EFFECTS OF COGNITIVE RESTRUCTURING AND SELF-MANAGEMENT COUNSELLING TECHNIQUES IN REDUCING BULLYING BEHAVIOUR AMONG STUDENTS OF UPPER BASIC SCHOOLS IN NASSARAWA ZONAL EDUCATION DIRECTORATE, KANO STATE, NIGERIA

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DEDICATION

This Dissertation is dedicated to my Parent: Mallam Isa and Hajiya Zainab, My Wives: Asmau and Asiya, My Children: Abba, Ummi, Huzaifa, Ubayyu, Usama ,Nana,Safiyya,Hafsat, Fatima, Khadija,and Amaturrahman. I would not have finished this work without their patience, tolerance and encouragement.

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ABSTRACT

The study investigates the effects of Cognitive restructuring and Self-management techniques in reduction of bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate, Kano state. The study has adopted quasi-experimental pre-test, posttest design. The population of the study comprised 140 of upper basic secondary school students in Nassarawa Zonal Education Directorate, with symptoms of bullying behaviour. A sample of 30 participants have been selected out of 140 identified school bullies, and assigned to two groups of 13 and 17 participants respectively. All the two groups were made to be experimental groups. One group was subjected to cognitive restructuring technique and the other group has been subjected to self-management technique. Both groups have been pre-tested before the treatment and had been post tested after the treatment. The study used one instrument designed by the researcher titled Bullying Behaviour Questionnaire (BBQ). The instrument has been pilot tested to establish face validity and construct validity. The instrument yielded cronbach alpha reliability co-efficient of 0.866. The instrument has been used to pre-test and posttest the participants. Based on this, six research questions and five null hypotheses have guided the study. The six research questions have been answered using descriptive statistics (mean and standard deviation). While the five null hypotheses, had been tested at 0.05, level of significance with dependent as well as independent sample t-tests. The resultsrevealed that cognitive restructuring and self-management counselling techniques were effective in reducing bullying behavior of respondents, cognitive restructuringhad more effect than self-management. The finding also revealed that the two techniques were also found to have differential effects in reducing bullying behavior between Male and Female and is in favor of female respondents. Based on the finding it was concluded that, both cognitive restructuring and self-management counselling techniques were effective in reducing bullying behaviour. It was recommended that cognitive restructuring and self-management counselling techniques are to be utilized in assisting students with bullying behavior.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Behavioural problem has been an issue of concern incounselling psychology. Today, prevention of problem behaviours has become a major focus as a matter of importance to all those concern with the education of young ones in Nigerian secondary schools.

Bullying which results from aggression remains one of the major challenges facing students and school especially at secondary school level. Bullying behaviours among students are repeatedly aggressive acts by one or more students against another student with difference in power between the perpetrator and the victim with the intention of inflicting disturbing physical or verbal harm. Bullying behaviours among adolescents have become rampant in schools today in Nigeria and the world at large. Results have shown that bullying behaviour exhibited as; 20.8% physically, 53.6% verbally, and 51.4% socially or 13.6 % electronically respectively (Wang, et.al, 2009). Students who bully others are at risk of health, safety and educational problems, including injury requiring hospitalization, weapon carrying setting fires and runaway episodes. They may also engage in smoking, drinking alcohol and substance use (Strabstein &Piazza, 2008). They further argued students are more likely to lack concentration and as a result more likely to have low academic performance because there is likely-hood of engaging themselves into delinquent behaviours.

Bullying behaviour is becoming prevalent in recent times in our institutions (Lawal, 2016). It has been acknowledged that the prevalence of bullying behavior among adolescents in recent times is both directly and indirectly felt in almost all communities and institutions of learning in the country. This behavior adversely affectstheir physical, social and psychological well-being as

well as their academic achievement. The victims of school bullying behaviors tend to experience poorer health compared with those who do not exhibit this type of behaviours. The victims of school bullying have somatic complaints and greater risk of injury (Gini and Pazzoli, 2009). Similarly, the victims of bullying behaviours are likely to dislike and want avoid school. And consequently, their level of school attendance and academic performance tend to be lower (Lupert, 2009).

Bullying as an aggressive behaviour, cuts across all ages and all level of human existence. Its manifestation is enhanced by certain factors classed as biological, home background and environmental factors. Other identified encouraging factors include frustration, self inadequacies and gender of the aggressor among others. Bullying is usually perpetrated by the older and more powerful students to disturb the weak and vulnerable ones among them.

There are many consequences attributable to bullying behaviour. These consequences have implications for the learner, bullied, their victims, the school, families, communities, educational system and society at large. Bullying behaviour may affect the overall development of an individual's mental health, academic achievement and growth, psycho-social functioning and adjustment. The victims of bullying usually experience long lasting social, emotional, psychological and academic problems ranging from resentment, truancy fear, and depression, lack of concentration, low self esteem and academic failure. Bullying is usually defined as a specific form of aggression which is intentional, repeated, and involves a disparity of power between the victims and the perpetrators. Previous studies have found that boys have higher prevalence of bullying perpetrators than girls and bullying behaviour tends to peak in the middle school and then decrease (Wang, Ronald & Tonja 2009).

Adolescent bullying may take many forms, such as physical, verbal, and irrational or social. Physical bullying may include; hitting, pushing and kicking. Verbal bullying includes; name calling, and teasing in hurtful way. While irrational form of bullying refers to an indirect form of bullying, such as a social exclusion and spreading of rumours. Studies on direct and indirect bullying have consistently shown that boys are more involved in direct bullying, whereas girls are more involved in indirect bullying (Olweus & Slee,1999).

The problems of Bullying is not new but seems to be an age long phenomenon in the worldand in Nigeria, parents and other adults revealed personal experience of Bullying during the school days of the adults. Research have revealed that 10% to 11% of adolescent sample in Canada were victimized by peer and 8% to 11% were bullies (Hymet, Rocke-Hendeson&Bannano, 2005) in America Herbors School approximately 2.1 Million are bullies while 2.7 Million are their victims (Aluedu, 2011). Egbochukwu (2007) has revealed that in Benin City, Nigeria almost four in every participant reported being bullied and 85% of the children admitted to bullying others at least once. The study has concluded that bullying often takes place in school and is seen as serious problem frequently right in the class room. The fact show too that is an equal-opportunity torment-the school type (Private/ Mission or government) seems to have no bearing on its occurrence. The Study has shown the prevalence of bullying in Nigerian School making it serious problem that should not ignored. The study has also reiterated gender differences and bullying. The study claimed that boys, are more likely to be both the perpetrator and the victims of bullying. The study has also opined that Students who are bullied reported that they had reported bullying to their teachers Kamal-Raj (2007).

Omoteso (2010) has reported that 88.1% of the participant had been bullied 33.1% were bullies and 64.7% had been involved in relational bullying while retaliation for being bullied in the past

was 51.2%.In Owoaje and Ndubisi (2009), examining 2007/2008 session admitted student in six public secondary School in Odo Ota L.G area of Ogun State it has been reported that students were bullied as follows 1-2 days within a month 29.5%, 3-5 days 9.1%, 6-9 days 5% and 10-30 days 4.3%.

In a Nationwide survey of school Violence in Nigeria conducted by Federal Ministry of Education (2007) it was revealed that physical violence and psychological violence account for 85% and 50% respectively of the bulk of violence against children in schools. Across School location, physical violence was more prevalence in the rural areas (90%) than in the urban areas (80%). Across region physical violence in School was higher in the Southern region (90%) than in the northern region (90%) than in the easternregion. So was the case of Psychology Violence which was 61% in Southern Nigeria and only 38.7% in Northern Nigeria. Among boys and girls it has been reported that 48.8% male and 51.2% Female were involved in bullying among Students Studied in Ibada-(Omoteso, 2010)

In a Study conducted by Oguchietal (2017) in Kano, the prevalence of bullying was 43.6%, while approximately 32.0% 0f the study population admitted to bullying others- On the relationship between gender differences among respondents who were bullied. However more males admitted to having bullied someone, this difference was statistically significant. Across School type the prevalence of victims of bullying and perpetrators of bully, there was a significant relationship. A large proportion of subject in public Schools (50%) got bullied than in private Schools (39.6%). Similarly, among those that reported bullying someone else a large proportion of public School Students (44.5%) indulge in bullying others than private students (24.3%). This difference was also statically significant.

The manifestation of bullying showed that bullying was prevalent in Schools and that both boys and girls were victims with more boys being involved than girls It was further shown that emotional bullying was most prevalent (Donatus, Owuanmam& Victoria IdowuMakima (2017).

Cognitive restructuring technique was developed by Aaron Beck and Albert Ellis among others (Ellis, 2000). The technique is sometimes used synonymously with reframing, re-appraisal, re-labeling and attitude adjustment (Baron, & Kalsher, 2005).There are four steps involved in cognitive restructuring counselling technique as identified by Hamriemerli, Znoj and Barth, (2009). These steps are automatic thoughts, cognitive distortions in the automatic thoughts, rational disputation of automatic thoughts and development of rational rebuttal to the automatic thoughts.

Cognitive restructuring is a useful tool for understanding and turning around negative thinking. It was viewed as a coping technique that substitutes negative, self-defeating thoughts, to change the perception of the stressor from threatening to nonthreatening (Seawrd, 2006). The technique is a particular form of cognitive therapy in which the goal is to teach the clients to identify and evaluate automatic thoughts.Wolpert (2003) argued that, utilization of cognitive restructuring enables adolescents to attack negative and self-defeating thoughts. Furthermore, cognitive restructuring has been seen as a technique that is based on idea that people emotion and behaviour can be greatly affected by what they think and for that reason they must disengage from irrational thought that breeds misconceptions, which could hamper their level of achievement in any field. Cognitive restructuring technique has been proved effective on bullying behaviour (Mora, 2007). Self-management technique has been proved to be a technique that can be used to manage violence, aggression and bullying (Shade, et. al, 2013).

Self-management is cognitive behavioural skills used by individuals with the help of therapist to maintain self-motivation and achieve personal goals. There are many varieties of self-management strategies. Other terms of self-management are behavioural self control training; cognitive self-regulation, self-instructional training or self-talk techniques. In recent years, the term 'self-management' has replaced self-instructional training, self-control and self-talk because self-control implies changing behaviour through sheer will power. Self-management on the other hand, involves becoming aware of the natural process that affects a particular behaviour and consciously attaining that process, resulting in the desired behaviour change (Frayne & Geringer, 2000).

Self-management strategies are useful for a wide range of concerns including emotional and behavioural problems such as aggression, bullying, anxiety, depression, drug abuse, smoking, gambling or eating disorders (Rokke, Judith & Zelijko, 2000). The goal of self-management is to reduce emotional and behavioural deficiencies that occur when an individual does not engage in a positive; desirable behaviour frequently enough. The result may be a missed future benefit. For example, a school bully who refuses to engage in a positive desirable self-talk, as modeled by an adult may not learn to interact with peers in socially acceptable ways. Self-management technique has been used to effectively reduce in appropriate and interfering behaviours (Neitzel, & Busic 2009).

1.2 Statement of the Problem

Bullying is a serious worldwide problem which interferes with pupil optimum development socially, psychologically, educationally and emotionally. It is so devastating that its effect goes beyond the individual, touching the entire society, Bullying can make the child not to benefit from the school setting as well as creating problems to the teacher who spend most of his/her time identifying the deviant pupils and administering appropriate punishment. Victims of school

bullying may be targeted for many reasons including their appearance. They may also fear school and have difficulties in concentration.

The prevalence of bullying behaviour in Kano and exhibition of bullying among secondary school students appears to be on the increase. Bullying which may take many forms such as; physical like hitting, pushing and kicking; or verbal which include, name calling, hissing shouting and teasing in a harmful way. Sometimes it is irrational or indirect form of bullying otherwise known as indirect form of bullying. All the three forms are common in Kano secondary schools. The previous studies conducted in Kano and cited in the background of the study has indicated that, 43.7% out of the sample reported being victims of bullying ,while about 32% had bullied someone else. There was no statistically significant difference in the prevalence of bullying behaviour between male and female. However, the proportion of males who acknowledged bullying others was higher. There is rampant bullying behaviour in public school in Kano than in private school. Students move freely with weapons terrorizing fellow students and sometimes even teachers. It has been reported that those who were bullied dislike classes more than those who bully others.

School guidance and counsellors have tried to solve the problem of bullying behaviour in schools through individual and group counselling and teachers on their part have employed many measures like , flogging; scolding kneeling down, suspension, sending them away during lesson, manual labour, and even expulsion. These measures have not helped much in solving the problems because they are impositions which are external to the bully person. This study is therefore, aimed to determine how best to eliminate or reduce bullying among secondary school students in order to ensure that these students would not only achieve their set educational goals but also develop socially, morally and emotionally balanced personalities. Studies have revealed

evidence of effectiveness of some behaviour modification approaches in managing maladaptive behaviours such as lateness to school, truancy and smoking and drug abuse. The researcher therefore, asks, are the two counselling techniques i.e. cognitive restructuring and self-management effective in reducing bullying behaviour among secondary school students?

It is in view of this concern this study was carried out. The study is aimed to examine the effects of cognitive restructuring and self-management counselling techniques in reducing bullying behaviour among secondary school students in Nassarawa Zonal Education Directorate, Kano state Nigeria. In addition, the study intends to ascertain the difference in the bullying exhibition of male and female and finally to find out which bullying behaviour is most common.

1.3 Objectives of the Study

The objectives of this study were:

I. To identify the most prevalence bullying behaviour among students of upper basic in Nassarawa zone

II. To examine the effect of cognitive restructuring counselling technique in reducing bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate.

III. To determine the effectiveness of self-management counselling technique in reducing bullying behaviour among students of upper basic in Nassarawa Zonal Education Directorate.

IV. To determine the difference in the Posttest mean scores in reducing bullying behaviour between male and female students of the upper basic schools in Nassarawa Zonal Education Directorate.

V. To find out the difference in the Posttest mean scoresin reducing bullying behaviour between male and female students of upper basic schools in Nassarawa Zonal Education Directorate.

VI. To find out the difference in the effects of cognitive restructuring and self-management counselling technique in reducing bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate.

1.4 Research Questions

The following questions have been postulated to guide the study:-

I. What is the most prevalence bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate?

II. What is the effect of cognitive restructuring counselling technique in reducing bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate?

III. What is the effect of self-management Counselling technique in reducing bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate?

IV. What is difference in the effect of cognitive restructuring counselling technique in reducing bullying behaviour between male and female students of upper basic schools in Nassarawa Zonal Education Directorate?

V. What is the difference in the effect of self-management counselling technique in reducing bullying behaviour between male and female students of upper basic schools in Nassarawa Zonal Education Directorate?

VI. What is the difference in the effects of cognitive restructuring and self-management counselling techniques in reducing bullying behaviour among students of upper basic school in Nassarawa Zonal Education Directorate?

1.5 Hypotheses

The following hypotheses are formulated to guide the study:

I. There is no significant difference in the effect of cognitive restructuring counselling technique in the reduction of bullying behaviour between students of upper basic schools exposed to treatment

II. There is nosignificantdifference in the effect of self-management counselling technique in the reduction of bullying behaviour among students of upper basic schools exposed to treatment.

III. There is no significant differencein the reduction of bullying behaviour between male and female students of upper basic schools exposed to treatment on cognitive restructuring counselling technique.

IV. There is no significant difference in the reduction of bullying behaviour between male and female students of upper basic schools exposed to treatment on self-management counselling technique.

V. There is nosignificant differencein the effect of cognitive restructuring and self-management counselling techniquesin the reduction of bullying behaviour amongstudents of upper basic schools exposed to treatment.

1.6 Significance of the Study

The aim of this study is that its' findings will have both theoretical and practical significance. Practically, the findings of this study will be of great significance to educational psychologists, counsellors, adolescents, parents, teachers, policy makers and society in general. Theoretically, this study will be in the area of cognitive restructuring and self-management counselling techniques. The findings will prove the functionality or otherwise of behavioural counselling approach and rational emotive behaviour therapy. By this, it is hoped that, the findings will help

to show explicitly the theoretical positions and functionality of rational emotive behaviour therapy and behavioural counselling theory. The rational emotive behaviour therapy talked about mental process, ability to see things in their proper perspective, while, behavioural counselling is concerned with the behaviour modification.

The study will provide information to educational psychologists about the best methods to use in teaching and learning process.

The study will be of significant importance to adolescents. The findings of the study will help the adolescents to be conversant with the skills that will enable them to control their behaviour even if they are angry. The finding of the study will make them to be tolerant and cooperative. This will improve positive behaviour and diminish negative behaviour. It will also improve cordial and loving relationship and hope to improve academic performance.

The result of the study intended to open new way for the reduction of bullying behaviour in the classroom at all level of education in Nigeria. The application of cognitive restructuring and self-management counselling techniques might be very useful for school counsellors and teachers in minimizing the effect of bullying behaviour. Teachers may be more skilful and gain more strategies of teaching when they learn about the treatment package of the two counselling techniques adopted in this study. This means teachers would be offered the opportunity for replacing corporal punishment with behaviour modification techniques for managing behaviour problems among students such as bullying.Also the findings of the study will provide teachers with the knowledge of simple way of handling three forms of bullying students after modelling good behaviour.

Finding of the study will benefit parents. The findings of the study will be of significant to parents because it is hoped that information will be provided on factors that constitute bullying

behaviour. If that is identified, the parents will be aware of the dangers and consequences of such dangerous behaviours. The parents will then be conscious of the behaviour of their children and when the children manifest bullying behaviour, they discourage them immediately. The study is aimed at revealing the adverse effect of bullying behaviour of the school progress and all parents need the progress of their children. Governments everywhere is proud with good citizens. Therefore the findings of the study will assist government in its discipline programmes. The findings of the study might also enrich the available literature on the issue of bullying.

Findings of the study could be very significant to counselling profession because it would further highlight the important role counsellors play in reducing and controlling effect of bullying behaviour. Counsellors will be more exposed to behaviour modification techniques adding to their existing knowledge to handle behaviour problems of their students. This might assist the students towards improving their social relationship with their colleagues and teachers by having better inter-personal relationship which could better academic performance. Similarly, the students could benefit from the findings of the study because the stakeholders in the education industry would be awakening to their primary responsibilities. While the students would be awaken to their duty of watching their utterances and actions against others. They would be guided by the findings of this study to see the need to develop feeling of empathy to their colleagues who are weak and vulnerable. The vulnerable school students might be confident that the school is interested in their welfare and that would help in reducing dropout rates among them that adversely affects them and their development.

The findings of this study will be of immense benefit to the society at large. The youths are the future leaders; when they learn to assimilate and internalize experiences positive and negative within the environment and become accommodative the society will become peaceful, safe,

sanitized and free from most anti-social behaviours like bullying. This will no doubt increase economic, social, political and religious tolerance.

Finally, the more security is provided the more harmful behaviours among students are reduced. When that is attained it would help the stake holders in the education industry to concentrate on provision of effective teaching and learning environment. The findings of the study would further bring to the limelight the strategic importance of counselling in achieving any educational objectives. It is expected that the outcome of this study would also provide empirical data to counsellors and psychologists, the efficacy of these counselling techniques used for behaviour change of clients, especially those with bullying behaviour. The utilization of cognitive restructuring and self-management counselling techniques in reducing bullying behaviour would also open up other areas of research in the counselling and psychology profession.

1.7 Scope and Delimitation of the Study

This study has specifically confined itself within JSS 2 of upper basic schools in Nassarawa Zonal Education Directorate. The research has been conducted within 2 schools in Nassarawa Zonal Education Directorate. The schools are, GJSS Racecourse and GJSS Sauna. The content scope focused on the effects of cognitive restructuring and self-management counselling technique on bullying behaviour manifestation among secondary school students. The study is concerned with two independent variables. These variables are: cognitive restructuring and self-management. While the dependent variable is bullying behaviour.

