

## **Gender Difference and School Type as a Predictor of Bullying Among Primary School Pupils.**

**Adefunke Ekine PhD**

Deputy Director, Research & Innovation,

DAPQAR, Tai Solarin University of Education,

Ijagun via Ijebu Ode, Ogun State.

[+adefunkeekine@gmail.com](mailto:+adefunkeekine@gmail.com),

[ekineao@tasued.edu.ng](mailto:ekineao@tasued.edu.ng)

## **Introduction**

Bullying is a form of aggression that occurs when a person or persons make use of a power imbalance, with intent to cause hurt or harm to another person over a period of time. The perpetrator, enjoys the experience while the victim feels helpless and often humiliated (Aluede , 2008). Bullying has been identified internationally as a problem in schools, threatening the physical, psychological and emotional safety and well- being of many pupils . Every child has the right to feel safe at school and bullying erodes those feeling of safety thereby violating every child's human rights (Kandersteg, 2007). Teachers and school administrators have a duty of care and they must ensure that these rights are upheld. In Australia, it has been reported that 1 in 4 pupils are bullied on a regular basis ( Cross et all, 2009). The National state schools Framework was established in Australia by the Ministerial Council on Education, Employment , Training, and Youth Affairs to provide a National approach to handling bullying in Australian schools (DEEWR , 2010)

Bullying not only has a destructive impact on the school climate as a whole rather it can also have a long term psychological effect on individual pupils. In a South African context, Pretorius and Villiers( 2009) highlighted the need for democratic leadership teams in order to combat bullying in schools. With a democratic setting and active participation of teachers, school administrators, pupils and parents. cases of bullying can be discussed in a transparent manner leading to the elimination or minimization of this destructive behaviour.

Bullying among school children occurs in Nigeria, it takes place in all categories of schools be it small schools, large schools , single sex , co- educational school, religious and vocational schools. The most common form of bullying in Nigeria for both sex is verbal and includes teasing, harassment and name calling. It is the most painful form and has the longest lasting impact.

Even though cases of bullying had been reported in many schools in Nigeria,, this deviant act is not always given any desirable attention. Furthermore, there are no available statistical facts to show the actual number of students that are bullied or victims in Nigerian schools. This lack of statistical facts and absence of well documented evidence have made it difficult for researchers to appreciate the prevalence of bullying behaviour in Nigeria ( Aluede, & Fajoku. In press, Umoh 2002)

Despite the absence of documented evidence of the prevalent rate of bullying in Nigeria. Egbochukwu's (2007) study on some Nigerian students in Benin city revealed that almost four in every five participant (78%) reported been bullied and 85% of the children reported bullying others at least once using moderate criteria , the study further indicated that more than half of the students in Benin metropolis of Nigeria revealed that majority of the respondents (62.4%) have been victims of bullying, while 29.6% of the respondents indicated they have bullied other within the academic session.

In a somewhat first ever nationwide situational analysis survey of school violence in Nigeria conducted by the Federal Ministry of Education (2007), it was revealed that physical violence and psychological violence accounted for 85% and 50% respectively of the bulk of violence against children in schools. Across school location, physical violence in school is higher in the Southern Nigeria (90%) and Northern region (79%). So is the case of psychological violence which is 61% in Southern Nigeria and only 38.7% in Northern Nigeria. In addition, across gender, physical and psychological violence are almost evenly distributed among males and females in Nigerian schools. This is at variance with the assertion of Egbochukwu(2007) who said that bullying is more in boys than girls and by Nasir et al(2009) who indicated that more girls (81%) accepted being bullied than boys(68%) while more boys (77%) accepted bullying others than girls(62%).

