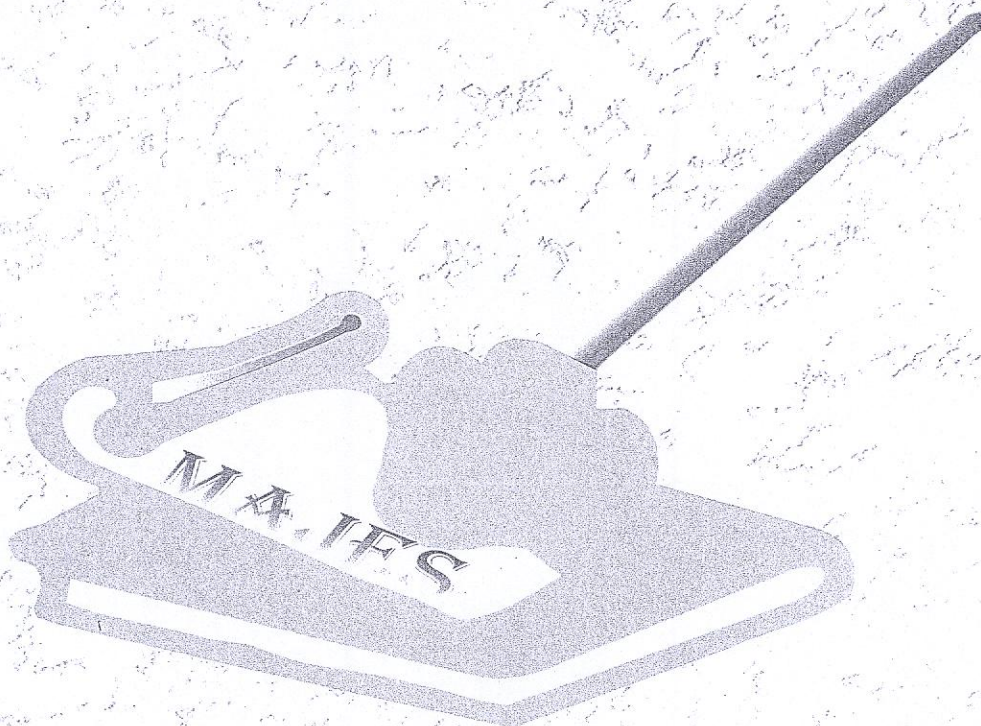




MAIDUGURI JOURNAL OF EDUCATIONAL STUDIES

*A Publication of The Department of Education,
University of Maiduguri*

MAJES



VOLUME 9, SEPTEMBER, 2016.

ISSN 116-137X

MAIDUGURI JOURNAL OF EDUCATIONAL STUDIES

VOL 9, SEPTEMBER, 2016

A Publication of the Department of Education, University of Maiduguri

EDITORIAL BOARD

Editor In Chief: Prof. Abubakar Hamman-Turkur

Editor: Alice K. J. Musa (Ph.D)

Business Editor: Dr Mustapha A. B. Ibi

Associate Editors

Prof. Abubakar Hamman-Tukur, Department of Education, University of Maiduguri

Prof. Bulama Kagu: Department of Education, University of Maiduguri

Prof. Ali Mburza: Department of Education, University of Maiduguri

Prof. Ibrahim Haruna: Department of Library Science and Information Services, University of Maiduguri:

Prof. Emmanuel K. Dawha: Department of Library Science and Information Services, University of Maiduguri

Prof. Amina Kaidal: Department of Physical and Health Education, University of Maiduguri

Prof. M. W.U Gaya: Department of Physical and Health Education, University of Maiduguri

Prof. Musa Ruwa: Department of Education, University of Maiduguri

Prof. Dugje Kadiri: Department of Continuing Education and Extension Services, University of Maiduguri

Prof. Yusuf Gana Balami, Department of Continuing Education and Extension Services, University of Maiduguri

Dr. Bala Dauda: Department of Education, University of Maiduguri

Dr. Suleiman Bello: Department of Education, University of Maiduguri

Dr. Domiya G. Ali: Department of Education, University of Maiduguri

Dr. Ibrahim Bulama Bukar: Department of Education, University of Maiduguri

Editorial Advisers

Prof. Musa Balarabe, Department of Psychology, Faculty of Education Ahmadu Bello University, Zaria

Prof. Mohammed Yakasai, Department of Education, Faculty of Education, Bayero University Kano

CONTENTS

S/No	Author's Names	Title Article	Page
1	Bitrus Glawala Amuda (PhD) and Abdullahi Saidu	Teachers' Characteristics and Motivation of Secondary School Teachers in Borno State	1-9
2	Yahaya Aliyu (PhD) and Abdulrahman Yusuf	Bibliographic Analysis of Articles Published in Maiduguri Journal of Educational Studies (1995-2003)	10-17
3	Mulikat L. A. Mustapha, Foluke N. Bolu-Steve & Adenike Adeboye	Self-Concept of Student Bullies in Secondary Schools in Ilorin Metropolis, Kwara State.	18-32
4	Mukhtar Alhaji Liman, (PhD), Yusuf Isma'il (PhD) and Abdullahi Audu Banus (PhD)	Factors Affecting Social Media Networking Sites Utilization in Mathematics Instructional Content Delivery in Senior Secondary Schools, North-East, Nigeria	33-45
5	Muhammad Babagana and Ibrahim Bulama Bukar (PhD)	School types Difference in Academic Performance of Senior Secondary School Students in Maiduguri Education Zone Borno, Nigeria	46-56
6	Usman Bakari and Stella Chinyere Jacks (PhD)	Effect of Didactic Counselling on HIV/AIDS Prevention Strategies among Senior Secondary School Students in Jalingo Metropolis, Taraba State Nigeria	57-67
7	Umar Goni (PhD) and Yagana Wali S. A	Creativity, Parental Socio-Economic Status and Students Academic Performance in Colleges of Education in Borno State: Implications for Counselling	68-76