The study delimits itself from all other JSS 2 from other schools in Nassarawa education zone. Therefore the study is delimited to all other JSS schools in Nassarawa Zonal Education Directorate. The study is concerned with cognitive restructuring and self-management counselling techniques. Therefore this study delimits itself from all other counselling techniques. The scope of this study is Nassarawa Zonal Education Directorate. This is to say other 13

education zones in Kano State are not the concern of this study. This study is concern with bullying behaviour of the students. All other behaviour problems like, truancy, drug abuse, smoking, stealing etc are out of the scope of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction:

The chapter examined the related literature regarding bullying behaviour. It has been presented under the following subheadings; conceptual frame work, theoretical frame work of bullying behavior, causes of bullying behaviour, different types and consequences. Other items examined in this chapter include empirical studies conducted for reducing bullying behaviour among students. Discussion on various items in this chapter has been concluded with the detail explanation on the counselling techniques that have been used in this study that is the cognitive restructuring and self-managementcounselling techniques. The chapter also presented the relevance of the selected counselling techniques to bullying behaviour.

2.2 Conceptual Frame Work

2.2.1 Bullying Behaviour

Bullying among adolescents in schools and in other places has become an issue of major importance among educators. Most adults can remember incidents of bullying in which they were either bullies or bullied. Intervention programmes to reduce the behavioural problem had enjoyed only modest and limited success. The behaviours that documented as bullying behaviours are numerous. Some of which include; name calling, exclusion, pushing, disrespect of people and property and intimidation. Bullying has been defined as a specific form of aggression between which is intentional, repeated, and involves a disparity of power between the victims and the perpetrators.

Bullying may take many forms, such as, physical, verbal, and irrational. Physical bullying may include; hitting, pushing and kicking. Verbal bullying includes; name calling, hissing, shouting and teasing in hurtful way. While irrational form of bullying refers to an indirect form of

bullying such as social exclusion and spreading rumours. Nickel, M. K.,J. Nicket, (2005) has defined bullying as "intentional", unprovoked abuse of power by one or more children to inflict pain or cause distress to another child on repeated occasions. Bullying is typically repetitive and involves a power imbalance between the bully and victim where the victim is an able to defend himself from the bully (Rigby, 2001). According to Rose (2003) bullying is an intentional and generally unprovoked attempt by one or more individual to inflict physical hurt and/or psychological distress on one or more victims. While Konstantina (2010) viewed bullying as intentional systematic and unjustified aggressive behaviour that is exercised by student or group of students more powerful, physically towards another student or group of students less powerful.

In a similar view Aluede (2011) described bullying as a form of aggression, a particular kind of violence exhibited in the course of social interaction by a more dominant individual (the bully) to a less dominant individual (the victim) with the intention to cause distress to the victim.

Bullying can be described as repeated negative events, which over time are directed at special individuals and which are carried out by one or several other people who are stronger than the victim (Egbochukwu, 2007). Gradin and Hammerstorm (2005) have identified verbal harassment like teasing , name calling as the most common forms of bullying. But Ometeso (2010) has identified kicking, hitting, extortion of money from victims, locking inside a room, sending of nasty notes, isolation, teasing and threat to beat others as the forms of bullying behaviour.

2.2.2 Global Prevalence of Bullying Behaviour

Bullying as a sub-set of school violence among children and adolescents occurs in many schools across the globe (Mc Eacherin, Kenny, Blake & Aluede,2005). School bullying (2012) in a review has illustrated the severity of bullying within classroom as 70% of middle school and

high school students experienced bullying in school. 7-12% of bullies is habitual and poses a serious threat. The review has also reported students carry weapons to school recently. The statistic of the review has shown that, 23% of 9th grade has carried weapon to school. The review further reported that, about 27% of students were victims because they refused to engage in common sexual practices.

Bullying among school children occurs worldwide.It takes place in small schools, large schools, single sex, co-educational schools, traditional and progressive schools. It occurs in both primary and secondary schools.

In Canada, it has been reported that 10-11% of adolescents sampled were victimized by peers and 8-11% were bullies (Hymel, Rocke, Henderson&Bananno. 2005). As teasing is a form of bullying it has been reported that in a survey that, British adolescents waiting for orthodontic treatment were being teased about their dental appearance (O'Brien,C, Benson P Marshman Z. 2007). In Australia and spain, the problem of bullying behaviour prevails among 17% of students (Dorcas, 2015). In Britain about 1.3 million children are involved in bullying. Professor Amos Rolider in Israel surveyed 2,972 pupils in 21 schools. The survey has revealed that 65% complained of being mocked, kicked, pushed or molested by fellow pupils (Wet, 2005).

Studies have shown that bullying in secondary school is more indirect and is more likely to occur with an older student bullying a young student (Harris & Harthorn, 2006). They have categorized these indirect behaviours into four categories; relational aggression, verbal bullying, racial bullying and other. Relational aggression refers to behaviours such as giving hurtful nicknames, making humiliating remarks, mocking and making others feel alone at school. They further argued that verbal bullying is the most common form. Combine verbal bullying and (action) with

racial bullying (reason) and it is the majority of bullying taking place in secondary schools (Harrison &Harthorn, 2006).

Studies have identified the following statistics found among secondary school students compiled by Harrison & Harthorn and their associates. 74% of students have sometimes been called hurtful names. 62% of students have sometimes witnessed teasing happening at school, more girls than boys were the victims of this bullying. 13% of students have often been called insults base on their race, ethnicity, religion, gender, sexual orientation, and disability (Harrison & Harthorn, 2006).

The final category termed other includes forms of bullying such as educational bullying, when there is power imbalance due to learning weakness; and mindless bullying, when the bully does not fit the bully profile and believes they are not causing harm.

The researchers posited that, 48% of elementary students bullying behaviour occur in the classroom. In the middle schools 52% of students reported bullying happening more frequently in the classroom, but it decreased on the play ground. In high schools, 62% of students were sometime aware of bullying happening within their classrooms and 21% were aware of it was happening often in the classroom. During break times, such as lunch and at extra-curricular activities, 50% of students reported being aware that bullying was sometimes happening (Harrison &Harthorn, 2006).

2.2.3 Prevalence of Bullying in Nigeria

There has not been established rate of bullying in Nigeria. Even though, some studies have tried to revealed cases of bullying behaviour across Nigeria. Egbochukwu (2007) has revealed that in Benin City, almost four in every five participants reported being bullied and 85% of the children admitted to bullying others at least once. According to Omoteso (2010) in a study conducted in

Ibadan, Nigeria, 88.1% of the participants had been bullied, 33.1% were bullies and 64.7% had been involved in relational bullying while retaliation for being bullied in the first was 51.2%. In another study, conducted by Ndubisi (2009) to examine 2007/2008 session admitted students in Odo Ota Local Government Area of Ogun State, Nigeria, it was reported that students were bullied 1-2 days in a month 29.5%, 3-5 days 9.1%, 6-9 days 5% and 10-30 days 4.3%. Asamu (2006) found that 22.5% of the students she studied in Ibadan, Nigeria bullying behaviour is prevalent among them.

In another study conducted by Donatusand Victoria (2015) in Ondo State, Nigeria to investigate the prevalence of bullying behaviour it has been reported that 28% of the sample had experienced bullying while 42% had bullied other students. The study also revealed that emotional form of bullying was most experienced and that boys had experienced and manifested bullying more than their female counterparts.

The most common type of bullying behaviour in Nigerian secondary schools as reported by Egbochukwu (2007) was kicking and hitting others. The rate of kicking and hitting was 50%, and then followed by threat to beat someone with (25%), and then, extortion of money (13%), then 3% for sending nasty notes.

Teasing form as a form of bullying behaviour is prevalent among children in Nigerian school. In a study conducted by Chikodi, Yahaya, Jibril and Modu (2017) aimed to determine the prevalence of bullying behaviour among adolescents in Kano Northern Nigeria, it was revealed that the prevalence of bullying behaviour was high among the sampled population especially within public schools. The study has vindicated that children suffer and found to be targeted from teasing especially if there is deviation from normal appearance. Deviations of dental appearance have place children at risk of being tease by their peers. On nicknames and bad

names calling, it was observed that nicknames were based on appearance in 32.6% of the population, and also 45.3% of the entire group studied for the concern about being teased because of the appearance of their teeth (O'Brien, et al, 2007). That study in Kano has concluded with about 43% of the respondents have been victims of bullying while about 32% had bullied someone else. There was no significant gender difference but it has been reported that both male and female were involved in bullying manifestation.

2.2.4 Causes of Bullying Behaviour in Nigerian Secondary Schools

There are some factors that have been identified to be responsible for bullying behaviour among secondary school students in Nigeria (FAREO, 2015).The causes werecategorized into four as follows:

(a) Social factor: This comprises early experiences, which influence the behaviour of the child. Here factors like parental neglect, family instability, quarrel, disagreement, rejection, isolation, and exposure to violent movies play a vital role in shaping bullying behaviour of the child.

(b) Biological factor: Science has proved that some individuals behave aggressively due to malfunctioning of the body organs or imbalance in the production of the body hormones. Aggressive behaviour such as bullying can also be attributed to poor state of mental health (Jekayinfa 2004 in FAREO,2015).

(c) Peer group influence: Secondary school students worldwide Nigeria inclusive spend most of their time with their age-mates than they do with their parents and teachers. Therefore, a child may likely imitate bullying behaviour from peers.

(d) Environmental factors: The child moves around the environment in the school, at home and within community. He therefore needs proper supervision and monitoring. Failure of which can lead to bullying others or being bullied.

Other factors that contribute to bullying behaviour worldwide include intimidation by others especially the adults. Sometimes they can easily butter up with adults making them unsuspecting bullies (Bosworth K, Espelage DL, Simon TR, 2001). Emotional abuse, which is a sub-type of abuse and neglect, is a problem affecting all races, religious and socioeconomic groups. On gender basis, Cook (2010) has discovered that boys are more aggressive than girls as such they rely on more on their physical strength, and physique to bully others.

School violence is one of the most important problems facing students and their families, since growing number of students perceive their school context as an unsafe environment (Aleude, 2004). Children who found themselves in such situation either in their school or family circle are likely to suffer damage to their self-esteem and their internalization of positive role model and adaptive interactional patterns. This state of psychological maltreatment experienced by students is perceived as a socioeconomic malaise in our society. Such experience will impact negatively on the mental abilities of an abusive child in terms of intelligence, memory, recognition, attention and capacity to develop adaptive relationships (Wet, 2005).

Psychological abuse or mental injury and other forms of abuse conjure up images of violence and cruelty. It leads to deliberate negative actions and behaviours against others. It encourages an intention to harm and cause damage to others. Emotional abuse can be used to describe failure to do something or what is being omitted, neglected and denied and most importantly how it is done unintentionally or out of ignorance, indifference or distress (Alfandary, 1993). Students in secondary schools experience some forms of emotional abuse such as rejections, isolation, terrorism, ignorance, control to mention but a few that may have adverse effects on their passage through their developmental stages of infancy, childhood and adolescence (FAREO, 2015).

Emotional abuse of children can result in serious behavioural problems including bullying, depression, lack of attachment or emotional bond to a parent or guardian, low cognitive ability and educational underachievement and poor social skills for developing positive interpersonal relationship (McEachern, Aluede & Kenny, 2008). Children who experience rejection are more likely than accepted children to exhibit hostility, bullying or passive-bullying behaviour, to be extremely dependent, to have negative option of themselves and their abilities, to be emotionally unstable or unresponsive and have negative perceptions of the world around them. Emotional bullying has been considered as the most prevalent form of bullying in Nigerian schools (Donatu et. al2015).

There is dearth of empirical studies on emotional studies abuse that lead to behavioural problems such as bullying by a school teacher on his students in Nigeria. Teachers are supposed to be important socializing agents who fulfill basic socio emotional needs of the students such as belongingness and self-esteem. But unfortunately, this positive relationship is not there between school teachers and their students. This fact is supported by research evidence on the child's social, behavioural, emotional and academic adjustment (Pianta, 1999). There is no doubt that, psychological maltreatment destroys a child's sense of self and personal safety. This leads to adverse effects on interpersonal thoughts, emotional health, social skills, learning impairment and physical health (Nesbit, &Philpot, 2002).

2.2.5Parental background of students and Bullying Behaviour

Other factors associated with bullying behaviours among students that are equally important to mention at this juncture are the personal attributes, reaction patterns of students combined with their physical strength or weakness in the case of male students can help to explain the development of bullying behaviour problem among students. At the same time teachers' attitude,

behaviour and supervisory routines play a crucial role in determining the extent to which these problems will manifest themselves in the classroom or school environment. In addition to that parents and family settings who model bullying and violence as a way of meeting their needs or use very harsh methods of discipline are significantly more likely to have children who engage in bullying behaviour.

It is the responsibility of parents to provide appropriate climate for the growth and development of their children. They are required to serve as good models engage in open and sincere communication with their wards. Training children early in life prevent them from turning into bullies (Aluede, 2006). Peterson (2005), suggested that 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 schools. In addition, teaching bullies positive behaviour through modeling, coaching, prompting, praise, social skills, conflict management, and anger management, character education, signing of anti-teasing or anti bullying pledges will no doubt reduce bullying incidents in schools (Aluede, 2005).

Therefore, lack of attention on students by their parents, parental neglect, lack modeling of good behaviour to them, and poor supervision are all associated with bullying behaviour in our schools (Umo, 2000). Students with positive relationship with their parents and family settings are less likely to participate in bullying behaviour. Similarly, children who perceived their family to be less cohesive and less caring for each other are more likely to participate in school bullying. Generally speaking, the family background of children who bully others is characterized by neglect, abuse, dominance or control, hostility and harsh punishment (Umo, in Peteeson (2005). Bullying in schools sometimes takes the form of a group of students taking advantage of or

isolating one student in a particular and gaining the loyalty of by standards who want to avoid becoming victim (Donatus et. al., 2015).

Studies have indicated that children may become victims of bullying behaviour partly due to their temperament and partly from learned behaviour from parents. The child may have a shy temperament, bullying, aggression and be hesitant to enter social situations or lack social skills that encourage friendship building (Ross, 2003). She further argued "in some cases there has been too much family involvement in the victim's life, with a consequent in ability to handle situation on their own".

2.2.6 Types of Bullying

There are different types of bullying. In other words, bullying can take many forms. Bullying can be direct or indirect or face-face bullying, cyber bullying (through the use of electronic technology), physical, verbal, psychological or electronic (Besay, 2004). He further argued that indirect or face-face form of bullying include verbal bullying such as name-calling, mocking hurtful teasing , insult , put-downs, humiliating , racist or sexist comments and harassment. Physical bullying includes such behaviours as shoving, pushing, hitting, beating up, stealing or damaging property and assault. Psychological bullying according to Besay, 2004 includes such behaviours as giving dirty looks, uttering threats, forms of intimidation and extortions.

Another form of bullying behaviour is relational bullying which is also referred to as indirect bulling. The common forms here includes; gossiping; spreading rumors and damaging friendship. It also includes such behaviours as leaving out or shunning or exclusion of others from social relationship.

The use of electronic technology as a form of bullying and harassing may include such behaviours as threatening or harassing emails or instant message and creating web site that

belittles or ridicules another student, taking inappropriate pictures of other students without their permission and sharing them with others or posting them on an internet site, stealing someone's password and sending messages to other students, tricking someone into sharing sensitive personal information while instant messaging and then forwarding that information to others , using cell phones to send derogatory threatening or harassing text messages.

Other forms of bullying according to Grading and Hammerstone (2005), are verbal harassment like teasing and name calling. In Nigeria, Ometeso (2010) and Egbochukwu (2007) have identified kicking, and hitting, sending nasty notes, isolation, teasing and threat to beat others as forms of bullying.

2.2.7 Traditional vs. Cyber bullying

Technology's progression is often equated with the advancement of human societies. Pivotal innovations such as internet have forever changed how people interact. Though these developments eased life to human race, they have also allowed forms of transgression to become more rampant and wide spread. Traditional bullying today evolved into an issue known as cyberbullying (Donegan, 2012). While bulling and cyberbullying are often similar in terms of form and technique they also have many differences. Unlike traditional bullying, Donegan, (2012) argues, cyberbullying allows the offender to mask his or her identity behind computer. This anonymity makes it easier for the offender to strike blows against a victim without having to see the victim's physical response. The distancing effect that technological devices have on today's youth often leads them to say and do crueler things compared to what is typically in a traditional face-to-face bulling situation. Online forums provided a communal breeding ground for youth to assault one another (Subrahmanyam & Greenfield, 2008).

Different portable communication devices spread like wild fire. Cyberbullying increases. In a study conducted, 75% out of 12-17 year old-teens own cell phones (Lenhart, 2010). Further progress on internet brought about more websites and with this came the advent of social media. Online publication allows many people to see a side of a person more often kept private in a face-face interaction. This vulnerability puts many teens in apposition as either the victim or active offender partaking in cyberbullying actions (Donegan, 2012).

Anonymous blogging is another technological advancement that has fostered cyberbullying activity and fueled ethical debate. On sites, such as college ACB Juicy Campus, which have both recently faced tightened regulations due to their verbally abuse nature, youth (typically of college age) were able to login and comment anonymously in an open forum. The forum included harsh topics ranging from "Most Attractive" to "Worst Hookup" (Donegan, 2012).

The impact of bullying changes with age. Bonds and Stoker (2000), have argued that the proportion of children who use physical bullying declines with age, with maturational development the proportion of children who use verbal and indirect forms of bullying increases during childhood and early adolescence. According to Rodkin and Hodges (2003), bullying behaviour has different meanings and serves different functions at different developmental stage. They maintained that, bullying of children in grade 1 is not related to peer status. But by grade 3, children who bully are rated negatively by peers. In later years, they observe there are many different type of children who bully, some consistently bullying and skilled; others may be highly skilled and popular within their peer groups.

2.2.8 Consequences of Bullying

Both perpetrators of bullying behaviour and the victims, schools and society at large, suffer from the consequences of bullying behaviour. Bullying behaviour is a pervasive and terribly harmful

behaviour to all. The consequences are far-reaching, ranging from lower school attendance, student's poor academic achievement, increased violence and juvenile crimes. This does not only affect the bullies alone, but it also affects the victims of bullying the school climate as it affects the relationship among the vital coordinate parts of the school such as students, teachers, administrators and parents. The victims of bullying often fear school attendance and consider it unhappy and unsafe place. Dropout rates and absenteeism are higher among victimized students. Bullying is pervasive and terribly harmful for bullies, victims, schools, and communities. It has devastating effects on victims. For the victims of bullying, they go to school every day fearing (Anonymous, 2005).

The consequences extend well beyond bully/victim to the peer group school and community. Those who are not directly involved but who regularly witness bullying at school, suffer from a less secure learning environment, the fear that the bully may target them next and the knowledge that teachers and other adults are either unable or unwilling to control the bullies and their behavioural manifestation leads to the feeling of insecurity in the victims. The psychological wound left by bullying often endures for years. Study has shown that, feeling of isolation and the loss of self-esteem victims of bullying experience seem to last into adulthood (Nansel et. al 2001).

There are many detrimental outcomes associated with Cyberbullying that reach into the real world (Hinduja & Patchin, 2014). First, many targets have reported feeling depressed, sad, angry and frustrated. A teenager stated "It makes me hurt both physically and mentally. It scares me and takes away all my confidence. It makes me feel sick and worthless." Those who are victimized by cyberbullying also revealed that they are afraid or embarrassed to go to school. In addition research has revealed a link between cyberbullying and low self-esteem, family

problems, academic difficulties, school violence, and various delinquent behaviours (Hinduja & Patchin, 2014). They further argued cyberbullied youth in the United States and abroad ended up taking their own lives after being victimized.

