelling and positive reinforcement technique on bullying behaviour symptoms among the experimental group of the study. It is important to note that various counselling techniques do have ways of impacting on behaviour change especially in adolescents. However it is remarkable to observe that treatment with modelling and positive reinforcement technique over short period stands out as spectacular in this study. This study tends to support the work of Behaviourist Skinner who derived the Reinforcement Theory as one of the oldest theories of motivation as a way to explain behaviour and why we do what we do. The theory may also be known as Behaviourism or Operant Conditioning (which is still commonly taught in psychology today). The theory states that "an individual's behaviour is a function of its consequences."

The first hypothesis of this study which states that there is no significant difference between the pre test mean scores on bullying symptoms of respondents exposed to modelling and positive reinforcement technique and the control group was rejected. This finding tend to support Durrell,

(2000) who contends that continuous reinforcement will not generate enduring changes in behaviour once the rewards are withdrawn. Consequently, the desired behaviour will become extinct. A good example of continuous behaviour is the process of using a vending machine. For example, a soda machine will give a soda every time one feeds it money. Sometimes one may not receive the soda and is likely to try only a few more times. The likelihood that one will continuously keep adding money when not receiving any reward is extremely low and this behaviour is often stopped very quickly. Also in the same vein, the result of this study appears to lend credence to Van Wagner's (2010) schedules of reinforcement in which according to him plays an important role in the learning process of operant conditioning.

The findings of this study also clearly demonstrates that reinforcement is a behaviour management technique in which reinforcement is given for a variety of school or classroom behaviours as explained by Luka (2010). Reinforcement theory highlighted that desirable behaviours are likely to be repeated as soon as possible when reinforcements are given after performance by a target which can increase the occurrence of such behaviour. Students may be counselled to avoid the behaviour of bullying by rewarding those that did not involve in it to continue with the good habit. At the same time, rewarding those that stop the behaviour encourage others to denounce it too such that over time all the students will realized that something good is dispensed at the expense of the bad behaviour of bullying which can ultimately make them stop it completely. The theory guided the researcher to confirm that the technique is effective on minimizing of bullying among senior secondary students in Bichi Education Zone, Kano state.

The findings of the study further support Tambuwal, (2010) who discussed bullying and its effects on Secondary school students in Nigeria and its counselling implications. The paper highlighted that bullying in schools in Nigeria is a phenomena that has serious psychological

consequences for victims; these include low psychological well-being, poor social adjustment, psychological distress and physical illness. Some of the major causes identified are; defective or wrong-upbringing of children, peer group influence among others. Identifiable effects were highlighted as fear and tension in victims, refusing to go to the school on the part of victims etc. among the recommendations of the paper are that, each of every secondary school should have anti-bullying policies and to take appropriate measure to stamp it out.

When considering hypothesis 2 in the research work in which it is stated that there is no significant difference between male and female in the effect of modelling and positive reinforcement technique, it was found that the pre and post test response of both male and female appear very similar. This also lends credence to the assertion that bullying is not a gender specific phenomenon. Findings of this work however do not support the work of Sampson, (2002) who observed that earlier researches indicate a clear difference in bullying among females and males. In this work, male and female alike are enticed by counselling technique in order to facilitate behaviour change. However, it may not be correct to assume that the nature and type of positive reinforcement must be the same for both genders because individual difference may exist based on gender inclinations which may over ride preference of counselling technique.

Hypothesis 3 which states that there is no significant difference in the post test mean scores of boarding and day senior secondary school students exposed to modelling and positive reinforcement technique was accepted. The finding of this study does not support the work of Egbochuku (2007), who examined the comparison between Government and Private schools in order to establishing the incidence of bullying in schools in Benin City, Edo state. It was found that 78% of the children have been victims of bullying on at least one occasion and 71% have lashed out at others at least once.