8	Ayotunde Atanda Falade, (Ph. D) and Michael Olubunmi Odewumi	Educational Technology Students' Perception of Aptitude and Attitude toward Utilization of Social Media for Learning In Universities in South – West, Nigeria	77-87
9	Prof. Abubakar Hamman- Tukur and Khadijatu Mohammed	Patterns of Dyslexia of Primary School Pupils in Maiduguri Metropolis, Borno State	88-96
10	Bintu Mustapha and Stella Chinyere Jacks (PhD)	Awareness of HIV/AIDS among Adolescents in Junior Secondary and <i>Tsangaya</i> Schools in Damaturu, Yobe State, Nigeria	97-105
11	Augusta O. Okwute (PhD)	Prevalence, Awareness and Attitude of Nigerian Rural Women Towards Cancer Disease and their Implication for Community Education	106-115
12	Prof Ali Mburza and Mohammed Bala Hashidu	Types, Causes and Consequences of Substance Abuse on Senior Secondary School Students in Gombe Metropolis, Gombe State, Nigeria	116-125
13	Prof. Abdul-Mumin Sa'ad, Abdulhamid Muhammad (PhD) & Fatimah Abdul- Mumin Sa'ad	The Role of Educational Resources in Quality Education in Nigeria	126-138
14	Abdullahi Audu Banus, (PhD)	Effect of Training on 'Choice of Variety of Solution Strategies in Solving Mathematical Problems on Mathematics Performance of Senior Secondary Schools Students in Borno State	139-148
15	Leo, Bayim Oyong. Prof. Esther Ore Omosowo and Abdulrasaq Oladimeji Akanbi	Teachers' Characteristics and Availability of Laboratory as Predictors of Senior School Students' Performance in Physics in Ilorin, Nigeria	149-159

Self-Concept of Student Bullies in Secondary Schools in Ilorin Metropolis, Kwara State

Mulikat L. A. Mustapha¹
Education Department, University of
Ilorin, Kwara State

Foluke N. Bolu-Steve²
Education Department, University of
Ilorin, Kwara State

Adenike Adeboye³
Education Department, University of
Ilorin, Kwara State

Abstract

Bullying in schools has become an issue of concern across the various segments of the Nigerian society. It is seen as the foundation for much of the youth violence and restiveness currently experienced. This study investigated the general self-concept of Secondary school bullies. The study sought answers to four research questions: What is the self-concept of the secondary school bullies in Ilorin Metropolis? Will the self-concept of student bullies vary on the basis of their class level, gender and family types? A sample of 175 bullies in six randomly selected secondary schools in Ilorin metropolis participated in the study. The results of the study revealed that the self-concept of bullies in secondary schools in Ilorin Metropolis was high and also that self-concept of bullies do not significantly differ on the bases of gender, class level and family types. The study recommends that counsellors in schools should endeavour to sensitise the entire school communities on the incidence, prevalence and consequences of bullying behavior and assist bullies in developing healthy self-concept, learn better ways of seeking recognition, status and advancement without harming others.

Keywords: Self- Concept, Bullies, Secondary School Students, Ilorin

There is a growing concern about the amount of violence and aggression in the Nigeria society as evidenced in issues like Boko Haram insurgency, kidnapping and recently the vandalisation of oil pipelines among others. Youth violence has been particularly focused on because they are the future generation among whom tomorrow's leaders will emerge. The foundation of aggression is laid early in the development of human beings. Various factors such as physical punishment/aggression by parents against children, inhibited temperament of the child and negative self-representation among others have been recognised to be closely associated with aggression in youths (Fischer, 2010). Bullying behaviour has

been identified as one of the links in the chain from childhood to adulthood violence, as well as one of the early behaviours that contribute to the development of long term anti-social behaviour patterns and a precursor for antisocial behaviour and criminality, (Coughlan, 2013). Bullying behaviour has physical, emotional, psychological and educational consequences that can never be underestimated. It damages the physical, social and psychological development of children (Slee, 1995a; 1995b). Bullying is a common experience among school children with 10 to 15 percent of children experiencing it, (Peterson & Ray, 2006).

Bullying is unwanted aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time (Stopbullying.org, 2016). Bullying consists of various behaviours ranging from name-calling, physical violence (hitting, shoving, kicking etc), slander, exclusion from a group, damaging victim's property and verbal intimidation. Bullying interactions involves imbalance of power, intentional and repeated hurt to victim, which is unprovoked. Bullying behaviour is very common worldwide as revealed by prevalence studies in Australia, Norway, America, Israel and Nigeria. Rigby (1995) reported that one in every six students in Australian schools reported being bullied at least once in a week, one in ten reported being an active bully and many students admit to and even boast about bullying others. Similar situations were found in schools in Canada, Israel, Ireland, England and Nigeria (Mustapha, 2009).