Generally findings on bullying behaviour studies indicated that bullying is a physically harmful, psychologically damaging and socially isolating aspect of large number of children's school experience. Studies have also shown that students who are bullied had higher levels of stress, anxiety, depression and illness and an increased tendency to commit suicide (Rigby, 1998, Rigby, 2001). Other studies on bullying behaviour have also indicated that students who are often bullied tend to develop severe psychological adjustment and emotional problems which may persist into adulthood (Kumpulainen & Rasane, 2000). In a meta- analytic review of cross-sectional studies on peer victimization and psychological adjustment over a period of twenty years, Hawker and Boulton (2000) concluded that students who are victimized by peers suffer a variety of feelings of psychological distress. They felt more anxious, depressed, lonely and worse about themselves than non victims.

In another study conducted by William et al. (1996) and reported in British medical journal it showed that children who are bullied suffered health problems such as eating and sleeping disorders headaches and stomach aches. Victims of bulling are not only ones who are adversely affected. Perpetrators are more likely to drop out of school use drug and alcohol as well as engage in subsequent delinquent and criminal behaviours later in life.

There are somewhat differing views about the adjustment of school bullies. Some studies seem to suggest that aggressive children and/or adolescents are neither insecure nor anxious under their "tough surface" (Olweus, 1994), and might actually have a relatively positive view of themselves. What seem to be widely agreed on, however, is that bully-victims, i.e. children who

are both aggressive and targets of systematic harassment are highly maladjusted (Kumpulaini & Rassne, 2000).

It has been suggested that bullying and victimization have negative influences not only on individual children, but also on the group (for instance, students in a classroom). It is known that, when bullying is going on, most students in the classroom are aware of it, and many are present in actual bullying situations. Despite their anti-bullying attitudes, many students take on roles which encourage rather than discourage the bully's behaviour (Salmivalli & Voeten, 2004 in Donatus , 2017)

2.2.9 Cognitive Restructuring Technique

Cognitive restructuring technique was initially pioneered by two psychologists Aaron Beck and Albert Ellis in 1960s. It is one of the major orientations of psychotherapy (Eschenroeder, 2005) and it represents a unique category of psychological intervention because it derives from cognitive and behavioural psychological models of human behaviour that includes for instance, theories of normal and abnormal development, and theories of emotions and psychopathology. Cognitive restructuring technique derived from cognitive Therapy according Ellis (1992), cognitive restructuring is defined as a process aimed at assisting the client to internalize a rational philosophy of life as he originally learned and internalize the irrational viewsof his parents and community. Ellis meant that such irrational thoughts and behaviours are learned from childhood from parents and others who influence the child's life.

The implication of Ellis assertion is that at birth, the child's first process of socialization begins with the parents and then the community (school). During these periods, some irrational views may have been inculcated into the child, indoctrinated, the task of RET counsellor is that of teaching the child how to make a positive self statement by teaching the child to carefully

analyze positively every thought that crosses the child's mind. Perner (1992) said that cognitive restructuring is the ability to use generalizable cognitive operations to modify one's own cognitive structure.

This implies that the rate and type of learning that a person is capable of can be altered through assisted acquisition of generalized cognitive operations (thinking, imagining and reasoning). Essuman, Nwaogu and Nwachukwu (1990), defined cognitive restructuring as the ability of an individual to be able to think positively. These authors maintain that cognitive restructuring aims at the modification of irrational thinking in order to straighten an individual's thinking pattern. The objective of the above assertion is not to correct every distortion in a client's entire outlook, but just those which may be at the root of distress.

In the view of Dombeck (2004) cognitive restructuring is defined as a technique designed to help alter an individual's habitual appraisal habits so that such individual can become less biased in nature and less moody. The implication of this is that cognitive (thoughtful) appraisal drives emotional responding. What you think about what is happening to you influences how sad or worried you will feel in response, even when you are not especially aware of having interpreted those events because problematic mood disorder involving anger and depression can occur when people's appraisal processes get messed up and they come to the wrong conclusions about the various stimulus events they are confronted with. The way to fix such problem mood is thus to help the people experiencing those problem moods to have better and more accurate appraisals. Both authors argued that in cognitive restructuring, the counsellor teaches the client how to restructure negative automatic thoughts which are mostly the cause of emotional disturbances by using the Thought Record (a tool for recording an individual's automatic thought and fixing them when they are biased).

Cognitive restructuring is designed to help students know themselves and their environment so that they act more appropriately in future problems (Unachukwu and Igborgbor, 1991). It implies that when students understand themselves very well (their strength and weakness) and environment (physical and social environment) they would then be able to handle some issues that come their way. For Greenberger and Padesky (1995), cognitive restructuring refers to the basic techniques that are taught in cognitive behaviour therapy.

This technique involves teaching clients how to become conscious of the fact that they are unconsciously appraising and judging all the various stimulus events that come their way, and then teach them to consciously take charge of their appraisal process so as to make sure that their conclusions are accurate and free of bias and mistake. Scott (2000) submitted that cognitive restructuring is a process of recognizing, challenging and changing cognitive distortions and negative thought patterns.

The author maintained that self-talk, the internal dialogue that runs in our heads, interpreting, explaining and judging the situations we encounter can actually make things seem better or worse, threatening or non-threatening, stressful or well. Some people tend to see things in a more positive light, and others tend to view things more negatively putting themselves at a disadvantage in life. Scott (2000) maintained that the first step in loosening the grip of cognitive distortion is to become aware of it, this is followed by learning to challenge them and substituting life-enhancing thoughts and beliefs.

Cognitive restructuring involves altering negative thinking patterns; it involves alteringnegative automatic thoughts that occur in anxiety provoking situations byreplacing them with more rational beliefs (Arlin, 2000). As thoughts arechallenged and disputed, their ability to elicit anxiety is weakened. Arlinmaintained that cognitive restructuring is a useful tool for

understanding andturning around negative thoughts. It helps to bring out unhappy and negativethoughts which the client may not be aware of if he had not be expose to suchtechnique. He can then challenge such thoughts and in many cases re-script thenegative thinking that lies behind them. In doing this, it helps an individualapproach situation in a positive frame of mind. Montaldo (2007) asserts thatcognitive restructuring is a method of changing thoughts, attitudes, and beliefs, byspecifically targeting anti-social thought patterns which leads youths to"rationalize" or "justify" negative behaviours. Students are thought to recognizehow thoughts, lead to feelings and actions, which may lead to anti-socialbehaviour.

The process of cognitive restructuring recognizes challenges, andchanges cognitive distortions and negative thought patterns leading students toconsider adaptive alternatives that will work better Hills (2000). The goal is to help studentsovercome risky thinking by bringing them to a level of conscious awareness andreplacing the risky thoughts with pro-social positive choices. The primary focus ofthis intervention is that emotions and behavior can be greatly affected by what theyouth thinks and believes. Hills (2002) defined cognitive restructuring as atechnique designed to help people alter their habitual appraisal habits so that theycan become less biased in nature and less moody. This definition implies thatwhen appraisal habits are altered by becoming more positive about the appraisalprocess, the individual automatically becomes emotionally sound and stable.

There are three assumptions that form the foundation of cognitive restructuring (Teater, 2013) in Aderant 2011). These assumptions are;

(1) Thinking (cognition) mediates emotions and behaviours

(2) Faulty cognitions lead psychological distress and dysfunction;

(3) Psychological distress and dysfunction is reduced or alleviated through modifications in the faulty cognitions and behaviours.

The implementation of cognitive behaviour therapy (CBT) practice involves three stages (Teater, 2010). These stages consists ABC model. The A stands for activating events; B stands for the client's belief system or attitude in relation to the event and C stands for the consequences as reflected in their behavioural or emotional reactions. The assessment stage will inform the type of intervention to be selected,based on the thoughts, feeling or behaviours that are the focus of change. Such interventions could include cognitive restructuring (Frojan-Parga, M.X., Calero-Elvira & Montano-Fidalgo, 2009 in Shobola 2011).Cognitive restructuring as a working definition in this study therefore is aprocess of changing negative subconscious thoughts of students. The aim is to helpstudents overcome anger thinking patterns by bringing them to the level ofconscious awareness of their incorrect programming.

The cognitive restructuring theory asserts that humans are directly responsible for generating their own negative emotions and that these self-creative negative emotions, over time, lead to dysfunctions, such as stress, depression, anxiety, bullying and even social awkwardness. When utilizing cognitive restructuring in cognitive behavioural therapy (CBT), it is combined with psycho-education, monitoring, imaginable exposure, and behavioural activation to achieve remission (Hewitt, 2009).

CRT focuses on 'here and now' instead of focusing on the cause of the issue, and breaks overwhelming problems into smaller parts to make them easier to deal with. These smaller parts can be described as thoughts, emotions, physical feelings and actions. Each of these has the ability to affect the other, for instance, the way you think about things can affect how you feel emotionally and physically, and ultimately how you behave.

CRT is based on the principle that individuals learn unhelpful ways of thinking and behaving over a long period of time. However, identifying these thoughts and how they can be problematic to feelings and behaviours can enable individuals to challenge negative ways of thinking, leading to positive feelings and behavioural change. It is possible for the therapy to take place on a one to one basis, with family members for as a group depending on the issue and how the individual feels most comfortable.

Cognitive therapy uses techniques to help people become more aware of how they reason, and the kind of automatic thoughts that spring to mind and give meaning to things. Cognitive interventions use a style of questioning to probe for peoples' meanings and use this to stimulate alternative viewpoints or ideas. This method is called guided discovery, and involves exploring and reflecting on the style of reasoning and thinking, and possibilities of thinking differently and more helpfully. On the basis of these alternatives people carry out behavioural experiments to test out the accuracy of these alternatives, and thus adopt new ways of perceiving and acting. The overall intention is to move away from more extreme and unhelpful ways of seeing things to more helpful and balanced conclusion.

CRT can be useful for dealing with issues like: aggressive behavior (like bullying), anxiety, depression, drug or alcohol problems, eating disorders, obsessive-compulsive disorder, phobias, post-traumatic stress disorder, sexual and relationship problems (Dweck, 2000). The style on cognitive or behavioural can vary depending on the issue at hand. For example, the emphasis may be more towards cognitive therapy when treating depression and the emphasis may be more towards behaviour when treating aggression.

CRT is a practical therapy; hence it is likely to work best when used in treating a specific issue per time as it focuses on particular problems and how to overcome them. CRT sessions may

consist of a number of activities, including: Coping skills, Assessment, Relaxation, Challenging certain thoughts, Home work projects, and training in communication. CRT has been found to be very effective in the treatment of all antisocial behaviours (Shobola, 2011, Yahaya, 2006, Salman, 2011). A report of the studies by Aderanti & Hassan (2011), claimed that cognitive restructuring is effective in the treatment of rebelliousness and disorderliness. CRT is more effective on females than on males' rebelliousness and also on the rebelliousness of inmates from medium socio-economic backgrounds than the inmates from both low and higher socio-economic backgrounds (Aderanti & Hassan, 2011).

In this study the ABC model has been adopted. Training was given to the participants in sessions and weekly. The treatment group who were exposed to cognitive restructuring technique received six weeks treatment using cognitive restructuring. The treatment procedure is attached in the appendix.

2.2.10. The Self-Management Technique

Self-management is cognitive behavioural skills used by individuals with the help of therapists to maintain self-motivation and achieve personal goals. Initially the skills may be learned from a therapist, text or self-help book. However, the individual is responsible for using these skills in the real life situation to produce the desired changes (Susan and Raymond, 2000). There are many varieties of self-management strategies. Other terms of self-management are behavioural self-control training, cognitive self-regulation, self-instructional training or self-talk techniques. In recent years, the term "self-management" has replaced self-instructional training, self-control; self-talk etc. because self-control implies changing behaviour through sheer will power. Self-management, on the other hand, involves becoming aware of the natural processes that affect a

particular behaviour and consciously attaining those processes, resulting in the desired behaviour change (Frayne and Geringer, 2000).

Self-management strategies are useful for a wide range of concerns including emotional and behavioural problems such as aggression, bullying, anxiety, depression, drug and alcohol abuse, smoking, gambling or eating disorders (Rokke, Judith and Zelijko, 2000). The goal of self-management is to reduce emotional and behavioural deficiencies that occur when an individual does not engage in a positive, desirable behaviour frequently enough. Self-management strategies help individuals to become aware of their own patterns of behaviour and to alter those patterns (usually by creating intrinsic artificial rewards or punishments) so that the behaviour will be more or less likely to occur.

There are five commonly used self-management interventions: These include; self-monitoring, self-evaluation, self-instruction, goal setting, and strategy instruction (Paul Mooney, B Ryne, Brad M. Uhing & Robert Reid, 2005). Self- monitoring is multi-stage process of observing and recording ones' behaviour. There two steps in this intervention. One, an individual initially must discriminate the occurrence of a target behaviour and then he must record some aspect of the target behaviour (Mace, Belfiore, & Hutchinson, 2001). Self-evaluation refers to a process where students compare their performance to a previously established criterion set by themselves or the teacher. Self-evaluation is similar to self-monitoring in that both typically require students to self-assess and self-record behaviour at a set or cued intervals. Self-instruction refers to techniques that involve the use of self-statements to direct behaviour (Paul Mooney, et al, 2005). The result of previous studies on self-management technique recommended self-management technique as effective intervention strategy with utility noted across setting and population (Sandra &Charfouleas, 2009).There is no clear recommendation regarding how these

interventions should be structured. But current findings suggest that general class of interventions varies in meaningful ways; however, the common foundation among all studies reviewed was that target behaviour was both identified and defined and this behaviour was then observed and recorded by the student. In using this technique the researcher modeled the common foundation by identifying and redefined the target behaviour. It was demonstrated, observed and recorded. The treatment package is attached in the appendix.

2.11 The basis for Self-Management Counselling Strategies

Self-management counselling strategies are based on the social cognitive theory of Bandura (1986). According to Bandura, ones' behaviour is influenced by a variety of factors, including ones' own thoughts and beliefs such as self-efficacy and outcome expectations are important factors in determining which behaviours an individual attempted and how the individual would be when engaging in those behaviours. Self-efficacy is one's belief about how well he or she can perform a given task. Outcome expectancies are what the person believes will happen as a result of engaging in certain behaviour. If self-efficacy and outcome expectancies are inaccurate, the individual may experience behavioural deficits or excesses.

The idea of self-management training was first developed by Meichenbaum (1971) and reviewed by others like Fantuzzo and colleagues in the late 1980s. The review was aimed to redefine the characteristics of the class interventions. The result of that review indicated that many interventions were minimally students directed despite the title "self-management" and that students manage intervention demonstrated incremental effects above teacher manage interventions. In another review conducted by Sandra & Chafouleas (2009), the study has reviewed 16 different literatures of self-management interventions, each of which varied widely in terms of the number of interventions components included as well as the degree to which

students were involved in implementation. The result of the review has maintained that still self-observation and recording of a predefine behaviour appear to be the cornerstones of self-management interventions.

In a review titled "A Review of Self-management interventions for Students with Emotional and Behaviour Disorder, the result has reported the effectiveness of self-management interventions to the students with EBD. The overall result from the literature indicated that students with EDB demonstrated improvement in discrete academic skills when self-management interventions were introduced when compared to base-line conditions (Mooney et al (2005). In addition the result has produce six major endings. First, self-management intervention for students with EBD produced large positive effects on academic outcomes. Secondly, there a variety of self-management procedures, thirdly, the range of academic outcomes was limited. Fourthly, studies were conducted in setting s that was not reflective of actual student placement. Fifth, there was lack of group design studies. Finally, there was evidence to support a claim of the generalization and maintenance of the findings. What interests the present study most, is that the self-management intervention for students with EBD had made significant improvement

2.12 Types of Self-Management Strategies

Mertin (1999) in Charfoules, 2009) categorized self-management strategies into three as follows:

1. Environmental Strategies: This group involves changing times, places or situations where one experiences problematic behaviour. Example includes:

a) Changing the group of persons with whom one socialize

b) Avoiding situations or settings where an undesirable behaviour is more likely to occur.

c) Changing the time of day for participating in a desirable behaviour to a time when one will be more productive or successful

2. Behavioural Strategies: Behavioural strategies involve changing the antecedents or consequences of a behaviour. Examples include:

a) Increasing social support by asking others to work towards the same or similar goal.

b) Placing visual cues or reminders about one's goal in one's daily environment.

c) Developing reinforces (rewards) for engaging in desirable behaviours or punishing for engaging in undesirable behaviours.

d) Eliminating naturally occurring reinforces for undesirable behaviours.

e) Engaging in alternative positive behaviours when one is inclined to engage in an undesirable behaviour.

f) Creating ways to make a desirable behaviour more enjoyable or more convenient.

g) Scheduling a specific time to engage in a desirable behaviour.

h) Writing a behavioural contract to hold one self accountable for carrying out the self-management programmes.

3. Cognitive Strategies of self-management:

I. Using self-statements to cue oneself about what to do and how to do it

II. Using a self-praise to commend one for engaging in a desirable behaviour.

III. Thinking about the benefits of reaching one's goals.

IV. Imaging one successfully achieving a goal or using imagery to distract oneself from engaging in an undesirable behaviour. Substituting positive self-statements for unproductive negative self-statements.

In a therapeutic session, self-management strategies are usually taught in weekly group session over a period of several weeks. The sessions typically include an educational lecture regarding a specific strategy, group discussion of how the strategy should be applied and how to cope with

potential obstacle i.e. relapse or prevention, role-plays or rehearsal of the strategy, a review of the session and a homework assignment for further practice. Sessions usually focus on one type of strategy at a time. Preferably an individual should master one strategy before attempting another. After the series of training sessions are complete, the individual is responsible for implementing the strategies in daily life. This study employed cognitive strategy which is close common model indicated by current studies(Sandra M. Chfouleas,2009).

2.13 Developing Self-Management Programme

The programme of Self-Management or training is usually in sessions, through individual or group therapies, schools or vocational settings (Susan and Raymond, 2000). However, the programme may also be designed with the help of a professional, especially if the programme being addressed is not severe. The use of professionals, at least initially, may increase the likelihood that the programme will succeed. The following are necessary steps for creating a self-management programme:

1. Making a commitment: A plan cannot succeed unless one is committed to following through ways of increasing commitment level include listing the benefits of adhering to the programme, telling others about one's home, putting a significant amount of time and energy into designing programme and playing ways to deal with obstacles ahead of time.

2. Identify the problem: The behaviour in need of change is referred to as the target behaviour or the controlled behaviour in this case students' bullying behaviour. A precise definition of the target behaviour is a crucial first step. This is usually done by keeping detailed record about when, where and how the behaviour occurs for one to two weeks. The record keeping should also focus on other competing behaviours that may be interfering with the target

behaviours. For instance, a school bully refusing to show empathy on weak school colleagues, will interfere with efforts to reduce the occurrence of the behaviour.

3. Setting goals: Once the target behaviour has been defined, the individual must decide in what way that behaviour can be changed. The goal should be specific so that future progress can be measured. This may entail listing circumstances of behaviours that must be present as well as to what degree they must be present, in order for a goal to be achieved. For instance, a goal to reduce "bullying" in a secondary school is vague. Rather, receiving treatment at hourly treatment sessions daily is much more specific. Indicating a time frame in which the goal can realistically be achieved is also recommended. Goals should be realistic. It is better to set a small goal and progress to bigger goals than to set a big goal and become quickly discouraged.

4. Apply self-management strategies: The self-management training strategies are known as controlling behaviours. Choice of strategies will depend on the target behaviour.

5. Self-monitoring: While using self-management training strategies, one should continue to keep records regarding the occurrence of the target behavior. Keeping written records is essential for determining if the strategies are effective. If one is gradually meeting the goal requirements, the strategies can be assumed effective. If little progress towards the goal is evident, either the strategies are being used incorrectly, or the strategies are ineffective and should be changed.

Making Revisions as necessary: Base on the information gathered during self-monitoring, the individual decides if changes in the plan are necessary. One advantage of self-management programmes is that the individual chooses the strategies that will work best for him or her. This

freedom of choice increases the likelihood that the individual will adhere to the programmes. Therefore, self-management programmes should be flexible and acceptable

2.3 Theoretical Frame Work

This study took into cognizance theories that have been laid many years ago. Aggressive behaviour as a foundation of bullying is not a new phenomenon. Many researchers have conducted research on this area. Still researchers are building on their studies, and new knowledge is still coming up. Some theories have predicted that there is root in bullying behaviour that a person demonstrates and these theories might help this study to find and understand the root. Different disciplines have different focus and methods to explain all aggressive behaviours bullying behaviour inclusive.