However, more boys than girls were found to be both bullies and victims ($\chi^2 = 18.570$, $p < 0.01$). Boys reported being kicked or hit more often than girls ($\chi^2 = 13.302$, $p < 0.01$). The result shows that it was more common for bullying to take place in the classroom in government schools than in private schools ($\chi^2 = 43.773$, $p < 0.05$). The result demonstrated significant differences between the schools investigated. However, significantly more private schools reported kicking and hitting taking place in the playground than in the government schools, whereas bullying is more likely to take place in the classroom in government schools.

The outcome of the findings in nature and type of school i.e. boarding and day schools also does not suggest significant difference in the effect of counselling technique on senior secondary school students in Bichi Education Zone, Kano State. This does not support the stand of Blake and Aluede (2005) who stated that school types played a role in type of bullying and its degree and that it is common for bullies to prey on their victims in boarding schools than in day schools and that it is more common for bullying to occur in public schools than in private schools.

Lastly, the findings of this research work lend credence to Eweniyi (2013), who studied the effectiveness of two psycho-social behavioural interventions on adolescents' bullying behaviour among Nigerian adolescents. The study examined the influence of class types and religions on the effects of Contingency Management and Cognitive self-instruction on bullying behaviour among secondary school students in Ogun state, Nigeria. The population for the study consisted of bullies in public secondary schools in Nigeria schools. Stratified random sampling technique was used to select three schools while purposive sampling was used to select the participants. The study adopted a 3x2x2 pre-test and post test experimental research design consisting of two treatment groups and one control group. Each of this group has 40 participants each, while six participants did not complete the study. Adolescent Peer Relation Inventory (APRI) was the instrument used for data collection and a total number of one hundred and fourteen students fully

participated. Analysis of covariance (ANCOVA) was used to analyze the three hypotheses formulated at the 0.05 level of significance. Results revealed a significant effect of Cognitive self-instruction, Contingency Management on bullying behaviour ($F(2, 101) = 6.444$; $p < 0.05$). Cognitive self – instruction was found to be more effective ($MD = 7.754$) than Contingency Management ($MD = 5.503$). The study also revealed that the combination of class type and religions of the students did not interact with the effect of the two treatments ($F(2,101) = 2.379$; $p > 0.05$) did not affect bullying behaviour. Lastly, religion and class type collectively ($F(1,101) = .004$; $p > 0.05$) did not affect bullying behaviour.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this section, the work is summarized and conclusions were drawn based on findings of the study. Recommendations based on the findings are proffered and also recommendations for further studies are suggested

5.2 Summary

This study investigated the effect of modelling and positive reinforcement technique on bullying behavior among senior secondary school students in Bichi Education Zone, Kano State. To guide the study, three research questions were raised which led to formulation of three hypotheses all geared towards establishing the effect of modelling and positive reinforcement technique on male/female, boarding/day senior secondary school students in Bichi Education Zone, Kano State. Related literatures were reviewed with particular stress on the concept of bullying, concept of reinforcement, theoretical framework and review of empirical studies. A two-group pre and post quasi experimental design method was adopted. The population of the study comprised of all the SS1 students of senior secondary schools in some selected boarding and day secondary schools in Kano state that exhibit symptoms of bullying and have met the criteria for the selection. A purposive sampling technique was used based on knowledge of the intended population and the purpose of the study. Data was collected using a self-developed checklist/questionnaire on bullying behaviour symptoms cutting across physical, emotional, verbal, social, and cyber bullying. The treatment employed comprised of gift items in the form of books, pens, and rulers. Data from a total of 60 respondents were analyzed. Frequency counts and percentages were used to organize and describe the demographic characteristic of the respondents, while t-test statistics was used to verify the hypotheses at the 0.05 level of

significance. Findings of the result indicated that there is significant effect of modelling and positive reinforcement technique in the experimental group which may be attributable to the treatment and thus the null hypothesis of no difference is rejected. On the other hand, findings of the analyzed data revealed no significant difference in the responses of males and females in control and experimental groups as well as students from boarding and day schools. Consequently the hypotheses of no difference in gender and type of school were accepted.