Olweus, (1996) noted that bullying is not as a result of large or small class sizes or academic competition, and although student personal characteristics that deviate markedly from the norm may contribute to being a victim of bullying, their contribution is not a sufficient factor to become a victim. Various research findings have shown that bullying occurs to some extent in all schools (primary/secondary), small or large, single sex or co-educational, private or government (Aluede, Adeleke, Omoike & Afen-Akpaida, 2008), and that verbal form of bullying is the commonest among boys and girls.

The consequences of bullying behaviour in the school years without intervention is not limited to the perpetrators and their victims alone but extend to the peer group, school and community at large in the form of criminality and mental health problems. Considering the economic, social, and educational implications of bullying behaviour on individuals and the society at large, it is imperative to develop research work which will not only shed light into the phenomenon and consequences of bullying behaviour but also attempt to explain the factors that contribute to the development, maintenance and prevention of the behaviour.

The behaviour that an individual exhibits is a reflection of the image he has of himself. Self-concept is like a road map or a guide, which provides direction for behaviour. Self-concept influences judgement, mood and one's behaviour (McLeod, 2008). Self-concept can be described as the mental appraisal that an individual has about him/her self, his thought, beliefs and attitude. Trotman (2015) described self-concept as the sole perspective form with which one can understand an individual's behaviour, it encompasses all the dimensions of the self including how one looks

(self-image), and what one knows (self-knowledge), and the ways in which these exist for others. Psychology dictionary viewed self-concept as the conception and evaluation of oneself which include physical, psychological skills as well as the qualities which make one who he is. Within a developmental framework, students' self-concept is been described as a fluid construct influenced by social interactions with peers and adults. It is influenced by successes and failures in social and academic endeavours. It is conceptualised as hierarchically structured and multidimensional (Marsh & Craven, 2006). Cherry (2016) described self-concept as the image that one has of him/herself, it is the individual's perceptions of his/her behavior, abilities, and unique characteristics. It is described as a collection of beliefs about oneself which includes elements such as academic performance, gender roles, sexuality and racial identity (Leflot, Onghena, & Colpin, 2010).

Self-concept has three different components: (Rogers, 1959; Tiedemann, 2000). These are self-image, self-esteem/self-worth and the ideal self. Self-image refers to the attributes that individual sees in oneself. It does not necessarily have to reflect reality. It is affected by parental influence, friends, and the media etcetera. Self-image has four components: physical description, social roles, personal traits and existential statements. Adolescents described themselves more in terms of personal traits while older people describes themselves more in terms of social roles. Self-esteem is the extent to which individual likes, accepts or approves him/herself. It describes how one values oneself. It is a self-evaluation; it is the affective or emotional aspect of self-concept. Self-esteem serves a motivational role in meeting one's needs socially and academically. It involves a degree of evaluation. It might be high/positive or low/negative.

High self-esteem refers to positive view of oneself. Individual with positive self-esteem is characterised with confidence in his/her abilities, self-acceptance, not worrying about what others think and is optimistic. Low self-esteem means negative view of oneself. Individuals with negative self-esteem is characterised lack of confidence, wanting to be like someone else, always worrying about what others might think and is pessimistic. Argyle (2008) believed there are four major factors that influenced self-esteem. These are the reaction of others, comparison with others, social roles and identification. Ideal self refers to what one wishes he/she was really like. Argyle (2008) stated that a mismatch between self-image and ideal self will affect how much an individual value him/herself. Factors such as age, gender stereotypes, expectation set by parents feedback that children receive from parents, teachers and peer have been identified to impact on adolescent's self-concept

The correlation between bullying behaviour and self-concept is relative to the social context; For instance, when bullying and associated violent behaviour are accepted by the school community as a natural phenomenon, bullies achieve a sense of power and may receive social reinforcement through their peers for bullying and intimidating others. When such bully finds that putting others down give them approval, recognition and status among their peers, bullying behaviour and self-concept may be positively correlated (Bosworth, Espelage & Simon, 2001). The phenomenon of positive self-concept that bullies have has been characterised in the literature as positive illusory bias or an overly positive view of oneself despite

contradictory external indices to contrary (Gresham et. al, 2000). A number of theories have been posited to explain reasons why student bullies who, would have low self-concept, yet self report high levels of self-concept on social and physical scales, including positive illusory bias serving as a protective factor buffering them from negative effect of academic failure (Diener & Milich, 1997), or that these students perceive neutral social interactions as being hostile or negative (Dodge, Murphy & Buchsbaum, 1984). Gooden (1997) found that delinquent behaviours brought greater self-esteem and were motivated by affirmation outside normative social behaviours that threaten self-affirmation due to the youth's disempowerment resulting from their socioeconomic status and minority status. This research pointed to a potential identity negotiated in response to the stigma of being labelled different (Gooffman, 1963).