2.3.1 Rational Emotive Behaviour Therapy

Rational Emotive Theory (REBT) was formulated by Albert Ellis in (1962). Itis one of the cognitive oriented theories. The cognitive theories talk about mentalprocesses, ability to see things in their proper perspectives in relating to healthyand unhealthy personalities otherwise called logical and illogical individuals. Themajor contributions of Ellis is to show how individuals make themselves disturbedwith irrational beliefs learned from the society in general and from significantothers in particular . Ellis talked about beliefs and attitude and so he maintains thatan individual's ways of reasoning relates directly to the ways he feels. To Ellis,man could be rational or irrational in thinking which could lead to logical andillogical feelings.

 The rational individual is logical in the way he does things, thatis, the well adjusted individual is logical. On the other hand, the individual that isirrational feels illogical and therefore maladjusted.Ellis views man as being uniquely, rational, as well as irrational, happiness depends

on whether man is rational or not. Emotional disturbances are as a result of irrational and illogical thinking. Irrational thinking originates in the early illogical learning that the individual is biologically disposed. Illogical thoughts when perpetuated cause emotional disturbances. Since persistent emotional disturbance is a result of self-verbalization, they are not determined by external circumstances or events, but by the individual's perceptions and attitudes towards these events. Thoughts and emotions are not separate functions (emotion accompanies thinking and is in effect biased prejudiced and personalized).

Ellis outlined eleven irrational beliefs which are universally inculcated in western society and which inevitably lead to widespread neurosis. These ideas are passed onto individuals during the process of socialization before more rational ways of thinking are acquired. Once an individual acquires these ideas, they become part of his belief system and the individual through self-talk continues to re-indoctrinate himself thereby thinking and behaving irrationally. According to Ellis, an individual must be loved and approved also by everyone. In order to feel worthwhile, a person must be competent in all possible respects. People who are villainous should be punished severely. When things are not the way you want them to be, it is catastrophic. People have little or no control over external causes of the bad things that happen to them. The best way to handle a dangerous or fear producing event is to worry about it and dwell on it. It is easier to avoid certain life difficulties and responsibilities than to face them. One needs to depend on others and to rely on someone stronger than oneself. Ones present behaviour is determined primarily by one's past history. One should be upset by the problem of others. There is always a perfect solution to human problems and it is essential tofind it.

The irrational beliefs of individuals constitute the major source of theirdisturbance. These ideas are passed on to the individuals during the process ofsocialization before more rational ideas or ways of thinking are acquired. Theseform part of an individual's belief system.

In thinking about how irrational and rational beliefs are acquired, Ellis usesABC principles. The principle in full is the ABCDE model. A, an activating agent,event or experience occurs and is followed by C, an emotional consequence. Whenthis situation obtains, individuals can think B, in two possible ways: rational (rB)or irrational (IB), individuals who adopt rB manner of thinking would operatefrom a rational belief system and may conclude that it is a pity event A occurred,would wish it had not occurred, may be annoyed about it and perhaps takemeasures to prevent it occurring again. Such an individual functions effectively. Ifon the other hand an individual adopts (IB) belief system, the feeling would be thatit is impossible to stand such an event which is terrible and should never havetaken place.

Ellis insists that thought, A contributes to C, it does not cause C, whatcauses C is B, that is, the individual's belief system. A client who experiences adisappointment in marriage should feel displeased and unhappy. It is proper andlegitimate as these feelings could help him/her to try to avoid the occurrence of theevent. But a client who broods over the event and consequently is depressed anddespairing leaves much to be desired. These inappropriate feelings would blind theclient as to see how illogical his thoughts are. When this happens the counsellorhas to confront the client with his irrational thoughts (IB) and help him (the client)to dispute it at (D) and replace it with rational thinking at (E).E-stands for effect of disputing which is a new philosophic effect, a new andmore rational philosophy which is not only the emotional goal for the future butalso the answer or the cognitive effect of (D). This results from disputing client'sirrational beliefs, vigorously questioning and challenging them. Ellis insists thatthis

should continue until they (clients) have no empirical or logical foundation forsuch beliefs and therefore will surrender them.

However, following the abovepostulated assumptions about the nature of man, Ellis maintained that RationalEmotive Therapy therefore is a form of re-education in which individuals aretaught to replace, irrational ideas with rational ones.Bullying is a behavioural problem which stems from an individual's irrationaland illogical thoughts about the negative experience or event that he or she wentthrough or is going through. The disturbed individual perpetuates his disturbancesand maintains his illogical thoughts by internal verbalization of his irrational ideasand thoughts which inevitably lead to widespread neurosis which eventuallyresults in his internal verbalization and anger.

 In the views of the theory,individuals in the secondary schools andin the society in general tend to attributemistakes, misfortunes and unhappiness to other people. Thus in schools, studentsblame their failures, mistakes, unhappiness on their teachers or their fellowstudents, they even go as far as venting bullying on their fellow students especially the weaker ones as a result oftheir irrational feelings and thoughts. In other words, Ellis attributesmaladjustment of such students to their tendency to 'terribilize', 'horribilize''catastrophize' and 'awful' situations and events around them, that is, they arebiased and not logical.

The theory is in line with this study because it explains how both rationaland irrational ideas that affect human behaviour positively and negatively areacquired. It also explain how irrational ideas that lead to negative behaviour can beunlearned and how rational ideas that lead to positive behaviour are encouraged. Thisis the central focus of this study which seeks to help students to unlearn negative behaviour like bullying and to learn how to express theiranger appropriately.

There was a review of the theory by many scholars. Jeffry M. Warren (2010) has reviewed the theory with a title "The impact of Rational Emotive Therapy on Teacher Efficacy and Students Achievement in North Carolina State University, the result of the study has proved that Rational Emotive Behaviour Therapy (REBT) provided a supportive framework for increasing teacher efficacy and student achievement. There is a significant positive relationship between teacher efficacy and self-esteem (Huang, Lui, and Shiomi (2007). Similarly, DiFabio and Palazzeschi (2008) have reported a significant relationship between teacher efficacy and emotional intelligence. They have defined emotional intelligence as "the capacity to process emotional information accurately and efficiently, including the capacity to perceive, assimilate, understand and manage emotion.

In discussing the result of the findings of the study, Jeffry M. Warren (2010) posited that an REBT intervention addresses unhelpful thoughts and emotions and has the potential to increase student achievement. Additionally, REBT exposes students to rational thoughts self helping behaviours internationally and consistently at the onset of school experience. Other possible outcomes of REBT outlined by the study include the following: (a) reductions in teacher stress and burnout, (b) decrease in teacher truancy and turnover, (c) decreasing in inappropriate behaviours in school by students (d) reductions in school violence among students, (e) less retention across grade levels (f) development of more productive relationships with students parents (g) higher level thinking at an earlier age (h) more innovative ideas and teaching strategies implemented by teachers, and (i) increase in collaborative efforts among teachers (Jeffry M. Warren, 2010). In the final note, the findings of the study recommended REBT interventions for teachers aimed at increasing teacher efficacy and student achievement.

In another review conducted, REBT has been reported to be a very effective and significant theory in the treatment of depression, state anxiety, state anger, state guilt and low self-esteem (R. Santhanakirishnan, 2013). Hence the study recommended the inclusion REBT in the curriculum of training counsellors for effective use of the techniques in helping students.

2.3.2 Behavioural Counselling Theory

The theory of behavioural counselling was propounded by psychologists, like Krumboltz and Thoresen (1969). The basic tenet of behaviour modification according to Krumboltz and Thoresen is that most human behaviour can be learned and therefore be unlearned. According to the theorists, the focus is on observable behaviour and environmental conditions. Behavioural counselling is a teaching process where the teachers use varieties of behaviour modification techniques to assist students in resolving their problems. Behavioural counselling asserts that to stick to environmental control was too restrictive and therefore expanded the scope of the behaviour modification school of thought to include organism control of behaviour and covert/unobservable behaviour like thinking and imagining. Behavioural counselling involves helping people to learn how to solve certain interpersonal, emotional and decision problems. Counsellors and psychologists help clients to learn desirable changes in some of their behaviours because behavioural counselling posits that learning is not merely in changing an undesirable behaviour to a desirable one but in learning to solve one's own problems. In other words, behavioural counselling has embraced the idea that the individual is capable of solving his own problems provided he is helped to learn how to do so.

The behavioural approach has the following basic assumptions about thenature of man. At birth, the human infant has a natural character, its behaviourcannot be said to be good or bad. An individual interacts with the environmentbecause an individual is an active organism. He

influences his environment and hisenvironment influences him. Apart from behaviour due to innate characteristics ofthe individual and maturation, all behaviours of the individual are due tointeraction with his environment, that is; they are learned. The interaction with theenvironment is brought about by the interplay of heredity and experiences theindividual is confronted with. Another assumption is that human behaviour is tosome extent predictable and to some extent unpredictable.

Krumboltz and Thoresen believe that there are six basic steps in thebehavioural counselling process which counsellors; or rather therapist could use totackle behavioural problems like bullying. They are: Problem identification,formulation of counselling goals, selecting appropriate procedure, treatment,evaluation and follow-up.

In problem identification the counsellor does everything within his reach so as tofind out the reason for the client wanting help. He encourages the clients to talkwhile he shows signs that he is following. He smiles and nods and shows signs ofunderstanding. The essence of all these actions is to get at the actual problem. Theproblem should not be confusing in order to make the goals set to be achievedmeaningful. The counsellor should lead the client to define the problem in aspecific behaviour terms.

With regard to formulation of counselling goals the counsellor helps the studentsdetermine what he wants to achieve during the counselling process. These goals tobe achieved must be stated in behavioural terms.In selecting appropriate procedure, the counsellor has to list all the appropriateprocedures, discuss with the client, assist the student to choose the mostappropriate procedure and teach the techniques to be used at home.

The client having known the techniques and procedures in solving his problems,can even go home and carry out the treatment process, keeping records of hishabits and putting into practice

the elimination of the factors that contribute to hisbad habits.Evaluation involves assessing the progress of the counselling process or treatment.Evaluation should be continuous so as to make instant modification if the needarises. In other words, if the goals are not to be achieved in time, the counsellorwill know and change or modify the techniques used so as to achieve the goals.Follow-up involves monitoring the clients with a view to obtaining regularprogress reports on their performances and how satisfied they are with either theirjobs or academic performance. This can be done through interviewing the client,asking people around him and observing him. In other words, the counselling hasbeen terminated to find out the progress of the students performances.

In a review of behavioural therapy Legg (2016) defined behavioural therapy as an umbrella term for types of therapy that treat mental health disorders. This form of therapy seeks to identify and help change potentially self-destructive or unhealthy behaviours. He further posited that behavioural therapy functions on the idea that all behaviours are learned and that unhealthy behaviours can be changed.

Behavioural therapy is extremely popular. Treatment is centered on how someone's thoughts and beliefs influence their actions and mood. It often focuses on person's current problems and how to solve them. The long term goal is to change a person thinking and behavioural patterns to healthier ones (Legg, 2016). He further argued, behavioural therapy has successfully been used to treat a large number of conditions. It was considered extremely effective. In a review by Gans (2018) on how the behavioural therapy is used in psychology, the reviewer argued that there is need to reinforce desirable behaviours and eliminate unwanted or maladaptive behaviour. He posited that behavioural therapy is rooted in the principle of 'behaviorism', a school of thought that focused on the idea that we learn from our environments.

Applied behaviour therapy is effective. It can be used to teach children and adults different methods of responding to situation more positively because a central part of this therapy is rewarding positive behaviour and punishing negative behaviour (Legg, 2016). He further posited that the therapy can be used to treat depression, anxiety, panic disorder and aggression. It can also help to treat conditions and disorders such as: eating disorders, post-traumatic stress disorder, (PTSD), phobia, self-harm, and substance abuse. He concluded that, this therapy can benefit adults and children.

Behavioral counselling theory is therefore related to the present study since the theory explainshow behaviour is acquired and the processes of behaviour modification and the reviews redefined the process and effectiveness of the therapy which is the aim of this research work. It will therefore be of great relevance to present study.

2.4Review of Empirical studies

Related studies both local and international have been conducted to determine the level of bullying behaviour and various measures taken to address it. This section looks at the review of empirical studies on bullying manifestation

In the study conducted by Lawal (2016), the study has investigated the effects of two counselling techniques i.e. self-management and social skills on bullying behaviour of adolescents. The study titled 'Effects of Self-management and social skills counselling techniques on Bullying Behaviour among Secondary School Students in Katsina State, Nigeria was a PhD thesis submitted to the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. The study had five objectives, five research questions and five hypotheses to guide the study. The design of the study was quasi-experimental involving pre-test, post-test, and control group. There was one-hundred and eighty (180) school bullies as the total population of

the study. The researcher had used purposive sampling technique in selecting thirty-six (36) bullies from three schools in Katsina metropolis to participate in the study. Two groups were assigned to treatments of two counselling techniques. One group has been assigned to self-management technique and the other group has been assigned to social skills technique. The researcher had used self-developed questionnaire titled: Student's Bullying Behaviour Questionnaire (SBBQ) for data collection. The result of the study had revealed that the two techniques were effective on reducing bullying behaviour of both male and female school bullies. The study is similar to present study. The presents study uses self-management and cognitive restructuring techniques. Another difference between the study and the present study is scope and location.

There have been large scale analyses of students-reported data on bullying. Studies in U.S. have established bullying prevalence among schools-aged youth, leading researchers to assert that bullying is a significant public health concern (Valerie L. Marsh, 2018). The following is the general findings from the studies:

- 20-29% of students are involved in bullying (either as a bully, victim, or bully victim) at least once per year.

- More recently, however, the U.S. Department of Education reported on data collected in 2015 and has found a 21% prevalence rate of bullying.

However, bullying in the U.S. as reported by Espelage , Green and Polanin,(2012) tends to increase through elementary years, peak during early adolescent middle school years, and decline somewhat during later adolescent high school years. Nansel et al. (as cited in FAREO, 2015) found that about 30% of the 6th through 10th grade students had been involved in bullying incidents with moderate or frequent regularity. The study has further revealedsimilar prevalence

rates were found in the state of Florida. In a survey published in "pediatrics in Review" results revealed that in Norway, 14% 0f children are either bullies or victims. In Japan, 15% of primary school pupils say that they are bullied, while in Australia, and Spain, the problem prevails among 17% of the students. In Britain, one expert figures that 1.3 million children are involved in bullying. The result had also reported that, McEachern et al. (2005)(as cited in FARAO, 2015) had argued that, one out of 12 secondary school children in Netherlands is "very regularly" or "regularly bullied".

In Nigeria a study has been conducted by Egbochukwu (2007) to investigate the prevalence of bullying behaviour in Benin City, Nigeria, the result of the study has indicated that almost four in every five participants (78%) reported being bullied to some degree and 85% of the to bully others at least once. Furthermore, the result has reported that the most common form of bullying behaviour manifestation was kicking and hitting (50%). The result has further indicated that the bullied were mostly from higher classes (74%), followed by those from same class (26%). They were mostly older children (49%) and mostly boys (29%). The study has concluded that, bullying is a serious problem and that the enormity of bullying in schools could no longer be shrugged off with a 'Kids-will-be-Kids attitude'.

In a study to investigate prevalence of bullying behaviour among secondary school students in Ondo State, Nigeria, Owuamanam and Makinwa (2015), the result has reported that about (28%) had experienced bullying while 42% had bullied others. The sample of the study consisted of 600 students selected through multistage sampling technique from six secondary schools in the state. The result also reported that, emotional form of bullying was mostly manifested and that boys manifested bullying behaviour more than female. The result had concluded that there was need for violence prevention programme in schools.

In a Full Length Research paper titled 'Bullying in Nigerian Secondary Schools: Strategies for Counselling Intervention' presented by Dorcas Oluremi FAREO (2015),the study had concluded that bullying in schools had been seen as a serious problem that should not be ignored. If a school fails to deal with bullying, it can endanger the safety of all students, teachers, community and society.

In a study conducted by Tambuwal and Umar (2017), titled 'Bullying and its Effects on Academic Performance of secondary school in Nigeria: Implication for counselling, the study has identified manifestation of bullying behaviour has a serious negative consequences to both victims and perpetrators. These serious consequences include; psychological consequences for the victims, low psychological wellbeing, poor social adjustment, psychological distress and physical illness.

A study has been conducted to investigate the emerging of new form of bullying i.e. Cyber bullying (Kowalski &Limber, 2007). Inthat study, which had 3,767 middle school students as sample, in the southwestern and north western of United State, it has been reported that, 22% of the sample have been involved in cyber bullying. It was reported in that study 4% as bullies, 11% as victims and 7% as both bullies and victims.

The study has been conducted by Deffenbacher (1999) to investigate the effect of cognitive behavioural approaches to anger reduction among children in Canada. The purpose of the study was to find out the appropriate approaches to reduce anger. Four research questions have guided the study. The research design was descriptive survey. The population of the study comprised of all citizens of Canada. A sample of 260 subjects have been selected for the study using random sampling technique. Instrument used for data collection for the study was a questionnaire designed by the researcher. The results revealed that about 16% of children that were more

frequently involved in anger manifestation had reduced their anger behaviour after treatment. The present study is related to Deffenbacher's study because both the two studies focused on the reduction of anger

In another study conducted by Deffenbacher, (1999) investigated anger reduction interventions using cognitive restructuring and overcorrection techniques on school girls between 12-15 years old in USA. Four research questions guided the study. The research design was descriptive survey. The population of the study comprised of all children aged 12-15 years. A sample of 1700 subjects was selected for the study using random sampling technique. Instrument used for data collection for the study was questionnaire designed by the researcher. Mean scores and standard deviation were used to analyze the data collected for the study. The result of that study had revealed that 7% of the sample was victims of anger behaviour and they reduced their anger behaviour after treatment. The study is related to the present study as it was conducted on anger reduction. Even though, the present study aims at reduction of bullying which is sometimes is manifested as a result of anger. However, the study was conducted in United State of America not in Nigeria. The studies differ in design. While the former study used descriptive survey because of large number of population, the present study used quasi experimental design involving pre-test, post-test design. The population of the present study is small compared to that study because close observation is required in the present study.

In a study conducted by Hecker, Fink, Volgeitanz, Thorpe and Sigmond (2008) to investigate the effect of cognitive restructuring and interceptive exposure in treatment of panic disorder of 18 clients and the differential effects of the order of these interventions. Clients were seen four sessions of exposure therapy and four sessions of cognitive therapy in a crossover design study. Half of the participants received exposure therapy followed by cognitive therapy and for half the

order were reversed. There was one month follow-up period between the two interventions and after the second intervention. Results indicated that clients that were exposed to cognitive restructuring showed greater improvement from panic and maintained improvement after follow-up period than participants in the other intervention. The study has relationship with the present study though the present study aimed at investigating the effects of cognitive restructuring on bullying, but both the two studies used cognitive restructuring counselling technique.

A study has been conducted to investigate the effect of prolonged exposure, cognitive restructuring and relaxation training in patients with post-traumatic stress disorder (PTSD) by Mark, Lovell and Noshirvani (1998). The study has been conducted in United States of America. The population of the study was 63 male outpatients who had (PTSD) according to DSM-IIIR criteria for 6 months, who were between the ages of 16-20 years. Patients were stratified for personal or impersonal trauma and allocated to exposure therapy (n=23), cognitive restructuring (n=19), and relaxation training (n=21). Exposure therapy involved imaginary and prolonged live exposure; cognitive restructuring which is the concern of the present study involved identifying and monitoring negative automatic thoughts and evaluating them with probabilistic optimistic reasoning, while relaxation involved learning relaxation techniques. Patients had 10 weeks of exposure to the therapies and 3 months of follow-up. Using analysis of covariance, the results of the therapies showed that at post-treatment, the percentages of patient's improvement respectively were: exposure=58%, cognitive restructuring =60% and relaxation group =20%. The result of the study showed that cognitive restructuring was more effective in treating symptoms of Post-Traumatic Stress Disorder (PTSD) when compared to live exposure and relaxation techniques. The study is related to the present study because both studies use cognitive restructuring techniques. However, the study has been conducted in America and the present

study is in Nigeria. But both the two studies utilize cognitive restructuring counselling technique. And the study has demonstrated effectiveness of cognitive restructuring when compared to other techniques.