5.3 Conclusions

Based on the findings of this study, the following conclusions were drawn:

- 1) Experimental Group of Senior Secondary School Students treated with modelling and positive reinforcement technique significantly differ from those in the control group who were not subjected to same treatment.
- 2) Gender difference is an insignificant determinant of bullying symptoms in Senior Secondary School Students treated with modelling and positive reinforcement technique.
- 3) The nature/type of school is not a significant determinant of manifestation of bullying symptoms in Senior Secondary School Students treated with modelling and positive reinforcement technique.

5.4 Recommendations

5.4.1 Recommendations from the Study

The following recommendations were thus proffered:

Based on the findings of this study, Para counsellors in secondary schools should be encouraged to use modelling and positive reinforcement technique on bullying behaviours among students especially in senior secondary schools in Bichi Education Zone, Kano State. This is because the

study has revealed that modelling and positive reinforcement technique have effect on bullying behavior among students in senior secondary schools.

- 1) Based on the findings of this study, government and the community should consider provision of material for use as positive reinforcement in secondary schools in Bichi Education Zone, Kano State. This is because the study revealed that the provision of materials for use as positive reinforcement will encourage students to stop the unwanted behaviour.
- 2) Based on the findings of the study, teachers, Government and indeed the community should de-emphasize gender difference and variation in the type of school (Boarding or Day) in addressing bullying behaviour among secondary students in Bichi Education Zone, Kano State. This is because findings of the study revealed that there is no significant difference in gender and type of school exposed to modelling and positive reinforcement technique.

5.4.2 Recommendations for Further Studies

Further studies on a number of issues related to the general problems of bullying behaviour will provide a rewarding research experience. For example:-

- 1) There is the need to further investigate the effect of negative vs positive reinforcement techniques on bullying behaviour among the secondary school students in other parts of Kano State. This is because this study is delimited to only modelling and positive reinforcement and specifically covers only some schools under Bichi Education Zone.
- 2) Of significant importance for further studies is that schools located in different parts of the State i.e. rural and metropolitan areas will most likely vary in the nature and

effects of modelling and positive reinforcement technique. Also the effects are most likely going to be different when students in private and public schools are compared.

- 3) Similarly there is also the need to further cascade the studies to Primary School pupils in Kano State because this study is only limited to secondary schools.

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APPENDIX I

BULLYING BEHAVIOUR QUESTIONNAIRE

Dear Sir/ Madam,

I am a student undergoing a master degree (M.Ed Guidance and Counselling) in the Department of Education, Faculty of Education, Bayero University Kano. Am conducting a research on the *“Effect of modelling and positive reinforcement technique on bullying behaviour among Senior Secondary School students in Bichi education zone, Kano State”*. You are kindly requested to respond to each of the statements/questions as you consider correct. Please be assured that all information provided shall be treated with utmost confidentiality.

Thank you

SECTION A. Demographic Data

You are required to provide information on the items below:

1. Gender: Male [] Female []
2. Age: 13yrs & below [] 14yrs [] 15yrs & above []

SECTION B: You are required to provide information on the following items based on the scales given below.

TM: True of me, STM: Somehow true of me, CNTM: completely not true of me

S/NO	ITEMS	TM	STM	CNTM
1	I fight with weaker students and physically intimidate other students to show off my strength			
2	I belong to a group that dominates other students to show of strength			
3	I seize personal belongings of weaker students such as food items, writing materials and even money for just no reason			
4	I compel others to carry out task for me			
5	I enjoy embarrassing some students by passing unpleasant comments about them in the presence of other students			
6	I upset some students by calling them names they don't like			
7	I mimicked students posture, how they walk or their voices just to intimidate them			
8	I try to exclude some students from their friends or peer group			
9	I use abusive language when talking with some students			
10	I engage in noise making and disturbance in the class			
11	I always criticize and condemn some students without a good or constructive reasons			
12	I use verbal threats and bragging to intimidate some students			
13	I make certain gestures to ridicule some students (grimacing, spitting etc)			
14	I try to ruin other people's friendship			
15	I deliberately ignore some students to make them feel unimportant			
16	I gossip and spread rumours about certain behaviours or incidence concerning some students			
17	I send insulting text messages to some students			
18	I use fake voices or block my phone numbers to insult some students			
19	I circulate insulting pictures through cell phones or social media to hurt some students			
20	I circulate abrasive music to ridicule some students			

APPENDIX III

Department of Education

P.H.B. 3011

Kano State

Head Prof: Talatu M. Garba

Email: talatufm24@gmail.com

Date : 9/07/2015

B.U.K.