Labelling theory posits that perceived negative societal reactions lead to the development of negative self-concept and sustained levels of bullying behaviour (Beker, 1963; Adams et. al; 2003). Labelling theory as an explanatory framework can work to identify evaluative mechanisms regarding bullying in schools and how schools support those mechanisms, how students react to those evaluations, and the outcomes of students' evaluations over time (Rist, 2000). Research has found that low self-esteem is a contributory factor in aggression (bullying), poor school achievement, adverse health outcomes, substance abuse, eating disorders, teenage pregnancy and other concerning behaviours and outcomes (Crocker & Major, 1989). Juvonen et.al (2003) in their study of American 6th graders, reported that pure bullies agreed with statements like "I do most things right", they are less likely to agree with statements that indicated loneliness or social anxiety. Similarly, Kaukianien, et.al. (2002) found that Finnish boys who bullied others were more likely to have positive self-concept. In similar vein, Collins and Bell (1996) reported that Irish kids who are bullies scored higher on the self-perception profile for children. Buttressing this further, Pearce (1991) stated that aggressive bully are insensitive, domineering, lacking in self-control and have high self-esteem.

Gage and Lierheimer (2012) explored the self-concept of students with emotional and behavioural disorder (EBD) and how that view changed overtime as students transitioned from elementary to middle and high school. The results based on the mean values are the high levels of academic, social and overall self-confidence. Students with EBS have very high levels of self-concept and that those levels remain high as the students transitioned into middle and high school. Wei and Marder (2011) found in their study that girls had significantly higher self-confidence than boys. Early studies showed that children of divorced parents have been shown to have lower academic achievement, more negative self-concepts and more problematic relationships with both parent (Amato & Keith, 1991). However, more recent studies, and studies with more sophisticated methodology, reported fewer differences between adolescents of divorced families and those whose parents are still together, and that the size of the differences was small especially for measures such as self-esteem (Kelly, 2000)

On the other hand, numerous studies have examined self-concept in relation to being bullied. The victims have been found to have negative self-concept. Such studies include that of Salmivalli (1998) which revealed that victims of bullying had low scores in all self-concepts domains. Similarly, Cunningham and Stephen (1995), Hawker and Boulton (2000) reported that victims of bullying have low self-concept physically and socio-emotionally. Their self-concept may be high academically and in the areas of family relation and behavioural self-concepts. Rubins (2003) in his finding maintained that victims have a lower self-esteem and a high level of depression.

Bullying is a social issue that is prevalent in schools all over the world including Nigerian schools. Researcher's such as Popoola (2005) has revealed that over 70% of his participants reported overall high levels of peer victimisation in Nigerian schools. Nansel Overpeck, Pilla, Ruan, Simons-Morton and Scheidt (2001) revealed that more than two million youth in the United States are involved in bullying behaviour as bullies, victims or both. Camodeca, Goossens, Terwogt and Schuengel (2002) in their study titled "Bullying and victimization among school-age children: stability and links to proactive and reactive aggression" suggested that bullies are more likely to engage in proactive or reactive aggression. Explaining each concept, they maintained that proactive aggression is deliberate and goal directed and does not need any stimulus while reactive aggression is a defensive response to provocation and usually accompanied by anger.

Most studies conducted in different parts of the world have found that bullying and victimization are linked with other problems among youths. Bullies according to Kaltiala-heino, Rimpela, Rantanen and Rimpela 2000; Kumpulainen and Rasanen (2000); Nansel et. al (2004) have been reported to be more prone to excessive substance and alcohol use, psychiatric symptoms later in life, difficulty with rules and poor school adjustment. They have also been reported to be more prone to eating disorders, tobacco use and low self-esteem, (Kaltiala-heino et. al 2000; Kokkinos & Panaiotou, 2004). Grills and Ollendick (2002) have worked on peer victimization, global self-worth and anxiety in middle school children and reported that physical bullying and violence is more common among boys than among girls.

Most of the researchers found in literature focused on the prevalence, consequences and correlates of bullying behaviour among students. Other researchers examined self-worth and or self-esteem, which are sub-set of self-concept of the victims. The role that individual will play in bullying interaction has also been viewed in relation to his/her self-concept. Several studies have revealed that persistent victimization of individual lead to low self-esteem of the victim. Theoretical papers have also been proposed on the role of self-concept in bullying (e.g. Staub, 1999; Parada, Marsh & Yeung (1999), but with few empirical studies to establish the relationship between the self-concept and bullying. This study therefore examined the self-concept of student bullies in Ilorin, Nigeria. This study is necessary to develop a research programme that will explain the factors that contribute to the development, maintenance and prevention of bullying.

Purpose of the Study

The main purpose of the study was to determine the self-concept of secondary school student bullies in Ilorin Metropolis. Other variables of interest are gender, class level and family types. The study therefore sought to determine the self-concept of the secondary school bullies in Ilorin Metropolis, differences the self-concept of bullies on the basis of their class level, gender and types of family

Hypotheses

Ho¹. Class level does not significantly affect the self-concept of secondary school bullies in Ilorin metropolis.

Ho². Family background does not significantly affect the self-concept of secondary school bullies in Ilorin Metropolis

Ho³. Gender does not significantly affect the self-concept of secondary school bullies in Ilorin Metropolis

Methods

Research Design

The descriptive survey design was adopted for this study. The method captures the complexity of everyday behaviour, (Stangor, 2004). It also describes existing variables in given situation and establishes relationship between the variables, (Hassan, 1995).