A research has been conducted by Umah (2015) titled "Effects of Cognitive restructuring and Bibliotherapy Techniques on Anger manifestation of Secondary School Students". The study investigated the effects of the two counselling techniques. The design of the study was quasi-experimental design, which adopted pre-test, post-test, control group design. 41 identified aggressive students have been used as the sample of the study. Subjects were assigned to each of the two treatment groups. Group A comprised 13 subjects (seven males and six females), and were assigned to cognitive restructuring technique. Group B also comprised 13 subjects (six males and seven females) and were assigned to Bibliotherapy technique. Control group had 15 subjects and no treatment has been given to the group. The instrument used for data was a questionnaire which had 25 items titled 'Anger Behaviour Inventory (ABI), designed by the researcher and validated by three experts in terms of face validation. The reliability of the instrument has been determined to have an internal consistency estimation of 0.94. Mean and Standard deviation methods have been used to answer the four research questions that guided the study. While Analysis of Covariance, (ANCOVA) had been employed to test the hypotheses at 0.0 significance level. The results have revealed that, students exposed to cognitive restructuring technique showed mean gain of -1.87. Also the study concluded that cognitive restructuring technique has been effective in reducing anger. The study is relevant to the present study. The two studies look at the efficacy of cognitive restructuring technique on the behaviour of secondary schoolstudents. Moreover both the two studies are in Nigeria.

Neitzel (2009), opined that self-management interventions helps learners with autism spectrum disorders (ASD) learn to independently regulate their own behaviours and act appropriately in a variety of home, school, and community based-situation. He further argued, self-management interventions help learners with (ASD) to discriminate between appropriate and inappropriate behaviours, accurately monitor and record their own behaviours, and reward themselves for behaving appropriately.

Self-management technique has been used effectively in clinical and school based- setting across preschool and high school age groups. Self-management technique can be used to reduce inappropriate and interfering behaviours (disruptive behaviours, not completing school work and chores independently and efficiently, etc.) and to increase, social, adaptive, and language communication skills (Neitzel, 2009). Self-management technique has been used to teach specific skills to learners with autism such as, giving compliments to others, responding to others sharing, increasing on-task behaviour, initiating interactions, reducing the occurrence of interfering behaviours, promoting daily living skills, increasing play skills, and conversing with others.

In a study conducted in Koreaby Suk-Hyang et.al (2007), it has been established that, self-management technique can be used to enhance student's quality of life and empowering them to control their behaviours. This corroborates the position of (McDougall, 1998) that self-management may facilitate the successful inclusion of students in general education classroom by permitting teachers to spend more time on instructional tasks rather than behaviour management.

Self-management technique has many advantages even though it will not be effective with every student with a disability. But the technique has a number of strength. These advantages include

the potential to increase student's self reliance, facilitate skills generalization, and free teachers and staff from full management responsibility (Suk-Hyang et.al., 2007).

In a study conducted by Lawal (2016), self-management counselling technique has been revealed as the most effective technique for improving the level of bullying behaviour. And that at the end of the study the researcher had to reject one of the hypotheses that states 'there is no significant effect of self-management counselling technique on bullying behaviour of secondary school students from their pre-test and post-test scores.

A review of experimental studies on the effect of self-management intervention on academic outcomes for youth with disabilities by Jennifer R. Wolgemuth, R. Brain cob and James, J. Dugan of Colarado state University, United State of America has indicated the existing relationship between self-management (intervention) and academic performance and classroom behaviour (the outcomes) for secondary aged youth with behavioural disorders, attention deficit/hyperactivity, bullying, learning disabilities and developmental disabilities were reviewed (Lawal, 2016).

In the studyconducted by Ojewola (2014) to investigate the effect of Self-Efficacy Skill Training in Reducing Aggressive Behaviour among school adolescents in Ogbomosho- Nigeria, the study involved 52 respondents. They were selected randomly from 115 students who are initially screened in two secondary schools. The study has adopted a 2x2 experimental group design. Respondents were randomly assigned to treatment and control groups. The researcher had designed one instrument to elicit responses from the respondents. The name of that instrument used in the study was Aggressive Behaviour Assessment Scale Questionnaire (ABASQ). The instrument contained thirty items. To ascertain psychometric properties of the instrument, content validity and test-re- test reliability method were used. The Pearson Product Moment

Correlation Coefficient formula was used and 0.75 has been recorded using ABASQ questionnaire. Thirteen males and thirteen females have been randomized into two groups with eight training sessions which lasted for eight weeks. Analysis of Covariance (ANCOVA) and t-test have been used to analyze the data generated at 0.05 level of significant. The result of the study has shown that, the treatment package was effective in reducing aggressive behaviour among adolescents.

From the finding of that study, the researcher has concluded that Self-Efficacy training was effective in reducing aggressive behaviour among adolescents in schools. And therefore the hypothesis which states that there is no significant difference in the reduction of aggressive behaviour among students exposed to Self-Efficacy Skills Training and those in control group has been rejected. However, the second hypothesis which states there is no significant difference between male and female respondents in the reduction of aggressive behaviour among adolescents based on Self-Efficacy Skills Training has been accepted. The researcher further posited that, Self- Efficacy Skills Training is a potent intervention strategy for the reduction of aggressive behaviour among adolescent in schools.

The present study intends to examine the efficacy of self-control counselling technique which is another name for self-management technique to reduce bullying behaviour among adolescents in senior upper basic schools in Kano state. There are some similarities and differences between Ojewola's study and present study. While in her study she used eight weeks on Self-Efficacy Skills Training, the present study intends to use six weeks on Self-Control training. The research design of the present study is similar to the above. The present study adopted quasi-experimental pre-test, post-test group design. This studyinvolved thirty participants male and female

(seventeen male, thirteen female) in contrast to that of Ojewola's who had involve 52 participants.

The two studies share one thing in common. The former looked at the technique that could be used to reduce aggressive behaviour among adolescents that is Self-Efficacy Skills Training and had concluded that the training is very effective. The researcher had recommended the incorporation of the programme into school system. The present study intends to test another programme that could be used to reduce aggressive behaviour (bullying) i.e. Self-management and cognitive restructuring techniques. The study intends to establish the effectiveness of the programme or otherwise.

In a study conducted by Mohammad R. Kamaluddin, et al. (2016), entitled, Association between Low Self-Control and Aggression among Malaysian Male Prisoners with the objective to examine the claim put forward by researches that low self-control trigger aggressive and violent behavior. The main aim of that study was to determine the association between low self-control and aggression among Malaysian Male prisoners. The researcher has conducted a cross-sectional study in two prisons located within Peninsular Malaysia. A total of 198 Malaysian Male prisoners have been recruited in that study. The study had adapted a guided self- administered questionnaire consisting of two Psychometrics instrument (i.e. Malay version of Self-Control Scale and Bussy Perry Aggression Questionnaire).

To determine the association between low Self-Control and aggression, the study had employed Pearson Correlation Coefficient. In addition the study also examined Correlation between low Self-control and subscales of aggression. The findings of the study had demonstrated a positive and significant association between Low Self-control and aggression ($r = 0.54, p < 0.001$). Specifically, low Self-control was significantly associated with anger, Physical aggression and

hostility. There was no significant relationship recorded between low self-control and Verbal aggression.

There are a number of similarities and differences between Kamaluddin's study and the present study. The aim of present study is to investigate the efficacy of cognitive restructuring and Self-managementcounselling techniques to reduce bullying behavior, which already the former study has established the positive relationship between the constructs. In this regard, the two studies are related.

However, there are a number of differences between the two studies. While the former study identified the relationship between the two constructs, (aggression and Self-control), the present study is not looking at their relationship but to examine whether the utilization of cognitive restructuring and self-managementtechniqueswill improve the behavior of individuals who exhibit bullying behavior.

The former study has some limitations. One of the limitations is that the study had confined itself on only Male Prisoners in Malaysia. While the present study will involve both male and female adolescents, the study also concerns gender and other ethnics.

2.5 Summary and Uniqueness of the Study

This chapter has presented the related literature regarding bullying behaviour among students of upper basic students in Nassrawa Zonal Education Directorate Kano state. The chapter has been presented under the following subheadings; conceptual frame work, concept of bullying behaviour, concept of cognitive restructuring, concept of self-management, theoretical frame work empirical studies.

 As bullying sometimes is a product of emotional disturbances as a result of automatic thoughts and how they reason, to Ellis the proponent of (REBT) believes that the emotional disturbances

that can lead to behaviours like bullying can be changed through counselling techniques like; (REBT and BCT). And to Krumboltz and Thorsen the proponents of Behavioral couselling theory human behaviour can be learned and unlearned.

From the literature reviewed the researcher in this study was able to present state of bullying manifestation among students within the area of the study. Literature reviewed showed that bullying behaviour is one of the complex and difficult problems faced by students in secondary schools. The literature reviewed had shown that bullying behaviour is a global problem involving a high proportion of student worldwide. The literature reviewed has depicted bullying behaviour as a worldwide problem with varying consequences. In Nigeria in particular bullying behaviour is so common that is seen as a threat and as part of characteristics of people at youthful stage. The reviewed literature has shown the prevalence of bullying behaviour among secondary school students in Nigeria with almost 67.2%. The reviewed literature has shown that bullying behaviour interferes with student's academic performance and it threatens the safety of the students.

 The concepts bullying behaviour, cognitive restructuring and self-management techniques were all defined. Some of the theories that the study are based on, were reviewed and discussed in line with the present studies, these theories include; Rational Emotive Therapy and Behavioural Counselling Theory. Bullying as a social problem has relationship with these theories. The two theories believed that emotional disturbances of the clients could best be curved using the two theories since they are effective in behaviour change.

Reviewed of other studies had shown that some works have been carried out in some related areas to the present study like anger aggression. However, none of the works available to the

researcher seems to have focused on cognitive restructuring and self-management techniques on bullying behaviour of students of upper basic schools. This is the gap this study wants fill.

As stated earlier, the main focus of this research is to investigate the effectiveness of cognitive restructuring and self-management counselling techniques to reduce bullying behavior among secondary schools students of upper basicstudents in Nassrawa Zonal Education Directorate Kano State. This study is unique in the sense that, self-management and cognitive restructuring strategies would be considered in trying to find out its effectiveness in reducing bullying. A lot has been done by counselors and psychologist using different strategy to control unwanted behaviors. However, the available literature seems to suggest, a similar research has not been done at such place and level, even though, related studies have been extensively carried out at both national and international levels at different levels by different writers. Evidence has shown relevant Work has been undertaken by other scholar within Nigeria and outside using self control technique (SC) but at different level, location culture and even age group. The present study contains itself within Kano State Secondary School students. A similar research has not been carried out at such places and level.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the procedure used in carrying the study under the following subheading: Design of the study, Population and sample, Sample size, Sampling techniques, Data collection Instrument, Validation of the instrument, Data collection Procedure and Procedure for Data analysis.

3.2 Research Design

This study adopted quasi-experimental involving pre-test, posttest, research design. This type of design is widely used in behaviour research, primarily for the purpose of comparing groups and/or measuring the change resulting, from experimental treatment (Gay, 2009). The design has been selected due to expectations of some intervening variables that may influence the treatment and finding of the study. Again the design has an advantage of testing the result obtained from pretest andposttest in order to analyze the effectiveness or other wise of the treatment to investigate the effect of cognitive restructuring and self-managementcounselling techniques on bullying behaviour among secondary school students.

Respondents of the two groups are purposively selected for experiment. The two experimental groups receive treatment sessions on cognitive restructuring and self-managementcounselling techniques. The design below represents pretest posttest group design:

Experimental 1   01   X   03
CR

Experimental 2   01   X   04

SM

Respondents of the two groups were selected and assigned to be experimental groups. The groups were made to become the experimental groups or treatment groups; one was subjected to cognitive restructuring counselling technique treatment sessions, the second group has been subjected to self-management counselling technique treatment session. To control absenteeism and dropout two participants were added in each group, but the results of these two students have not been considered in the analysis.

Initially, both the two group were visited for discussion for discussion on the programme. Before the commencement of the training session both the two groups were pretested. There were sessions every Thursdays and Fridays. After the sessions, all the two groups were post tested.

3.3 Population and Sample

3.3.1 Population of the Study

The target population of the study is the entire 140 identified bullies from the 16 schools from Nassarawa zone. All of them are from JSS 2. There are fourteen (14) zonal education offices. Nassarawa Zone has been selected as the place to conduct the study. This isbecause; there are 16 upper basic schools and all the schools are for male and female. Out of 16 schools, two schools have been chosen because of the rampant cases and high rate of bullying behaviour recorded in the two schools. The two schools are; GJSS Racecourse and GJSS Sauna. Moreover, the two schools were selected based on the assumption that the two schools have large number of population and that there is homogeneity in administration, medium of instruction and teaching process.

3.3.2 Sample Size

The entire identified bullies who manifest bullying behaviour from the 16 school are 140. Out of this number 30 bullies from two schools have been selected and used as sample of the study. This is because the number is not too large to manage. Seventeen (17) bullies have been identified from GJSS Racecourse. Out of this number, nine (9) are male, eight (8) are female. In GJSS Sauna, thirteen bullies have been identified; out of which eight (8) are male and five (5) are female. All the thirty identified bullies have been used because they are not too many to manage in group counselling.

Table 3.1: Distribution of Students' Sample

S/N	Name of Schools	Sample size	Boys	Girls
1	GJSS Resources	17	9	8
2	GJSS Sauna	13	8	5
	Total	**30**	**17**	**13**

3.3.3 Sampling Techniques

This study has used purposive sampling technique. Students who have exhibited bullying behaviour from the 16 schools have been identified by their school counsellors, discipline masters and senior masters. The identification was based on the number of times student's name appeared in their school Guidance and Counselling log book on bullying behaviour manifestation during the preliminary investigation carried out by the researcher with the school counsellors of the schools.One –hundred and fourty students who manifested bullying behaviour have been identified with the large number of bullies from two schools. These two schools are, GJSS Race-course with 17 bullies and GJSS Sauna with 13 bullies. These two schools were made to be the clusters where experiments have been conducted.

3.4 Data Collection Instrument

The researcher used Bullying Behaviour Students'Questionnaire (BBSQ). The researcher selected the items of the instrument from a compendium of standardized bullying assessment

tools prepared by Hamberger, Basile and Vivolo (2011). Their target groups include youth between 13 and 21 years. These assessment tools were items analysed for construct validity and reliability co-efficient as follows:

1. Aggression scale was developed and used by Orpinas and Frankwoski, and Horn and Stanizewski and was published by Sage publications in researcher gate (2019). Its construct validity and reliability are 0.88 and 0.82 respectively.

2. Youth bullying scale. It was developed and used by Austin and Joseph and published by the British Psychological society online library. Willey.com (2018). Its validity and reliability are: 0.81 and 0.94 respectively.

3. Bullying and negative relational behaviours scale. It was developed and used by Crick and Grot-peter and published by Wiley and Blackwell publishing company (20018). Its validity and reliability are: 0.83 and 0.90 respectively.

4. Cyber Harassment Students' Questionnaire. It was developed and used by Beran and Li and published by Baywood publishing company limited (2017) www://pewresearch.org=online. Its validity and reliability are: 0.85 and 0.88 respectively.

The questionnaire has been designed by the researcher consisting of thirty-five (35) items. The instrument was designed to measure three types of students' bullying behaviours(physical, verbal and cyber bullying).There are two sections in the instrument; section "A", consistsof the biodata of the school bullies. These biodata comprise, name of the school, class of the student and gender.Section "B" of the instrument contains 35 statements or items that constituted students' bullying behaviours. A respondent was required to respond to a statement by ticking one of the four boxes provided tagged as SA, A, D, and SD. SA means strongly agree, A, means agree, D, means disagree and SD, means strongly disagree.

3.4.1 Scoring Procedure

The scoring was based on the choices made by the respondents. Marks were awarded to the scales. SA attracts 4 marks, A, attracts 3 marks, D, attracts 2 marks and SD, and attracts1 mark respectively. Therefore, the highest possible score a respondent can obtain is one hundred and 140 (i.e. 4 x 35), while the minimum score is 35 (1 x 35). The range is 105 (i.e. 140- 35), the mid-point of range is 53. The cut-off point is therefore between 140 and 87. Thus, respondent who obtain scores from 87to 140 is considered a bully, while those who score below 87 is considered not a bully. Moreover, from the 35 items; 17 items are measuring physical bullying behaviour (5, 6, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25), 10 items are measuring cyber bullying behaviour (26, 27, 28, 29, 30, 31, 32, 33, 34 and 35), and 8 items are measuring verbal bullying behaviour (1, 2, 3, 4, 7, 11, 12 and 13). Thus, in order to ascertain the type of bullying behaviour a respondent is exhibiting; each respondent is expected to answer all 35 items. The highest score in a given aspect (items) is the bullying behaviour a given respondent is inclined to. For example, suppose a respondent scored 28 points in those items measuring physical bullying, 16 points in verbal and 12 points in cyber respectively. Thus, that respondent is more inclined to physical bullying behaviour, therefore is a physical bully.

3.5Validation of the Instrument

3.5.1 Validity of the Instrument

The questionnaire was subjected to face validity, followed by construct validity. The face validity of the instrument was determined by the research Supervisor and other experts in the Department of Education, B.U.K. They were mainly asked to ascertain the content validity of the

instrument with particular reference to the research objectives. These experts carefully reviewed the items in particular and the whole questionnaire itself. On the course of validating the instrument, some items that do not match with the content of the research objectives were replaced with those that are relevant for the study. They also ascertained the appropriateness and adequacy of the language used in the development of the items.One of the observations made was that the statements in the instrument were many and that was what led to reduction of the items of the instrument from fourty-five (45) to thirty-five (35). They also suggested restructuring the language of the items in the questionnaire. These suggestions led to the restructuring of objectives, research questions and hypotheses. The corrections were made. Then they have recommended that the items in the questionnaire were adequate to test students' bullying behaviour.The construct validity was done using factor analysis particularly principal component analysis (PCA) was carried out on 100 JSS 2 studentsthat have similar characteristics with the population to examine and compute composite scores for the constructs underlying the questionnaire (i.e. physical, verbal and cyber). The result from the PCA extracted three (3) factors or components which cumulatively captured 26.423% of the total variance. The factor loading values of the 35 items ranges from .317 to .809. Thus, from the analysis, 10 items (26, 27, 28, 29, 30, 31, 32, 33, 34 and 35) were loaded on factor 1 with factor loading values ranging from .317-.528, 17 items (5, 6, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25) were loaded on factor 2 with factor loading values ranging from .445-.809 , 8 items (1, 2, 3, 4, 7, 11, 12 and 13) were loaded on factor 3 with factor loading values ranging from .335-.708 respectively. Thus it can be deduced that items loaded on factor 1 are those items measuring cyber dimension, items on factor 2 are those measuring the physical aspect of bullying behaviour

while those items loaded on factor 3 are measuring the verbal aspect of the bullying behaviour respectively.