Bayero University, Kano

Dear Sir,

LETTER OF INTRODUCTION

This is to certify that: SAMIRA MUSA SA'AD with Registration Number: SPS/11/MED/60077 is our student in the Department of Education. Bayero University, Kano.

Kindly render any assistance he/she may require from you.



Prof Talatu M. Garba
Head of Department

APPENDIX IV



KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD ZONAL EDUCATION OFFICE BICHI

Tel: 064-231125, Kano

Our Ref:

Your Ref:

Date: 11/01/2016

SCHOOL POPULATION

BICHI

S/N	SCHOOL	ENROLMENT GRAND TOTAL
1	GSS BICHI	2164
2	GSS SAYE	456
3	GASS K/BICHI	956
4	GSS BUDE	1147
5	GSS DAN'ZABUWA	704
6	GSS CHIROMAWA	312
7	GGASS DAN'ZABUWA	2167
8	GGDSS BICHI	1567
9	GGJASS SAYE	205
10	GJSS D/DORAWA	59
11	GGJASS BICHI	519
12	GJSS HAGAWA	130
13	GJSS WIRE	21
14	GSS DAMARGU	327
15	GJSS M/SARARI	134
16	GJSS M/GARU	131
17	GJSS D/KARYA	105
18	GJSS TINKI	82
19	GJSS G/BATURE	60
20	GJSS YOLA	102
21	GJSS MUNTSIRA	75
22	GJSS A/GALADIMA	363
23	GGJSS CHIRANCHI	610
24	GGJS/GJS BADUME	594
25	M.WADA GJAS BICHI	310
26	GGJSS K/LAMBA	207

TSANYAWA		
1	GSS TSANYAWA	608
2	GSS KABAGIWA	425
3	GSS HARBAU	388
4	GSS DUMBULUM	548
5	GASS TSANYAWA	405
6	GGSS TSANYAWA	536
7	GJSS YANAGAU	166
8	GJSS YAMMAMMAN	90
9	GSS KWANDAWA	401
10	GGJASS DUMBULUM	199
11	GJSS GURUN	208
12	GGJSS YANCHIBI	163
13	GJSS DADDARAWA	162
14	GGJSS HARBAU	180
15	GJISS DUMBULUM	180
16	GGJSS YARGWANDA	285
17	GGJSS/GJSS KOKAI	100
BAGWAI		
1	GSS BAGWAI	993
2	GSS KIYAWA	376
3	GSS DANGADA	314
4	GSS GADANYA	367
5	GGASS BAGWAI	224
6	GJSS GOGORI	301
7	GGJSS GADANYA	69
8	GGJSS DANGADA	67
9	GGJSS KIYAWA	86
10	GJSS BADODO	37
11	GSS R/DAKO	164
12	GJSS WURO BAGGA	76
13	GGJSS/GJSS ROMO	150
14	GJISS MOJI	59
15	GGJASS GOGORI	178
KUNCHI		
1	GSS KUNCHI	276
2	GSS SHUWAKI	578
3	GSS YANDADI	242
4	GJSS GWARMAI	49

5	GGSS SHUWAKI	250
6	GJSS U/GYARTAI	47
7	GGASS U/GYARTAI	222
8	GJSS MATAN FADA	85
9	GJSS GWADAMA	52
10	GGJSS KUNCHI	65
11	GJSS/GGJSS K/KUKA	172
12	GGJSS YANDADI	218

ZONAL EDUCATION OFFICER

HASSAN MA'ARUF

SIGN: 