Participants

The target population for the study were all student bullies in secondary schools in Ilorin Metropolis the six selected secondary schools. Simple random sampling technique was used to select 175 students from six schools in the three local government areas (LGAs) that constitute Ilorin Metropolis (109 boys and 66 females; 77 JSS AND 98 SS students and 18 from divorce/separated and 157 from intact types of homes). Ilorin Metropolis consists of Ilorin East, Ilorin South and Ilorin West LGAs. Two secondary schools were selected from each of these LGAs. Purposive sampling was adopted in selecting the participants. Self-report instrument titled identification of bullies was administered to the students along with the instrument that measured the self-concept of the bullies. The reason for administering all the scale of measurement together is to allow all participants provide honest responses. The researchers have the fear that if bullies are first identified among others before the administration of the self-concept scale, they might not give honest responses. Six hundred copies of the questionnaire were initially administered but only one hundred and seventy five participants fit into the sample required for this study, thus the analysis was based only on this sample.

Instrument

The instrument used in obtaining relevant data is a questionnaire titled Self-Concept of Bullies Questionnaire (SCOBQ). The questionnaires were administered to 100 students in each school. It is made up of three sections. Section

A requested for the demographic data of the participants such as class levels, gender, family background and age. Section B is made up of self-report survey, titled "Bullying Identification Questionnaire" which was used to identify the bullies among the respondents. This is necessary to identify the bullies through self-report. Self report scale represents method of identifying the specific students involved in bullying (Cole, Cornell & Sheras, 2006) as well as identifying bullies. Section C consists of 20 items to measure the general self-concept of bullies. The items were adapted from section A of Akinboye's (1985) Adolescent Personal Data Inventory (APDI).

Content validity of the instrument was ascertained by given copies of the questionnaire to five experts in guidance and counselling, University of Ilorin. The instrument has a reliability coefficient 0.69 obtained and a test-retest method Each section of the instrument was scored according to their scoring keys. Section A was scored using frequency count and percentages, section B was scored using the key: Never (1), Once/twice (2), Three/four times (3), Five times or more (4). Those participants that responded to 1 or 2 on victimization items and 3 and 4 to bullying items were selected for this study.

Section C was scored using 4 points Likert-Type scale ranging from: Most unlike me (1), unlike me (2), Like me (3), Most like me (4). Note that some negative items such as items 4, 5, 8, 9, 16, 17, 18, 19, 20 were scored in reversed order. There 20 items that measures self-concept. Highest possible score was 80 i.e. 20×4 while lowest possible score was $20 \times 1 = 20$. Participants scoring 50 and below are of low self-concept while participants scoring 51 and above are of high self-concept.

Procedure

The researchers sought the permission and consent of the school principals before administering the questionnaire. The principals of the six selected secondary schools gave approval for the administration of the instrument. The researchers explained the importance of the study to the students as well as sought their consents. Students that agreed to participate were also guided on how to complete the questionnaire. All the copies were returned since the researchers collected them back on the spot. Six hundred copies of the questionnaire were initially administered (100 copies in each of the selected six schools). However, only one hundred and seventy five participants fit into the sample required in this study and were purposively selected, thus the analysis was based only on this sample. Level of self-concepts of students bullies self-concept was analysed using descriptive statistics of frequency count and percentages and and t-test statistical analysis.

Results

The results of the study are presented on the tables followed by interpretation of the results on the tables.

Table1. Levels of Bullies Self-Concepts

Self-Concept	Score	Frequency	Percent
High	51 – 80	153	87.4
Low	50 and below	22	12.6
Total		175	100

Table 1 showed that 153 participants, representing 87.4% of the sample have high level of self-concept while 22, representing 12.6% have low level of self-concept.

Table 2: Mean scores and Rank order of bullies' self-concept on the 20 self-concept items

Item No.	Variables	Mean	Rank
19	I am self-centred	3.60	1 st
18	I fear I would fail on anything I plan to do.	3.56	2 nd
1	I have warm social attraction for others	3.52	3 rd
20	I always agree with my mates on all issues.	3.30	4 th
2	I am a responsible person	3.18	5 th
3	My life has great value for me	2.98	6 th
5	I often feel lonely.	2.94	7 th
6	I am active and energetic	2.80	8 th
4	I am afraid of enemies.	2.76	9 th
11	I am an optimistic person	2.46	10 th
9	I constantly feel insecure	2.41	11 th
17	I may tell lies in certain situation.	2.35	12 th
12	I usually like people	2.29	13 th
13	I like to work hard	2.23	14 th
10	I express my feelings freely	2.20	15 th
14	I can face any difficulty in life	2.18	16 th
15	I am ambitious over attaining mastery of things.	2.15	17 th
08	I am concerned about what other people think about me	2.14	18 th
07	I am confident about what other people think about me	2.10	19 th
16	I am unreliable.	2.04	20 th

Table 2 indicates the mean score and rank orders of the self-concept of bullies in secondary schools. The table shows that item 19 ("I am self-centred") has the highest mean scores of 3.60 and was ranked 1st. Item 18 ("I fear I would fail on anything I plan to do"), has the mean score of 3.56. On the other hand, item 16 ("I am unreliable") with a mean score of 2.04 ranked 20th (last). It indicated that the

item has lower number of participants that agreed with it. The self-concept of student bullies in secondary schools is high. However, all items ranked 11th to 20th, which fall below the overall mean of 2.5, indicates lower contribution to the bullies self-concept.