3.5.2 Reliability of the Instrument

In this regard, the instrument was pilot tested on one hundred (100) students of JSS 2that have similar characteristics with the population to ascertain the reliability of the instrument.Internal consistency reliability of the instrument was sorted through Cronbach's alpha statistics for each sub-scale and for the total scale. This was done using statistical package for social sciences (SPSS). The cronbach's alpha value for the items on physical bullying was found to be .759, for the alpha value on items for verbal bullying was found to be .839 and for the items on cyber bullying was .794.These can be regarded as quite large. Moreover, for the whole 35 items, the alpha value was .866. This indicates that the 35-item scale is quite reliable and is obviously in the region indicated by Field, (2005) that a value of $0.7 - 0.8$ is an acceptable value for Cronbach's alpha.

3.6 Data Collection Procedure

It all started by collecting introductory letter from Department of Education Bayero University, Kano, to Kano State Ministry of Education for permission to conduct research in their schools. The permission has been granted. And the researcher has been assisted by the school counsellors. The researcher adopted three phase procedure for data collection in this study. These phases are; pre-treatment phase, treatment phase and post treatment phase. Pre- treatment phase involved preliminary introductions, explaining the purpose and pre-test. The treatment phase involved the actual treatment. Twelve (12) weeks have been taken for the treatment. The post-treatment phase involved administering post-test to ascertain the treatment effects.

3.7 Data Analysis Procedure

The data collected by administering the research instrument was analyzed in line with each research questions and hypotheses. Descriptive statistics Mean and Standard deviation were used in answering the research questions (I-VI). Dependent sample t-test was used in testing hypotheses I and II. The t-test for dependent sample was considered as the most appropriate statistical technique because hypotheses I and II involved comparison between the mean scores of pretest and posttest obtained from one group in an experimental design as suggested by Cohen, Manion, and Morrison 2007; Louise, Manion, and Morrison 2010.Independent sample t-test was used in testing hypotheses III, IV and V hypotheses raised in the study. The researcher considered t-test for independent sample was as the most appropriate statistical technique because the hypotheses involved comparison between the mean scores of two groups (Cohen, Manion, & Morrison 2007; Louise, Manion, & Morrison 2010).

In the final analysis of the result, the decision rule stands to indicate that the higher the mean score (pre-test), the higher manifestation of bullying behaviour, whereas, the lower the means scores (posttest) the less bullying behaviour manifestation inferred. At the end of it all, students who had high pre-test scores after treatment had a low scores in post-test, showed that they have benefited. And in taking decision, if the calculatedp value is less or equal to 0.05 level of significance the null hypothesis should be rejected if otherwise the null hypothesis remains.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the results of the study and data analysis of the findings of the study base on the six research questions and five null hypotheses that guided the study.

The main objective of the study was to evaluate the effects of cognitive restructuring and self-management counselling techniques on bullying behaviour among secondary school student in Nassarawa Zonal Education Directorate.

In order to achieve the objectives, a total of 30 participants (bullies) from two different schools were used. Two groups received treatment on different counselling technique. The first treatment group received treatment on cognitive restructuring while the second group received the treatment on self-management counselling technique.

The results are presented in figures and tables using descriptive statistics (means and standard deviation) to answer research questions. Hypotheses have been tested at 0.5 level of significance and are hereby presented in tables. The major findings of the study are also presented in this chapter.First section presented the bio data of the respondents who were exposed to the treatments. The second section presented the answers to research questions, while the third section tested the hypotheses.

4.2 Summary of Data

The following table has depicted the demographic characteristics of the participants identified with bullying behaviour by gender, groups and schools.

Table 4.1 Distribution of Respondents by Gender, groups and Schools of Students:

Gender	Frequency	Percentage
Male Students	17	56.7%
Female Students	13	43.3%
Total	**30**	**100%**
Groups		
Cognitive Restructuring	17	56.7%
Self-Management	13	43.3%
Total	**30**	**100%**
Schools of the Students		
GJSS Race course	17	56.7%
GJSS Sauna	13	43.3%
Total	**30**	**100%**

The above table has shown the distribution of the bullies by schools, gender, groiup and their frequency in the study in which have GJSS Race course 17 respondents representing 56.7% while GJSS Sauna has 13 respondents representing 43.3%.The participants were classified into two groups. Each of the treatment group had received treatment on one counselling technique.Regarding the group 17 respondents representing 56.7% assigned to cognitive restructuring and 13 respondents representing 43.3% self-management counselling techniques.On gendera total of 17 male participants representing 56.66 percent have participated in the study, while 13 female representing 43.33 have participated in the study.

4.3 Data Analysis

4.3.1 Answers to Research Questions

The six research questions raised in the study were aimed at finding the effect of cognitive restructuring and self-management counselling techniques among secondary school students in Nassarawa Zonal Education Directorate, have been answered as follows:

Research Question One:

What is the most prevalence bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate?

Table: 4.2 Descriptive Statistics on Bullying Behaviour Type

Bullying Behaviour Type	Frequency	Percentage
Verbal	21	70.0
Physical	6	20.0
Cyber	3	10.0
Total	**30**	**100.0**

Table 4.4 above depicts the summary of descriptive statistics on bullying behaviour type. From the analysis, it can be seen that verbal bullying behaviour account for 70%, physical bullying accounts for 20% and cyber bullying behaviour accounts for the remaining 10%. Thus it can be concluded that, the most prevalence bullying behaviour among students of upper basic schools in Narawa Education Zoneis verbal bullying behaviour.

Research Question Two:

What is the effect of cognitive restructuring counselling technique on bullying behaviour among students of upper basic schools Nassarawa Zonal Education Directorate?

Table: 4.3 Pretest and posttest mean and standard deviation of Cognitive Restructuring

Variables	N	Mean	Std. dev.
Pre-test on CR	17	113.53	13.776
Post-test on CR		51.12	14.352

The above table indicates that the pretest has the mean scores of 113.53with the standard deviation of 13.776 while posttest had the mean 51.12 withthe standard deviation of14.352 respectively. This indicates that cognitive restructuring counselling technique had effect on

reducing bullying behaviour among upper basic students. That means the students have benefited from the treatment.

Research Question Three:

What is effect of Self-management Counselling technique on bullying behaviouramong students of upper basic schools Nassarawa Zonal Education Directorate?

Table 4.4Pretest and Posttest means and standard deviation Self-management Counselling Technique

Variable	N	Mean	Std. dev.
Pretest	13	114.62	12.500
Posttest		52.23	14.423

The table above showed the mean scores and standard deviation of pretest and posttest scores of self-management counselling technique of the students exposed to treatment. The pretest means score is 114.62, while the standard deviation is 12.500. The posttest means score is 52.23 while standard deviation score is 14.423. Both the scores of pretest and posttest differ. This has indicated that self-management counselling technique has an effect on bullying behaviour. Therefore the bullies have benefited.

Research Question Four:

What is difference in the effect of cognitive restructuring counselling technique on bullying behaviour between male and female students of upper basic schools Nassarawa Zonal Education Directorate?

Table 4.5 Pretest and posttest means and standard deviation of Male and Female participants exposed to treatment on (CR)

Variable CR	Gender	Number	Mean	Std.dev.
Posttest Scores	Male	9	61.00	12.748
	Female	8	40.00	4.276

The table above has shown mean and standard deviation scores of male and female participants exposed to treatment on cognitive restructuring counselling technique. The posttest means

scoreindicated the effect of the counselling technique. The mean score of the male participants was found to be 61.00 and standard deviation is 12.748,the means and standard deviation of the female participants were40.00 and 4.276 respectively. The posttest mean scores have shown that female participants have lower mean than their male counterparts in reducing behaviour bullying after treatment on CR. This means CR is more effective on the female participants.

Research Question Five:

What is the difference in the effect of Self-management counselling technique on bullying behaviour between male and female students of upper basic schools Nassarawa Zonal Education Directorate?

Table 4.6 Posttest means and standard deviation of Male and Female participants exposed to treatment on SM

Variable SM	Gender	Number	Mean	Std.dev.
Posttest Scores	Male	8	55.75	11.829
	Female	5	38.20	2.864

The table above depicts the mean and standard deviation scores of male and female participants exposed to treatment on self-management counselling technique. The posttest means score indicated the effect of the counselling technique. The mean score of the male participants was found to be 55.75with a standard deviation of11.829,the means and standard deviation of the female participants were40.00 and 4.276 respectively. The posttest mean scores have shown that female participants have lower mean than their male counterparts in reducing behaviour bullying after treatment on SM. This means SM is more effective on the female participants than their male counterparts.

Research Question Six

What is the difference in the effects of cognitive restructuring and self-management counselling techniques on bullying behaviour among students of upper basic school Nassarawa Zonal Education Directorate?

Table 4.7 Posttest means and standard deviations of the two treatment groups

Variable	Number	Mean	Std. dev.
Posttest SM	13	51.12	14.352
Posttest CR	17	38.69	3.706

The table above depicts the Posttest mean scores and standard deviations of both CR and SM.

The scores have indicated differences between the two techniques. The difference is in favour of

the CR counselling technique with the lower mean score, meaningthat CR counselling technique

is more effective than the Self-management counselling technique.

4.3 2 Hypotheses Testing

The five hypotheses raised in the study are tested here at 0.05 level of significance to ascertain

the significance of two counselling techniques; Cognitive restructuring and Self-management

and the results are presented as follows:

Hypothesis one:

There is no significant effect of cognitive restructuring counselling technique in reducing

bullying behaviour among students of upper basic schools Nassarawa Zonal Education

Directorate.

Table 4.8: Result of Dependent Sample t-test on effect of cognitive restructuring counselling technique

Variable	N	Mean	S.D	Std. Error Mean	t-value	Df	*P* value	Decision
Pretest	17	113.53	13.776	3.341				
Posttest		51.12	14.352	3.481	13.125	16	.000	Rejected

The table above presents the summary of dependent sample t-test computed with SPSS. The

outcome from the analysis shows that the mean score of the posttest on CR differed significantly

from the mean score on the pretest on CR. The t value was found to be 13.125 with significant

value (p-value) of .000, tested at 0.05 level of significance and degree of freedom 16.From the

table above, the p-value .000 is less than 0.05, which means that the null hypothesis which stated

that"there is no significant effect of cognitive restructuring counselling technique in reducing

bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate. The null hypothesis stated above is thereby rejected, meaning there is significanteffect of cognitive restructuring counselling technique in reducing bullying behaviour among students of upper basic schools in Nassarawa Zonal Education Directorate.

Hypothesis Two:

There is no significant effect of self-management counselling technique in reducing bullying behaviour of respondents exposed to treatment from their pretest and posttest scores.

Table 4.9: Result of Dependent Sample t-test on effect of self-managementcounselling technique

Variable	N	Mean	S.D	Std. Error Mean	t-value	Df	*P* value	Decision
Pretest	13	114.62	12.50	3.467				
Posttest		52.23	14.42	4.000	10.656	12	.000	Rejected

The above table is showing dependent sample t-test statistics which determines the effect of self-management counselling technique on bullying behaviour of school bullies from their pretest and posttest scores. Looking at the table, the p-value is 0.000, which less than the level of significance of 0.05. This means that hypothesis two which states there is no significant effect of Self-managementcounselling technique on bullying behaviour is hereby rejected. Meaning there is significant effect of self-management counselling technique in reducing bullying behavior.

Hypothesis Three:

There is no significant difference in the effect of cognitive restructuring counselling technique on bullying behaviour between male and female students of upper basic schools Nassarawa Zonal Education Directorate.

Table 4.10: Result of Independent Sample t-test on effect of Cognitive Restructuringcounselling technique and Gender

Gender	N	Mean	S.D	Std.	t-value	Df	*P* value	Decision

				Error Mean				
Male	9	61.00	12.748	4.249				
Female	8	40.00	4.276	1.512	4.429	15	.000	Rejected

The above table has shown the result of posttest of male and female participants exposed to CR treatment. The mean value of male is 61.00 and female mean value is 40.00 which is lower. This implies that the CR is more effective to female than their male counterparts. The calculated means oft is 4.429 and p value is .000 is less than 0.05 level of significant.Therefore, hypothesis three which states, there is no significant difference in the effect of Cognitive restructuring counselling technique on bullying behaviour of male and female is here by rejected.Meaning that there is there is significant difference in the effect of Cognitive restructuring counselling technique in reducing bullying behaviour between male and female in favor of female respondents.

Hypothesis Four:

There is no significant difference in the effect of self-management counselling technique on bullying behaviour between male and female students of upper basic schools Nassarawa Zonal Education Directorate.

Table 4.11: Result of Independent Sample t-test on effect of Self-ManagementCounselling Technique and Gender

Gender	N	Mean	S.D	Std. Error Mean	t-value	Df	*P* value	Decision
Male	8	55.75	11.829	4.182				
Female	5	38.20	2.864	1.281	3.209	11	.008	Rejected

The table above presents the summary of independent sample t-test computed with SPSS. The outcome from the analysis shows that the mean score of the posttest of the female is 38.20 which lower than that of the male which is 55.75 on SM. The values differed significantly. The t value was found to be 3.209 with significant value (p-value) of .008. The null hypothesis stated above

is thereby rejected, meaning there is a difference in the effect between male and female respondents.

Hypothesis Five:

There is no significant difference between cognitive restructuring and self-management counselling techniques on bullying behaviour among of students of upper basic schools exposed to treatment.

Table 4.12: Result of Independent Sample t-test on effect of Cognitive Restructuringand
Self-Management Counselling Techniques

Techniques	N	Mean	S.D	Std. Error Mean	t-value	Df	*P* value	Decision
CR	17	38.69	3.71	1.028				
SM	13	51.12	14.352	3.481	3.034	28	.005	Rejected

The table above presents the summary of independent sample t-test computed with SPSS. The outcome from the analysis shows that the mean score of the posttest of the CR is 38.69 which lower than that of the SM which is 51.12. The values differed significantly. The t value was found to be 3.034 with significant value (p-value) of .005, since the p-value of 005 is less than 0.05 level of significant therefore the null hypothesis stated above is thereby rejected, meaning there is a difference in the effects between SM and CR in their respective mean posttest scores in favor of CR.

4.4 Summary of Findings

The following are the major findings of the study:

I.   Verbal bullying behaviour is the most prevalence bullying behaviour

II. Intervention using cognitive restructuring counselling technique reduces bullying behaviour.

III. Intervention using self-management counselling technique reduces bullying behaviour.

IV.   There is a significant difference between male and female students exposed to cognitive restructuring technique.

V.   There is a significant difference between male and female students exposed to self-management counselling technique.

VI. There is a significant difference in the posttest mean scores between cognitive restructuring and self-management counselling techniques.

4.5 Discussions

The findings of the study have disagreed with all almost all the hypotheses made earlier on. The result of the study revealed that there was a significant improvement on bullying behaviour of upper basic school students (physical, verbal and cyber) that went through cognitive restructuring and self-management counselling techniques. This implies that both the two techniques (i.e. cognitive restructuring and self-management) are effective treatment techniques for school bullies in order to attain reduction level of bullying behaviour.

The result of this study showed differences in the pretest and posttest scores of participants exposed to cognitive restructuring technique. This differences in the pretest result provided basis on which it could reasonably be assumed that at the commencement of the treatment the bullies have manifested equal bullying behaviour. The overall result indicated that bullies exposed to cognitive restructuring benefited immensely from the programme based on the difference in their mean scores. These findings have agreed with the findings of Herker, Fink, Vogeltanz, Thorpe and Sigmond(2008) which noted that client that were exposed to cognitive restructuring showed greater improvement especially male than participants who have not receive intervention. The findings also supports the findings of Montalado (2007) which claims that cognitive restructuring

is a method of changing thoughts, attitudes, and beliefs by targeting anti-social thought patterns which leads youths to rationalize or justify negative behaviours.

The present study has supported the study conducted by Mora (2007), to investigate the effectiveness of cognitive restructuring counselling technique on truancy among secondary school students in Kaduna, Nigeria the technique has been found effective in the reduction of truancy. The present study supported the study of Oliha (2014), who investigated the efficacy of cognitive restructuring in the reduction of truancy among secondary school adolescents in Umahia Nigeria. The result had shown that cognitive restructuring technique is effective for reducing truancy.Similarly, Hassan and Okati (1990), used cognitive restructuring technique to investigate the level of anxiety in a test in Ijebu-ode, Nigeria. The result of the study has confirmed cognitive restructuring counselling technique to be effective in improving academic performance and reduction of anxiety.

In another study conducted by Dahir and Stone (2006), to investigated the effectiveness of cognitive restructuring on students' logical statements on on-line discussion as a strategy for cognitive development. The technique has been proved to improve students' logical statements. The present study has supported the study of Dahir and Stone. Also this study corroborates the study of Deffenbacher (1999), who carried out the study to investigate the effects of cognitive approach to anger reduction among children between 12-15 years in Canada. The result has revealed that about 16% of children that were more frequently involved in anger manifestation had reduced their anger behaviour after treatment.

 In another study, conducted by Deffenbacher (1999) in USA, to investigate anger reduction interventions using cognitive restructuring and overcorrection techniques on school girls aged 12-15 years, the result of the study had revealed that 7% of the sample was victims of anger

behaviour and they have reduced the anger after treatment.The present study has agreed with the position of Lovell and Noshirvani in Yhaaya, (2006) who have used cognitive restructuring technique to investigate the effect of prolonged exposure in patients with post-traumatic stress disorder (PTSD), the patients were between the ages of 16-20 years. The result of the study revealed that cognitive structuring was more effective in treating symptoms of post-traumatic stress. In another study conducted on stress by Hammerfall (2004) at the University of Zurich, to investigate the effect of cognitive restructuring on stress on response to healthy men and women, the result of the study has revealed that the technique has been very effective in favor of men. The present study supports Hammerfall position.

The present study has supported Idowu and Esere (2005) who carried out a study at the University of Ilorin Nigeria to investigate the efficacy of cognitive restructuring procedure in resolving marital conflicts among couples. The result of the study has shown that cognitive restructuring training programme has been effective. In another study conducted by Umah (2015) to investigate the effect of two counselling technique i.e. cognitive restructuring and Bibliotherapy on anger management in University of Nsuka, Nigeria. The result has revealed that, cognitive restructuring is effective in reducing anger. This study supported the position of Umah. Similarly, Yahaya (2006), in his study has revealed that cognitive restructuring has been found to be very effective in treatment of all forms of antisocial behaviours. Equally, Aderanti & Hassan (2011) have reported that cognitive restructuring is effective in the treatment of rebelliousness and disorderliness.

The findings of the present study have revealed that there is a significant improvement on bullying behaviour of upper basic students that went through Self-management counselling

technique. The result of the present study showed slight difference in the pretest and posttest scores of the participants exposed to self-management counselling technique.

The findings of the present study has vindicated that, self-management counselling technique has been very effective on bullying behaviour. The result has shown that students have benefited from the treatment. This is shown in the pretest and posttest scores. The findings have corroborated the study of Shade, et.al. (2013), who conducted a study to investigate the effectiveness of Self-management counselling technique on managing violence among transitional students in Junior secondary schools, in Ibadan, Nigeria. The result has revealed that self-management had significant effect. In a study conducted by Lange, A. et.al (1999) in University of Amsterdam, to investigate the effect of positive self-management, it has been established that positive self-management is an important aid for treatment of emotional disorder. The present study has supported that study.