Table 3: Mean, Degree of freedom t-value of self-concept of bullies based on participants' class level

	Frequency	Mean	df	t-value	Critical t-value
J. S. S	77	56.3	1		
S. S. S.	98	56.9	73	0.688	1.96

The result on table 3 reveals a t-value of 0.68, which is less than critical t-value of 1.96 and not significant at 0.05 significant level. This shows that there was no significant difference in the self-concept of student bullies based on class level meaning that the self-concept of secondary school bullies did not differ based on class level.

Table 4: Mean, Degree of freedom, and t-value of self-concept of bullies based on family type

Family type	Frequency	Mean	df	t-value	Critical t-value
Divorce/separated	18	57.5			
Intact	157	56.5	173	0.571	1.96

The result on table 4 reveals a t-value of 0.569, which is less than the critical t-value of 1.96 and not significant at 0.05 level of significant. This shows that there is no significant difference in the self-concept of secondary school student bullies on the basis of family type.

Table 5. Mean, Standard Deviation, Degree of freedom, and t-value of self-concept of bullies on the basis of gender.

Gender	No	Mean	df	t-value	Critical t-value
Male	109	56.9			
Female	66	56.0	173	1.045	1.96

The result on table 5 shows that the t-value of 1.045 is less than the critical t-value of 1.96 which is also not significant at 0.05 level. This indicates that there is no significant gender difference in the self-concept of student bullies.

Discussion

The demographic data showed there were more male bullies than females. This is consistent with Watkin's (2007) assertion, that more boys than girls are involved in bullying. This study revealed that the number of boys that engage in the act almost double that of the female. Most bullies among the secondary school students have

high self-concept, 153 participants 87.4% of the total respondents scored above 50 while 22 respondents (12.6%) scored below 50, which indicate that the mental appraisal that the bullies have of themselves is very high. This finding corroborates previous reports such as that of Juvonen et.al (2003) who in their study of American 6th graders, reported that pure bullies agreed with statements like "I do most things right", they are less likely to agree with statements that indicated loneliness or social anxiety. Similarly, Kaukianien et.al.(2002) found that Finnish boys who bullied others were more likely to have positive self-concept. In similar vein, Collins and Bell (1996) reported that Irish kids who were bullies scored higher on the self-perception profile for children. Buttressing this further, Pearce (1991) stated that aggressive bully are insensitive, domineering, lacking in self-control and have high self-esteem.

However, this study identified that bullies were self-centred; they have the fear of failure in whatever they plan to do and have warm social attraction for others. This finding confirms Salmivalli (1998) assertion, which stated that adolescents that bully others had high social and physical self-concept but their views of themselves were rather negative on other scales.

The result on null hypothesis 1 indicated no significant difference in the self-concept of secondary school bullies on the basis of class level. This finding corroborates the findings of Gage and Lierheimer (2012) who found that the self-concept of students with emotional and behavioural disorder was high on academic, social and self-confidence scales as they transitioned from elementary to middle and high school.

The second null hypothesis indicated no significant difference in the self-concept of secondary school bullies based on family background. This result equally agreed with the finding of Kelly (2000) who reported fewer differences between adolescents of divorced families and those whose parents are still together, especially in measures such as self-esteem.

The third null hypotheses revealed that the gender of the bullies does not have any effect on their self-concept. Though the number of males who were bullies was far greater than the female, but females that bully others do not differ in their self-concept to the males. This is in line with the findings of Arens and Hasselhorn (2014) who reported no difference in the self-concept-self-esteem relations between boys and girls. Their results suggested self-concept-self-esteem relation to be invariant across grade levels and gender

Conclusion and Implications for Counselling

Based on the findings of the study and the discussion that followed, secondary school bullies in Ilorin Metropolis have high self-concept especially on social and physical scales regardless of their gender, class level and family background. Findings of this study have implications for counselling practice. Student bullies by definition exhibit aggressive behaviour but counsellors should not assume that they recognise or internalise those deficits. Counsellors' training should provide training in assessing and intervening when students exhibit either low or positive illusory

bias. Counsellors should also work with student bullies to develop goals and strategies without challenging their elevated levels of self-concept. Baumeister et.al (1996) hypothesised that aggressive behaviour exhibited by some students was a reaction to external evaluation of their unrealistically high self-esteem. Counsellors should help student bullies develop prosocial skills to increase successful social interaction and provide opportunity for practice. They should help student bullies develop healthy positive self-concept using various techniques.

Professional bodies like Conselling Association of Nigeria (CASSON) should keep informing the government on the situation in schools especially, on the inadequate numbers of counsellors, and on the need for government at all levels to recruit adequate numbers of counsellors to our various schools. This will allow them focus on behavioural or moral development; in addition to academic and psychomotor development of the pupils, particularly now that schools are overcrowded due to increase in access to basic education.

Practising counsellors should also try as much as possible to provide adequate counselling services to students assess and create awareness on the incidence of bullying behaviour and its devastating consequences on students and education in general.

Counsellors as well as teachers need to help bullies deal with the fear they have about failing in whatever they plan to do by helping them identify and develop their areas of strengths, as well as in learning appropriate ways of seeking recognition, status and advancement without harming or degrading others.

References

- Adams, M. S., Robertson, C. T., Gray-Ray, P. and Ray, M. C. (2003). Labelling and delinquency *Adolescence* 38, 149): 171-186.
- Akinbo.ye, J. O. (1985). Adolescent Personal Data Inventory (APDI). *Psychological Test*. Department of Guidance and Counselling. University of Ibadan, Ibadan.
- Aluede, O., Adeleke F., Omoike D., and Afen-Akpaيدا J. (2008). A review of the extent, nature, characteristics and effects of bullying behaviour in schools. *Instructional Psychology*. Retrieved May 14, 2009 from <http://www.thefreelibrary.com/2008/June/-p5154>.
- Amato, P. R. and Keith, B. (1991). Parental divorce and adult well-being: A meta analysis. Retrieved on June 10, 2016 from <http://www.jstor.org/stable>.
- Arens, K. A. & Hasselhorn, M. (2014). Age and gender differences in the relation between self-concept facets and self-esteem. *The Journal of Early Adolescence* 34, 6: 760 -791.
- Argyle, M. (2008). *Social encounters: Contributions to social interaction*. Aldine Transaction
- Baumeister, R; Smart, L. and Boden, J. (1996). Relation of threatened egotism to violence and aggression: the dark side of high self-esteem. *Psychological Review* 103 1: 5-33.
- Beker, H. S. (1963). *Outsiders: studies in the sociology of deviance*. New York, USA: Free press.

- Bosworth, K., Espelage, D. L. And Simon, T. R. (2001). Short-term stability and prospective correlates of bullying in middle school students: An examination of potential demographic psychosocial and environmental influences. *Violence and victims*, 16, 4: 411 – 426.
- Camodeca, M., Goossens, F. A., Terwogt, M. M. & Schuengel C. (2002). Bullying and victimisation among school – age children: stability and links to proactive and reactive aggression. *Social Development* 11: 332 – 345.
- Cherry, K. (2016). What is self-concept? Retrieved June 15th 2016 from <http://www.verywell.com>.
- Cole, J. C. M., Cornell, D. G. And Sheras, P. (2006). Identification of school bullies by survey Methods. *Professional School Counselling*, 1(9:4): 305 – 313.
- Colvin, G., Tobin, T., Beard, K., Hagan, S. & Sprague, J. (1998). The school bully: assessing the problem, developing interventions, and future research directions. *Journal of Behavioural Education*, 8, 293-319.
- Collins, K. & Bell, R. (1996). Peer perception of Aggression and bullying behaviour in primary schools in Northern Ireland. *Annals of the New York Academy of Science*, 794:77-79.
- Coughlan, S. (2013). Childhood bullying damages adult life. Education and Family. Retrieved June 15th, 2016 from <http://www.bbc.com/news/education>.
- Crocker, J. and Major, B. (1989). *Social stigma and self-esteem: the protective properties of stigma*. *Psychological Review* 96, 4: 608-630\
- Diener, M. B. and Milich, R. (1997). Effects of positive feedback on the social interactions of boys with attention deficit hyperactivity disorder: A test of the self-protective hypothesis. *Journal of Clinical Child Psychology* 26, 3: 256-265.
- Dodge, K. A., Murphy, R. R. and Buchsbaum, (1984). The assessment of intention cue detection skills in children: Implication for developmental psychopathology. *Childs Development* 55, 1: 163-173.
- Fischer, K. (2010). Pathways to aggression through inhibited temperament and parental violence. Retrieved on June, 15th 2016 from <http://www.people-law.org>.
- Gage, N. A. and Lierheimer, K. (2012). Exploring self-concept for students with emotional and or behavioural disorders as they transitioned from elementary to middle school and high school. *Education Research International*. Retrieved on June 11, 2016 from <http://www.dx.doi.org>.
- Grills A. E., and Ollendick, T. H. (2002). Peer victimization, global self-worth, and anxiety in middle school children. *Journal of Clinical Child and Adolescent Psychology* 31: 59 – 68.
- Goffman, E. (1963). *Stigma: notes on the management of spoiled identity*. New York, USA: Simon and Schuster, inc.
- Gooden, M. P. (1997). When Juvenile delinquency enhances the self-concept: the role of race and academic performance. *Ph.D dissertation, the Ohio State University, Columbus, Ohio, USA*
- Gresham, F. M; Lane, K. L., MacMillan, D. L., Bocian, K. M. and Ward, S. L.(2000). Effects of positive and negative illusory biases: comparisons across