In a study conducted by Lawal (2016), to investigate effects of self-management and social skills counselling techniques on bullying behaviour among secondary school students in Katsina state, Nigeria. The result of the study had shown that self-management counselling technique was effective on bullying behaviour. Similarly, Ojewola (2014), has conducted a study to investigate the effect of Self-efficacy (another name for self-management) Skills training in reducing aggressive behaviour among school adolescents in Obgomosho, Nigeria. The result of the study had revealed that Self-efficacy treatment package was effective in reducing aggressive behaviour. In Abolghasemi (2013), it has been established that anger management teaching programme had been effective. This is shown in a study conducted to examine the efficacy of anger management teaching programme. Neitzel (2009) reported that self-management helps learners with autism spectrum disorders. He further argued that the technique helps learners with

(ASD) to discriminate between appropriate and inappropriate behaviours. The present study has supported Neltzel (2009)

Ina study conductedby Suk-Hyang et.al. (2007), to investigate the effects and implication of self-management for students with Autism: Focus on Autism and other developmental disabilities, the study has revealed that self-management has been useful for enhancing student's quality of life and empowering them to control their behaviour. Lawal (2016) has reported a study conducted to review experimental studies on the effect of self-management intervention on academic outcomes for youth with disabilities by Jennifer et.al. at Colorado state University, United State of America. The findings have indicated the existing relationship between self-management (intervention) and academic performance and classroom behaviour (the outcomes) for secondary aged youth with behavioural disorders, attention deficit/hyperactivity, bullying, learning disabilities and developmental disabilities were reviewed. The present study supported the above assertion

The results of the present study have indicated that cognitive restructuring is effective on bullying behaviour of male and female. The result presented in table 4.7 has shown that the technique is effective on bothmale and female. But there is a slight difference which shows that the technique is more effective on female than male. This has disagreed with the findings of Herker et al. (2008). This study has also disagreed with the position of Hammerfall (2004) who conducted an investigation on stress of healthy men and women, the result of that study has shown that the technique has been very effective especially on men. However, the result of present study agreed with Umah (2015) who argued that female students benefit more than their male counterpart when exposed to cognitive restructuring. But Esere and Idowu (2005) has argued that gender was not a factor in cognitive restructuring.

The results from the present study have indicated that self-management counselling technique have been effective on both male and female. And that the differences indicated that female students have benefitted more than male. This disagreed with the position of Lawal (2016), whose findings claims that the technique is more effective on female than male.However the study has opposed the position of Shade (2013) who opined that self-management technique is more effective on male than female.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the five chapters. Conclusions drawn from the findings, recommendations based on the findings, suggestions for further studies and limitations of the study were all presented in the chapter.

5.2 Summary

Introductory part the study and it was presented under the following subheadings: Background to the study, Statement of the problem, Objectives of thestudy, Research questions, Hypotheses, Significance of the study, Scope and delimitation of the study. The review of related literature was based on theoretical framework and conceptual framework. The chapter also reviewed empirical studies related to present study. Summary of literature review was also presented.

The methodology aspect presented the design used in the study, the population, sample of the study, the sampling technique, and instrument for data collection, Scoring Procedure was also discussed, validity and Reliability of the instrument was established through appropriate procedure andthe procedure for intervention in form of pre-treatment phase, treatment phase and post treatment phase, from the same Chapter, procedures for data analysis was made using t-test for independent sample for all null hypotheses and mean and standard deviation for research questions were all explained. However, data collected were presented and analysed. It involves summary of data, data analysis,data presentation, answers to research questions, hypotheses testing, and summary of major findings and discussions of the findings.

5.3 Conclusion

Conclusively, from the findings of the study, it was concluded that there is high prevalence of bullying behaviour among of upper basic schools in Nassarawa Educational Zone Directorate, Kano State, Nigeria. The study also revealed that there is significant effect of Cognitive restructuringand Self-management counselling techniques on bullying behaviour; it shows that of Cognitive restructuringand Self-management counselling techniques is very powerful in reducing bullying behaviour among of upper basic schools in Nassarawa Educational Zone Directorate, Kano State, Nigeria.

Based on the findings of the study, the following conclusions were drawn.

I. It was concluded that verbal bulling behaviour is the most prevalence type of bullying behaviour exhibited by the students

II. It was concluded that Cognitive restructuring counselling techniqueiseffective in reducing bullying behaviour of upper basic studentsNassarawa Educational Zone Directorate, Kano State, Nigeria.

III. It was concluded that Self-management counselling technique is effective in reducing bullying behaviour of upper basic studentsNassarawa Educational Zone Directorate, Kano State, Nigeria.

IV. It was concluded that the effect of Cognitive restructuring counselling technique in reducing bullying behavior among students Nassarawa Educational Zone Directorate, Kano State, Nigeriais gender sensitive.

V.   It was concluded that the effect of Self-management counselling technique in reducing bullying behavior among students Nassarawa Educational Zone Directorate, Kano State, Nigeria is gender sensitive.

VI.   It was concluded that the effect of the two techniques used in this study (Cognitive restructuring and Self-management counselling techniques)is differ significantly inreducing bullying behavior among students Nassarawa Educational Zone Directorate, Kano State, in favour of Cognitive restructuring.

This has concluded that cognitive restructuring and self-management counselling techniques have effects in reducing bullying behavior among secondary school students. This is evident from the results of mean scores of the two experimental groups. The results have indicated that respondents that have been exposed to treatment have benefited .The findings of this study deduced some far reaching educational implications for students, parents the educational system and counsellors.

The study provides an empirical evidence of the effectiveness of cognitive restructuring and self-management counselling techniques on bullying behaviour of students. The students exposed to the two techniques reduced their bullying behaviour. This is to say there is reduction of the anti-social behaviour. The result of the study reveals that the cooperation of parents and contribution is highly needed in order to utilize the counselling techniques in upper basic schools. The result has also shown the need to modify secondary schools curriculum to include these techniques for reduction of anti-social behaviour like bullying and alike.

The results have shown that the two techniques are effective on male and female. Therefore, the techniques could be used in all schools irrespective of gender of the students. This implies that

both male and female students need cognitive restructuring and self-management for bullying behaviour reduction.

The study has limitation. It was carried out in a particular state Kano, Nigeria, and in two upper basic schools (GJSS Race course and GJSS Sauna). It was conducted on the selected members of students who were identified with bullying behaviour. It may not be feasible therefore, to generalize the findings across Nigeria. Such generalization should be done with caution as results in other areas may or may not be the same. Secondly, the present study involved students of a secondary school. Similar study on teachers may not yield the same result.

5.4 Recommendations

Two sets of recommendation were made recommendations from the study and recommendation for further studies as follows:

5.4.1 Recommendation from the Study

Based on the findings of this study, the researcher the following recommendations were made:

I. The finding of this study revealed that, verbal bulling behaviour is the most prevalence type exhibited by the students.Based on this finding it was recommended that, government should provide additional guidance and Counselling centers in secondary schools across the schools while those already provide should be made to be functioning.

II. Since the findings of this study also revealed that cognitive restructuring and self-management techniques had effect in reducing bullying behavior, based on this, it was recommended that, The ministry of education (Federal and State) should organize and sponsor workshops and seminars for educational psychologists, school counsellors

school leaders on how to implement cognitive restructuring and self-management techniques.

III.   Since Cognitive restructuring and self-management counselling techniques is gender sensitive. Therefore, it was recommended that Cognitive restructuring and self-management counselling techniques could be used in managing bullying behavior among students so that gender should be taking into consideration when intervention.

5.4.2 Recommendations for Further Studies

This study is limited to the effects of cognitive restructuring and self-management counselling techniques on bullying behaviour among secondary school students in Nassrawa Zonal Education Directorate Kano state. Further studies on a number of areas related to this can be carried out. Based on the methodology and findings of this study the following suggestions were made for further studies:

I.   This study has been conducted in public upper basic schools, it is suggested that similar study be conducted to cover private schools and More independent variables could be added to these ones for the conduct of the study.

II.   Same or similar study could be extended to tertiary level of education. As adults also exhibit bullying behaviour especially at high schools.

III.   The present study used small group in group counselling (17 and 13) per group. Research could be conducted to determine whether the techniques could be beneficial to large group.

IV.   The results from this study calls for more studies to investigate how cognitive restructuring and self-management techniques could be utilize to reduce different types of behaviour problems like truancy, dropout examination malpractice etc.

V.   Similar studies could be carried out in other states using more schools because quite number of bullying behaviour manifestation takes place everywhere.

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APPENDIX ONE
INTRODUCTORY LETTER FROM THE DEPARTMENT OF EDUCATION

DEPARMENTAL LETTER OF AUTHORITY FOR RESEACH

Department of Education
P.M.B. 3011
Kano State
Head Prof. Auwal M. Lawal
Email: awwalboss@yahoo.com
Date _____

B.U.K.
Bayero University, Kano

Dear Sir,

LETTER OF INTRODUCTION

This is to certify that: _Umar Isa Muhammad_ with Registration

Number: _SPS/11/PED 00014_ is our student in the Department of Education

Bayero University, Kano.

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

DEPARTMENT OF EDUCATION
BAYERO UNIVERSITY KANO

DATE _____

Prof. Auwal M. Lawal
Head of Department

APPENDIX TWO:

BULLYING BEHAVIOUR STUDENTS' QUESTIONNAIRE (BBSQ)

Instructions: This instrument is divided into two (2) sections; you are therefore required to provide your bio data in section A and respond to each statement provided in each section B. For each of the statement you are required to tick (√) against the response to indicate the degree to which you agree or disagree with the statement. The information provided will be treated with utmost confidentiality and for research purpose only.

Key: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

SECTION A: STUDENTS' BIODATA

School: ……………..

Class: ……………….

Gender: Male [   ]Female [   ]

Age: …………………

SECTION B: ITEMS ON STUDENTS' BULLYING BEHAVIOUR

S/N	I;	SA	A	D	SD
	STATEMENTS				
1	make bad jokes about others				
2	tell lies about others when they are away				
3	say bad things about others				
4	call others with bad names				
5	threaten to hit others				
6	mock at other students				
7	spread nasty rumours about others				
8	ignore other students when they try to join me				
9	try to ruin other student's friendship				
10	encourage students to suspend others out of their group				
11	tell others to stop liking certain students				
12	tell my friends that i will stop liking them unless they do what I say				
13	pass no nasty rumours that other students have started				
14	fight when someone hit me first				
15	shove other students on purpose				
16	slap students on purpose				
17	crash into students on purpose as they walk by				
18	throw things to school mates to hit them				
19	tear on other student's clothes				

	STATEMENTS				
S/N	I;	SA	A	D	SD
20	pinch other student for no reason				
21	pull other students' hair				
22	kick other students				
23	damage other students' belonging				
24	stop someone from leaving when he is being teased				
25	encourage students to push, punch or kick others				
26	make nasty phone calls				
27	make hurtful text messages				
28	encourage others to make nasty phone calls				
29	encourage others to make unpleasant text messages				
30	pass nasty rumours about others on facebook				
31	make disturbing pictures of others and pass them on facebook				
32	share pictures of others without their permission on twitter				
33	steal someone's password and send mean messages to other students				
34	send e-mail to students that belittle them				
35	tell lies while online				

APPENDIX THREE:

SAMPLE OF RAW DATA FOR VALIDATION

ID	item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12
1	2	2	2	2	2	2	2	2	2	2	2	2
2	2	2	2	2	2	2	2	2	2	2	2	2
3	2	2	2	2	2	2	2	2	2	2	2	2
4	2	2	2	2	2	2	2	2	2	2	2	2
5	2	2	2	2	2	2	2	2	2	2	2	2
6	2	2	2	2	2	2	2	2	2	2	2	2
7	2	2	2	2	2	2	2	2	2	2	2	2
8	2	2	2	2	2	2	2	2	2	2	2	2
9	1	1	4	2	2	2	1	2	2	2	1	1
10	1	1	1	1	2	2	1	2	2	2	1	3
11	1	1	1	1	2	2	1	2	2	2	1	1
12	2	2	1	1	2	2	4	2	2	2	1	1
13	1	1	1	1	2	2	1	2	2	2	1	1
14	1	1	1	1	2	3	3	2	2	3	1	1
15	1	1	1	1	2	2	1	2	2	2	1	1
16	1	1	1	1	2	2	3	2	2	2	1	2
17	1	1	1	1	2	2	1	2	2	3	1	1
18	2	1	1	1	2	2	1	2	2	2	1	1
19	1	1	1	1	3	2	1	2	2	2	1	1
20	1	1	1	1	2	2	1	2	3	2	1	1
21	1	1	1	1	2	2	1	2	2	2	1	1
22	2	1	1	1	2	2	2	2	2	2	1	1
23	1	1	1	1	2	2	1	3	2	2	1	1
24	1	1	1	1	2	2	1	2	2	2	1	1
25	1	1	2	1	2	2	1	2	2	2	1	1
26	1	1	1	1	2	2	1	2	3	2	1	1
27	1	1	1	1	2	2	1	4	2	3	1	1
28	1	1	1	1	2	2	1	2	2	2	1	1
29	1	1	1	1	2	2	1	2	2	2	1	1
30	1	1	1	1	2	2	1	2	2	2	1	1
31	1	1	1	1	2	2	1	2	2	2	1	1
32	1	1	1	1	2	2	1	2	2	2	1	1
33	1	1	1	1	2	2	1	2	2	2	1	1
34	1	1	1	1	2	2	1	2	2	2	2	1
35	1	1	1	1	2	2	1	2	2	2	1	1
36	1	1	1	1	2	2	1	2	2	2	1	1
37	1	1	1	1	2	2	1	2	2	2	1	1
3	1	1	1	1	2	2	1	2	1	2	1	1
39	1	1	1	1	2	2	1	2	2	2	1	1
40	1	1	1	1	2	2	1	2	2	2	1	1
41	1	1	1	1	2	2	1	2	2	1	1	1

RAW DATA FOR ANALYSIS

Gender	Treatment	Pretests	Posttests	Bully Types
1.00	1.00	130.00	54.00	2.00
1.00	1.00	90.00	44.00	2.00
1.00	1.00	88.00	42.00	2.00
1.00	1.00	120.00	67.00	2.00
1.00	1.00	122.00	68.00	2.00
1.00	1.00	110.00	68.00	2.00
1.00	1.00	124.00	80.00	1.00
1.00	1.00	100.00	70.00	1.00
1.00	1.00	102.00	56.00	1.00
1.00	1.00	122.00	36.00	1.00
1.00	1.00	108.00	46.00	1.00
1.00	1.00	132.00	36.00	1.00
1.00	1.00	124.00	46.00	1.00
1.00	1.00	102.00	42.00	1.00
1.00	1.00	124.00	40.00	1.00
1.00	1.00	126.00	36.00	1.00
1.00	1.00	106.00	38.00	1.00
2.00	2.00	90.00	35.00	1.00
2.00	2.00	124.00	36.00	1.00
2.00	2.00	120.00	40.00	1.00
2.00	2.00	122.00	36.00	1.00
2.00	2.00	100.00	46.00	1.00
2.00	2.00	124.00	38.00	1.00
2.00	2.00	122.00	45.00	1.00
2.00	2.00	102.00	36.00	1.00
2.00	2.00	122.00	36.00	1.00
2.00	2.00	130.00	35.00	1.00
2.00	2.00	130.00	38.00	3.00
2.00	2.00	124.00	40.00	3.00
2.00	2.00	120.00	42.00	3.00

SPSS FACTOR ANALYSIS OUTPUT

FACTOR
 /VARIABLES Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10 Item11 Item12 Item13 Item14
Item15 Item16 Item17 Item18 Item19 Item20 Item21 Item22 Item23 Item24 Item25 Item26 Item27 Item28 Item29
Item30 Item31 Item32 Item33 Item34 Item35
 /MISSING LISTWISE
 /ANALYSIS Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10 Item11 Item12 Item13 Item14
Item15 Item16 Item17 Item18 Item19 Item20 Item21 Item22 Item23 Item24 Item25 Item26 Item27 Item28 Item29
Item30 Item31 Item32 Item33 Item34 Item35
 /PRINT INITIAL CORRELATION KMO ROTATION
 /FORMAT SORT BLANK(.30)
 /PLOT EIGEN
 /CRITERIA FACTORS(3) ITERATE(25)
 /EXTRACTION PC
 /CRITERIA ITERATE(25)
 /ROTATION VARIMAX
 /METHOD=CORRELATION.

Factor Analysis

[DataSet1]

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.514
Bartlett's Test of Sphericity	Approx. Chi-Square	1016.407
	Df	595
	Sig.	.000

Communalities

	Initial
Item 1	1.000
Item 2	1.000
Item 3	1.000
Item 4	1.000
Item 5	1.000
Item 6	1.000
Item 7	1.000
Item 8	1.000
Item 9	1.000
Item 10	1.000
Item 11	1.000
Item 12	1.000
Item 13	1.000
Item 14	1.000
Item 15	1.000
Item 16	1.000
Item 17	1.000
Item 18	1.000
Item 19	1.000
Item 20	1.000
Item 21	1.000
Item 22	1.000
Item 23	1.000
Item 24	1.000

Item 25	1.000
Item 26	1.000
Item 27	1.000
Item 28	1.000
Item 29	1.000
Item 30	1.000
Item 31	1.000
Item 32	1.000

Communalities

	Initial
Item 33	1.000
Item 34	1.000
Item 35	1.000

Extraction Method:
Principal Component
Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.340	12.399	12.399	3.833	10.953	10.953
2	2.816	8.046	20.444	2.929	8.369	19.322
3	2.092	5.978	26.423	2.485	7.100	26.423
4	2.018	5.765	32.188			
5	1.830	5.229	37.416			
6	1.704	4.869	42.286			
7	1.543	4.408	46.694			
8	1.469	4.197	50.891			
9	1.416	4.047	54.937			
10	1.281	3.661	58.598			
11	1.223	3.494	62.092			
12	1.175	3.357	65.449			
13	1.108	3.166	68.615			
14	1.006	2.873	71.488			
15	.902	2.578	74.066			
16	.862	2.462	76.527			
17	.791	2.260	78.788			
18	.742	2.119	80.907			
19	.686	1.960	82.867			
20	.639	1.826	84.693			
21	.608	1.736	86.429			
22	.595	1.701	88.130			
23	.558	1.595	89.724			
24	.503	1.438	91.162			
25	.457	1.305	92.466			
26	.420	1.201	93.667			
27	.385	1.101	94.768			
28	.360	1.028	95.796			
29	.290	.829	96.626			
30	.262	.747	97.373			
31	.246	.703	98.076			

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
32	.217	.621	98.697			
33	.175	.499	99.195			
34	.161	.459	99.654			
35	.121	.346	100.000			

Extraction Method: Principal Component Analysis.

Scree Plot
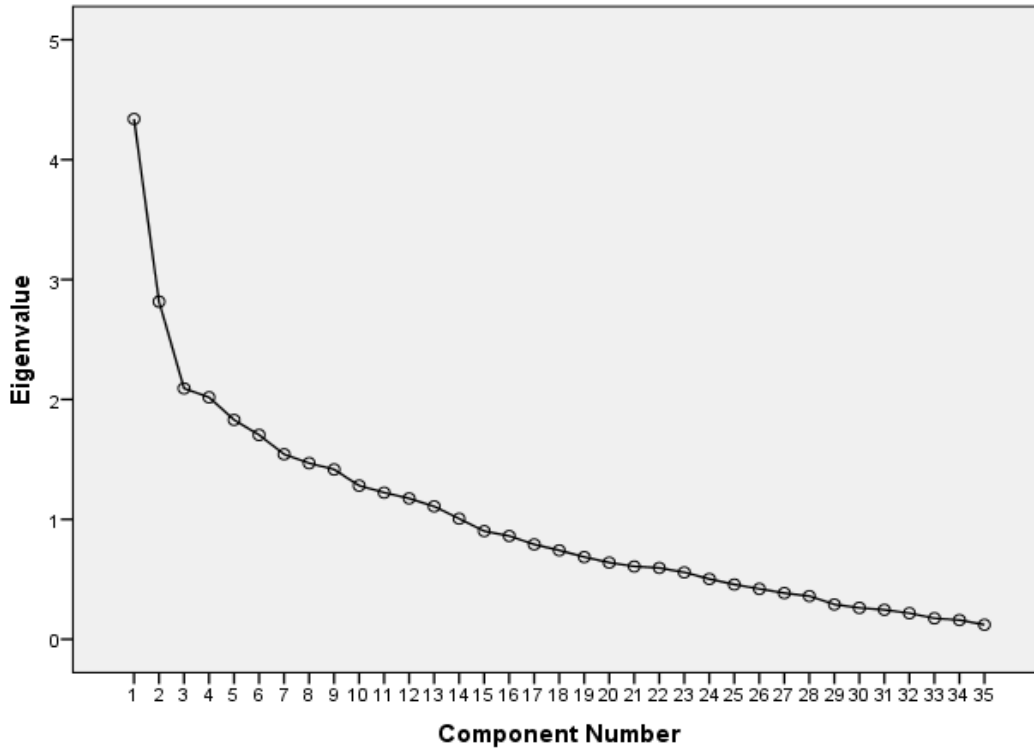
Rotated Component Matrix[a]

	Component		
	1	2	3
Item 26	.705		-.382
Item 27	.691		
Item 28	.600		
Item 29	.597		
Item30	.592		
Item 31	.564		-.432
Item 32	.430		
Item 33	.418		
Item 34	.387		
Item 35	.335		
Item 5		.809	
Item 6		.772	
Item 8		.750	

Item 9		.742	
Item 10		.732	
Item 14		.701	
Item 15		.688	
Item 16		.620	
Item 17	.315	.602	
Item 18		.590	
Item 19		.574	
Item 20		.560	
Item 21		.554	
Item 22		.545	
Item 23		.542	
Item 25		.445	
Item 1	.351		.528
Item 2			.451
Item 3	.369		.446
Item 4			.423
Item 7			.407

Rotated Component Matrix[a]

	Component		
	1	2	3
Item 11			.371
Item 12			.332
Item 13			.317

3 components extracted
Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 6 iterations.