- social and academic self-concept domains. *Journal of School Psychology* 38, 2: 151-175.
- Gresham, F. M., Lane, K. L., MacMillan, D. L., Bocian, K. M., Ward, S. L. and Forness, S. R. (1998). Comorbidity of hyperactivity-impulsivity-in attention and conduct problems: risk factors in social, affective and academic domains. *Journal of Abnormal Child Psychology*, 26,5: 393-406.
- Hawker, D. D., & Boulton, M. J. (2000). Twenty years research on peer victimisation and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. "*Journal of Child Psychology and Psychiatric and Allied Disciplines*,41: 441 – 455..
- Juvonen, J., Graham, S.,& Schuster, M.A. (2003). Bullying among young adolescents: The strong, the weak and the troubled. *Paediatrics*, 112, 6pt1: 1231-1237.
- Kaltiala-Heino, R., Rimpela, M., Rantanen, P.and Rimpela, A. (2000). Bullying at school: An indicator of adolescents at risk for mental disorders. *Journal of adolescence* 23: 737 – 741.
- Kaukiainen, A., Salmivalli, C., Lagerspetz, K., Tamminen, M., Vaurras, M., Maki, H. and Poskiparta, E. (2002). Learning difficulties, social intelligence and self-concept: Connection to bully-victim problems. *Scandinavian Psychology*. 43, 3: 269-278.
- Kelly, J. B. (2000). Children's adjustment in conflicted marriage and divorce: A decade review of research. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39, 8: 963-973. Retrieved June 16, 2016 from <http://www.doi.org>.
- Kokkninos, M., and Panaiotou, G. (2004). Predicting bullying and victimisation among early adolescents: Association with disruptive behaviour disorders. *Aggressive Behaviour*, 30:520 – 533.
- Kumpulainen, K. and Rasanen, E. (2000). Children involved in bullying at elementary school age: Their psychiatric symptoms and deviance in adolescence: An epidemiological sample. *Child Abuse and Neglect*, 24: 1567 – 1577.
- Leflot, G; Onghena, P; Colpin, H. (2010) Teacher-child interactions: relations with children's self-concept in second grade". *Infant and Child Development* 19, 4: 385-405.
- Marsh, H. W. and Craven, R. G. (2006). Reciprocal effects, of self-concept and performance from a multidimensional perspective: Beyond seductive pleasure and unidimensional perspectives. *Perspectives on Psychological Science* 1:133-163
- McLeod, S. A. (2008). Self-concept. Retrieved June 10, 2016 from www.simplypsychology.org
- Nansel, T. R., Craig, W., Overpeck, M.D, Sahya, G. and Ruan W. J. (2004). Cross-national consistency in the relationship between bullying behaviours and psychosocial adjustment. *Archives of Psychiatric and Adolescent Medicine* 158: 730 – 735.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B. G. and Scheidt, P. (2001). Bullying behaviours among U.S. youth: Prevalence and

- association with psychosocial adjustment. *Journal of the American Medical Association*, 285, 16: 2094 – 2100.
- Olweus, D (1997a). Bully/victim problems in school: Facts and intervention. *Europea Journal of Psychology of Education*, 12 495 – 510.
- Patterson, G. R; DeBaryshe, B. D; and Ramsey, E. (1989). A developmental perspective on antisocial behaviour. *American Psychologist*, 44, 329 – 335.
- Peppler, D. J. and Craig W. M. (2000): When victims turn aggressors: factors in the development of deadly school violence. *Professional School Counselling*, 4:105 – 112.
- Peterson, J. S. and Ray, K. E. (2006). Bullying and the gifted: victims, perpetrators, prevalence and effect. *Gifted Child Quarterly*, 50, 2: 148-168.
- Popoola, B. I., (2005). Prevalence of peer victimisation among secondary school students in Nigeria. *International Education Journal*, 6, 5: 598 – 606. Retrieved 23rd July 2009 from <http://www.iej.cjb.net>.
- Rigby, K. (1995). What school can do about bullying? *The professional Reading Guides for Educational Administrators*, 1, 7: 1-5.
- Rist, R. C. (2000). Students social class and teacher's expectations: the self-fulfilling prophecy in Gettho Education. *Harvard Educational Review* 70, 3: 266-301.
- Rubins, P. (2003). Study: Bullies and their victims tend to be more violent. *U. S. A. Today*. Retrieved on September 19, 2006 from <http://www.tcnj.edu/miller8/Bullyinghtm>.
- Salmivalli, C., (1998). Intelligent, attractive, well-behaving, unhappy: The structure of adolescents' self-concept and its relations to their social behaviour. *Journal of Research on Adolescence*, 8: 333 – 354.
- Scheithauer, H; Hayer, T; Pertermann, F & Jugert, G. (2006). Physical, verbal and relational forms of bullying among German students: age trends, gender differences and correlates. *Aggressive Behaviour*, 32: 3: 261-275
- Slee, P. T. (1995a). Bullying: Health concerns of Australian Secondary school student. *International Journal of Adolescence and Youth*, 5: 215 – 224.
- Slee, P. T. (1995b). Peer victimisation and its relationship to depression among Australian primary school students. *Personality and individual Differences*, 18: 57 – 62.
- Stangor, C.O. (2004). *Research methods for behavioural sciences*. Boston: Houghton Mifflin Company
- Staub, F. (1999). The roots evil: social conditions, culture personality and basic human needs. *Personality and Social Psychology Review*, 3, 179 – 192.
- Stopbullying.gov (n.d.). Bullying definition. United State Department of Health and Human services. Retrieved on June 15th, 2016 from <http://www.stopbullying.gov/index.html>.
- Tiedemann, J. (2000). Parents' gender stereotypes and teachers' beliefs as predictors of children's concept of their mathematical ability in elementary school. *Journal of Educational Psychology* 92, 1: 144-151
- Trotman, A. (2015). Definition and overview of self-concept in psychology. *Lesson transcript*. Retrieved on June 3rd 2015 from <http://www.study.com>

- Watkin, C. E. (2007). *Protecting against bullies throughout the life cycle*. Retrieved May 14, 2009 from <http://www.ncpamd.com>
- Wei, X., Marder, C. (2011). Self-concept development of students with disability: disability category, gender and racial differences from early elementary to high school. *Remedial and Special Education* 33 (4),247-257