Component Transformation Matrix

Component	1	2	3
1	.874	.369	-.316
2	-.187	.856	.481
3	.449	-.361	.817

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

SPSS RELIABILITY ANALYSIS OUTPUT

RELIABILITY
 /VARIABLES=Item26 Item27 Item28 Item29 Item30 Item31 Item32 Item33 Item34 Item35
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE
 /SUMMARY=TOTAL.

Reliability

[DataSet1] C:\Users\ \Documents\BULLYING ANALYSIS.sa

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.794	10

Item Statistics

	Mean	Std. Deviation	N
Item 26	2.70	1.124	100
Item 27	2.45	1.058	100
Item 28	2.79	1.122	100
Item 29	2.89	1.100	100
Item 30	2.79	1.057	100
Item 31	2.79	.832	100
Item 32	2.71	.856	100
Item 33	2.91	.830	100
Item 34	2.87	.706	100
Item 35	2.82	.626	100

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 26	25.02	26.000	.364	.791
Item 27	25.27	27.472	.257	.803
Item 28	24.93	24.147	.547	.766
Item 29	24.83	25.052	.470	.776
Item 30	24.93	25.621	.439	.780
Item 31	24.93	25.844	.579	.765
Item 32	25.01	25.970	.542	.768
Item 33	24.81	25.711	.598	.763
Item 34	24.85	27.119	.520	.773
Item 35	24.90	27.525	.536	.774

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.72	31.436	5.607	10

RELIABILITY
  /VARIABLES=Item5 Item6 Item8 Item9 Item10 Item14 Item15 Item16 Item17 Item18 Item19 Item20 Item21 Item22 Item23 Item24 Item25
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL

Reliability

[DataSet1] C:\Users\ \Documents\BULLYING ANALYSIS.sav

Scale: ALL VARIABLE

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.759	17

Item Statistics

	Mean	Std. Deviation	N
Item 5	2.13	.485	100
Item 6	2.05	.297	100
Item 8	2.03	.332	100
Item 9	2.02	.284	100
Item 10	2.04	.281	100

Item 14	1.89	.399	100
Item 15	1.91	.753	100
Item 16	2.44	.957	100
Item 17	2.33	.900	100
Item 18	2.38	.930	100
Item 19	2.26	.848	100
Item 20	2.27	.815	100
Item 21	2.47	.948	100
Item 22	2.35	1.009	100
Item 23	2.39	1.171	100
Item 24	2.67	1.198	100
Item 25	2.63	1.160	100

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 5	36.13	40.619	-.172	.774
Item 6	36.21	40.087	-.102	.767
Item 8	36.23	39.391	.069	.762
Item 9	36.24	39.881	-.048	.765
Item 10	36.22	39.365	.098	.761
Item 14	36.37	39.205	.085	.762
Item 15	36.35	37.765	.157	.762
Item 16	35.82	31.684	.668	.715
Item 17	35.93	32.187	.666	.717
Item 18	35.88	33.662	.488	.734
Item 19	36.00	33.212	.599	.725
Item 20	35.99	32.757	.683	.718
Item 21	35.79	32.127	.630	.719
Item 22	35.91	33.153	.484	.734
Item 23	35.87	35.953	.176	.770
Item 24	35.59	32.669	.415	.743
Item 25	35.63	34.498	.289	.757

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
38.26	39.790	6.308	17

RELIABILITY
 /VARIABLES=Item1 Item2 Item3 Item4 Item7 Item11 Item12 Item13
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE
 /SUMMARY=TOTAL

Reliability

[DataSet1] C:\Users\ Documents\BULLYING ANALYSIS.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	100	100.0
Cases	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.839	8

Item Statistics

	Mean	Std. Deviation	N
Item 1	1.11	.314	100
Item 2	1.12	.327	100
Item 3	1.17	.473	100
Item 4	1.12	.327	100
Item 7	1.19	.506	100
Item 11	1.12	.327	100
Item 12	1.14	.377	100
Item 13	1.31	.526	100

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	8.17	3.860	.803	.798
Item 2	8.16	3.893	.738	.804
Item 3	8.11	3.836	.482	.834
Item 4	8.16	3.873	.756	.802
Item 7	8.09	3.699	.511	.832
Item 11	8.16	3.954	.686	.809
Item 12	8.14	3.920	.597	.817
Item 13	7.97	3.989	.326	.862

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
9.28	4.951	2.225	8

RELIABILITY
 /VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10 Item11 Item12
Item13 Item14 Item15 Item16 Item17 Item18 Item19 Item20 Item21 Item22 Item23 Item24
Item25 Item26 Item27 Item28 Item29 Item30 Item31 Item32 Item33 Item34 Item35
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE
 /SUMMARY=TOTAL

Reliability

[DataSet1] C:\Users \Documents\BULLYING ANALYSIS.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.866	35

Item Statistics

	Mean	Std. Deviation	N
Item 1	1.04	.197	100
Item 2	1.04	.197	100
Item 3	1.09	.404	100
Item 4	1.04	.197	100
Item 5	2.08	.545	100
Item 6	2.00	.376	100
Item 7	1.11	.447	100
Item 8	1.98	.402	100
Item 9	1.97	.361	100
Item 10	1.99	.362	100
Item 11	1.05	.219	100
Item 12	1.06	.278	100
Item 13	1.24	.495	100
Item 14	1.89	.399	100
Item 15	1.91	.753	100
Item 16	2.44	.957	100
Item 17	2.33	.900	100
Item 18	2.38	.930	100
Item 19	2.26	.848	100
Item 20	2.27	.815	100
Item 21	2.47	.948	100
Item 22	2.35	1.009	100
Item 23	2.39	1.171	100
Item 24	2.67	1.198	100
Item 25	2.63	1.160	100
Item 26	2.70	1.124	100
Item 27	2.45	1.058	100
Item 28	2.79	1.122	100
Item 29	2.89	1.100	100
Item 30	2.79	1.057	100
Item 31	2.79	.832	100
Item 32	2.71	.856	100

Item Statistics

	Mean	Std. Deviation	N
Item 33	2.91	.830	100
Item 34	2.87	.706	100
Item 35	2.82	.626	100

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	73.36	135.061	.042	.867
Item 2	73.36	135.000	.055	.867
Item 3	73.31	135.145	-.002	.868
Item 4	73.36	135.182	.016	.867
Item 5	72.32	131.998	.240	.865
Item 6	72.40	131.778	.391	.864
Item 7	73.29	135.178	-.008	.868
Item 8	72.42	131.297	.417	.863
Item 9	72.43	131.136	.487	.863
Item 10	72.41	130.850	.520	.862
Item 11	73.35	135.119	.025	.867
Item 12	73.34	135.136	.012	.867
Item 13	73.16	132.903	.188	.866
Item 14	72.51	133.424	.185	.866
Item 15	72.49	129.869	.283	.865
Item 16	71.96	122.544	.559	.858
Item 17	72.07	122.934	.579	.857
Item 18	72.02	125.515	.428	.861
Item 19	72.14	124.404	.537	.859
Item 20	72.13	124.276	.570	.858
Item 21	71.93	123.985	.493	.860
Item 22	72.05	125.058	.409	.862
Item 23	72.01	126.616	.277	.867
Item 24	71.73	121.957	.450	.861
Item 25	71.77	123.674	.398	.863
Item 26	71.70	125.566	.336	.865
Item 27	71.95	127.987	.259	.867
Item 28	71.61	121.392	.511	.859
Item 29	71.51	122.495	.476	.860
Item 30	71.61	122.846	.484	.860
Item 31	71.61	123.877	.579	.858

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 32	71.69	125.388	.478	.860
Item 33	71.49	123.828	.583	.858
Item 34	71.53	125.868	.564	.859
Item 35	71.58	126.832	.573	.859

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
74.40	135.293	11.632	35

SPSS ANALYSIS OUTPUT FOR RESEARCH QUESTION ONE

FREQUENCIES VARIABLES=bullytype

 /ORDER=ANALYSIS

Frequencies

[DataSet0] C:\Users\ \Documents\Bullying data SPSS for analysis.sav

Statistics

Bullying Behaviour Types

N	Valid	30
	Missing	0

Bullying Behaviour Types

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal Bully	21	70.0	70.0	70.0
	Physical Bully	6	20.0	20.0	90.0
	Cyber Bully	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

SPSS ANALYSIS OUTPUT FOR RESEARCH QUESTION TWO AND HO1

T-TEST PAIRS=pretest WITH posttest (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

T-Test
[DataSet1]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest on CR	113.5294	17	13.77551	3.34105
	Postest on CR	51.1176	17	14.35219	3.48092

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest on CR & Postest on CR	17	.029	.913

Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	Pretest on CR - Postest on CR	62.41176	19.60567	4.75507	52.33146

Paired Samples Test

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pretest on CR - Postest on CR	72.49207	13.125	16	.000

SPSS ANALYSIS OUTPUT FOR RESEARCH QUESTION THREE AND HO2

NEW FILE.
DATASET NAME DataSet2 WINDOW=FRONT.

SAVE OUTFILE='C:\Users\ \Documents\SM data Bully.sav'
 /COMPRESSED.
T-TEST PAIRS=pretest WITH posttest (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS

T-Test

[DataSet2] C:\Users\ \Documents\SM data Bully.sav

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest on SM	114.6154	13	12.50026	3.46695
	Posttest on SM	52.2308	13	14.42309	4.00025

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest on SM & Posttest on SM	13	-.225	.459

Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	Pretest on SM - Posttest on SM	62.38462	21.10900	5.85458	49.62858

Paired Samples Test

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pretest on SM - Posttest on SM	75.14065	10.656	12	.000

SPSS ANALYSIS OUTPUT FOR RESEARCH QUESTION FOUR AND HO3

T-TEST GROUPS=gender(1 2)
 /MISSING=ANALYSIS
/VARIABLES=pretest posttest
 /CRITERIA=CI(.95).
T-Test
[DataSet1]

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Pretest on CR	Male	9	109.5556	15.35506	5.11835
	Female	8	118.0000	11.00649	3.89138
Postest on CR	Male	9	61.0000	12.74755	4.24918
	Female	8	40.0000	4.27618	1.51186

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Pretest on CR	Equal variances assumed	1.485	.242	-1.287	15
	Equal variances not assumed			-1.313	14.416
Postest on CR	Equal variances assumed	10.663	.005	4.429	15
	Equal variances not assumed			4.656	9.971

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest on CR	Equal variances assumed	.218	-8.44444	6.56039
	Equal variances not assumed	.210	-8.44444	6.42965
Postest on CR	Equal variances assumed	.000	21.00000	4.74107
	Equal variances not assumed	.001	21.00000	4.51013

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Pretest on CR	Equal variances assumed	-22.42758	5.53869
	Equal variances not assumed	-22.19739	5.30850
Postest on CR	Equal variances assumed	10.89464	31.10536
	Equal variances not assumed	10.94685	31.05315

SPSS ANALYSIS OUTPUT FOR RESEARCH QUESTION FIVE AND HO4

T-TEST GROUPS=gender(1 2)
 /MISSING=ANALYSIS
/VARIABLES=pretest posttest
 /CRITERIA=CI(.95).
-Test

[DataSet2] C:\Users \Documents\SM data Bully.sav

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Pretest on SM	Male	8	113.0000	13.48014	4.76595
	Female	5	125.2000	4.60435	2.05913
Posttest on SM	Male	8	55.7500	11.82914	4.18223
	Female	5	38.2000	2.86356	1.28062

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Pretest on SM	Equal variances assumed	11.859	.005	-1.927	11
	Equal variances not assumed			-2.350	9.291
Posttest on SM	Equal variances assumed	2.107	.175	3.209	11
	Equal variances not assumed			4.012	8.247

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest on SM	Equal variances assumed	.080	-12.20000	6.33145
	Equal variances not assumed	.042	-12.20000	5.19175
Posttest on SM	Equal variances assumed	.008	17.55000	5.46890
	Equal variances not assumed	.004	17.55000	4.37391

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Pretest on SM	Equal variances assumed	-26.13543	1.73543
	Equal variances not assumed	-23.88878	-.51122
Posttest on SM	Equal variances assumed	5.51303	29.58697
	Equal variances not assumed	7.51616	27.58384

SPSS ANALYSIS OUTPUT FOR RESEARCH QUESTION SIX AND HO5

T-TEST GROUPS=treatment(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=pretestcrsm postesrcrsm
 /CRITERIA=CI(.95).
T-Test
[DataSet0] C:\Users \Documents\Bullying data SPSS for analysis.sav

Group Statistics

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
Pretestcrsm	Self- Management	13	113.5294	13.77551	3.34105
	Cognitve Restructuring	17	117.6923	12.29759	3.41074
Postesrcrsm	Self- Management	13	51.1176	14.35219	3.48092
	Cognitve Restructuring	17	38.6923	3.70551	1.02772

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Pretestcrsm	Equal variances assumed	1.148	.293	-.858	28
	Equal variances not assumed			-.872	27.256
Postesrcrsm	Equal variances assumed	24.453	.000	3.034	28
	Equal variances not assumed			3.423	18.721

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretestcrsm	Equal variances assumed	.398	-4.16290	4.84955
	Equal variances not assumed	.391	-4.16290	4.77449
Postesrcrsm	Equal variances assumed	.005	12.42534	4.09597
	Equal variances not assumed	.003	12.42534	3.62946

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Pretestcrsm	Equal variances assumed	-14.09675	5.77095
	Equal variances not assumed	-13.95504	5.62924
Postesrcrsm	Equal variances assumed	4.03512	20.81556
	Equal variances not assumed	4.82113	20.02955

APPENDIX THIRTEEN:

Cognitive Restructuring Techniques (Treatment Model)

1st week: (session 1) General orientation, Training, and Pre-test administration.

i. All the selected participant were seated in class provided by the the school authority for the purpose of the treatment

ii. The researcher introduce himself and shows his delightfulness through good facial expression then asked the participant to introduce themselves one by one.

iii. The researcher went on to explain the reason for selecting the participants and explained to them why they have been gathered there. He then went on to solicit their support and cooperation and they were informed that contribution would be appreciated.

iv. The researcher assured participant of the confidentiality and secrecy of whatever discussed during sessions

v. Participant have been trained on the instrument. And then pretest has been administered at the end of session

Week 2,3,nd 4th ; (session 2,3and 4$^{th)}$ Expiations of the Basic concept of Bullying Behavior causes Definition and consequences.

i. The participant were warmly welcomed by smiling showing them his delightfulness through facial expression for attending second session.

ii. Session was briefly reviewed. The researcher led the session through asking leading questions to help participants recall what happened in session one.

iii. Participant were asked to remember incident that made them to be angry. And then asked to share their experience with others.

iv. Participants were then asked question on their reactions when they were angry.

v. At the point concept of bullying behavior and causes have been explain to the participant.

vi. At the end of the session consequences of bullying behavior had been explained. Researcher led the discussion.

5th,6th,7th Week (Session 5th,6th and 7th) Training on self-efficacy .Bullies are engaged in self-talk initially overtly and subsequently covertly, after demonstration by the researcher .

i. As usual participant were welcomed to another session and thanked them for their commitment and contribution

ii. The researcher asked the participant what they could remember in the last session and the participant have answered positively

iii. The researcher has briefly explain to the participant that they would be involved in an activity

iv. Participant were introduce self-talk activity. First demonstrated by the researcher. Participant were asked to talk initially overtly and subsequently covertly

8th,and 9th Week: (Session 8 and 9)

i. Participant were warmly welcomed

ii. Participant were motivated to think very well and discuss for some minutes on the importance of patience, tolerance, empathy, respecting others people's opinion and positive regard

10th and 11thWeek : (Session 10 and 11)

i. Participant were warmly welcomed

ii. Participant were led by the researcher to review the lesson of the last session

iii. participant were led in matching activity .patience, Empathy and Tolerance were matched to counter maladaptive throughts.

12thWeek : (Session 12) Evaluation closure

Participant were warmly welcomed. Immediately posttest had been administered. After that, participant were encouraged to strictly adhere to behavior change plan learnt in the session. The researcher thanked them and informed them that the training was over.

Participant were assured of confidentiality. They have been informed that whatever has been discussed would be kept secret. And would be used for research purpose only.

Self-Management Technique (Treatment Model)

1st Week: (Session 1) General Orientation, Training and pre-test administration.

i. Participant were arranged in class provided by the head teacher and school authority

ii. The researcher welcomed the participants introduced himself and showed his gratitude and then asked them to introduce themselves.

iii. The researcher explained fully the reason for selecting them and gathering them in special class. The researcher then went on to solicit for their cooperation and contribution

v. At the end of session pretest has been administered. Participant were trained on how to score each item.

2nd, 3rd, and 4th Week: (Session 2,3,&4) Lesson on Bullying Behavior Definition, Causes and Consequences

    i. The session began by welcome address. Participant were thanked for turning and willing to cooperate in the programmed

    ii. The previous session has been reviewed with leading question from the researcher and answers coming from the participants.

    iii. This has been followed by an activity as follows. The following statements have been displayed on the board. And participant were asked comment on them

      A. Pushing student than you.   B. Destroying some one's toy

      C. Beating someone because you are bigger than him   D. Seizing younger students money

      E. Abusing others because you are more powerful. F. Sending bad massages and pictures

    iv. Participant were asked to comment on any of the statement they wished and explain their feeling of the statements. The researcher led the way

    v. The participant were then asked to describe what type of behavior was in those statement

    vi. They were then asked to describe the expected consequences of the of such type of behavior in those statements

    vii. Lesson leant in that session was highlighted.

5th and 6th week: (Session 5 and 6) Identification of Unrealistic belief

    i. As usual the participant have been welcomed. And were asked question to review the previous week activities

    ii. Participant were engaged in self-talk on the beliefs they might have that causes bullying behavior. The researcher led the way.

    iii. Participant's responses were recorded and discussed on the board and session closed

7th,8th and 9th Weeks : (Session 7,8,&9) Managing Anger that triggers Bullying Behavior

    i. After the welcome address participant were led in to activity.

    ii. They were asked to mention what make them angry. They mention the following situations. Things unpleasant experience, lack of access to basic necessities in terms of food, shelter, clothing proper health care were some of the things mentioned

iii. These situation were discussed and have been identified as triggers of bullying behavior

iv The session closed

10th and 11th Week (Session 10 &11) How to control Anger

i. The session has begun with welcome address

ii. Practical demonstration of Bullying /Victim dramatization on to control anger. The researcher led the session.

iii. The session closed with pottest and thanked the participant for their participation. They were also reminded of all the session lesson they went through. And they were also urged to control their anger.

12th Week: (Session 12) Evaluation and Closure

Participant were welcomed. Immediately pottest has been administered.

After that the researcher encouraged the participant to strictly adhare to the behavior change plan.