In spite of the fact, that every child has the right to education in Nigeria yet there are children who are facing many obstacles in school among which is bullying (Salmon 2008). The findings of Bossworth et al, (2009) indicated that 1/3 of middle school students felt unsafe at school because of bullying and did not report such behaviours'. In this same study it was demonstrated that students did not report bullying behaviour for a variety of reasons among which is the fact that students felt that the teachers and administrators would do nothing to help if such cases are reported. Secondly is the act of stigmatization and being called names by schoolmates

The significance of bullying in public and private primary schools reaches far into our society, as its impact stretches beyond individual incidents between individuals, as demonstrated by the federal governments interest in supporting the use of surveys to gain more information for understanding and addressing the problem (Ajelokun & Aremu 2001). However, much work has revealed in literature is only limited to the secondary schools whereas attitudes are formed right early and so the need for this present study.

### **Statement of the problem**

The need to document cases of bullying in primary school necessitated this study. Therefore the study investigated the perception of teachers and pupils to bullying in private and public primary schools in Ijebu Ode local government area of Ogun State. This is to determine if indeed bullying is prevalent at the primary school level and to clarify whether both male and female pupils are involved in bullying. Four research hypotheses were formulated to determine the perception of teachers and pupils on bullying in both public and private schools in Ijebu ode Local Government Area

### **Research Hypothesis**

**Ho1** There is no significant difference in the teachers perception of bullying in public and private schools

**Ho2** There is no significant difference in the teachers perception of bullying based on gender

**Ho3** There is no significant difference in the perception of pupils on bullying in public and private schools

**Ho4** There is no significant difference in the perception of pupils on bullying based on gender.

### **Research Design.**

The research design adopted for the study was a descriptive survey design. The population included all the pupils in public and private primary schools in Ijebu Ode Local Government, Ogun State Nigeria. The sample size was one hundred and eighty (180) respondents, made up of one hundred and twenty (120) pupils and sixty (60) teachers. Pupils were drawn from six (6) public and private schools which was randomly selected and twenty (20) pupils were sampled from each school using stratified sampling method from primaries five and six being the final classes in both public and private schools.. Ten teachers were randomly selected (10) from each schools to make up sixty (60). Two well-structured questionnaires (a) Teachers' Perception on Bullying Questionnaire (TPBQ) (b) Pupils' Perception on Bullying Questionnaire (PPBQ) were used. The questionnaire is an adapted version of Peer Relations Assessment Questionnaire (PRAQ-R) on Bullying by Ken Rugby and Phillip Slee (1994). Data collected were analyzed with the use of simple percentage and T-test.

### **Results and Discussions:**

Ho 1: There is no significant difference in the teachers' perception of bullying in public and private schools.

**Table 1: School of Respondents Based on Teachers**

|                | School  | N  | Mean    | Std. Deviation | Std. error mean | Df | t      | p    |
|----------------|---------|----|---------|----------------|-----------------|----|--------|------|
| Bullying score | Public  | 31 | 28.0323 | 8.02697        | 1.44169         | 58 | -1.240 | 0.04 |
|                | private | 29 | 36207   | 8.13464        | 1.51057         |    |        |      |

From the table (1) the results of the T —test showed that the p value of 0.842 obtained was less than p.05, therefore the null hypothesis was rejected. This means that there was a significant difference in the perception of teachers of both public and private schools.

**H02:** There is no significant difference in the teachers’ perception of bullying based on gender

**Table 2: Respondents Gender**

|                | School | N  | Mean    | Std. Deviation | Std. error mean | Df | t     | P     |
|----------------|--------|----|---------|----------------|-----------------|----|-------|-------|
| Bullying score | male   | 25 | 29.8800 | 8.42773        | 1.68555         | 58 | 0.478 | 0.631 |
|                | Female | 35 | 28.8571 | 7.98212        | 1.34923         |    |       |       |

The Table (2) showed a T-test value of p to be 0.631 which is greater than p=0.05 therefore the null hypothesis was not rejected. This means that there was no difference in the perception of teachers on bullying based on gender. It further shows that the perceptions of both male and female on bullying did not differ from one another.

**H03:** There is no significant difference in the perception of pupils on bullying in public and private schools

Table 3: Pupils Perception of Bullying in Public and Private School

| S/N | ITEMS   | YES | %    | NO | %    |
|-----|---|-----|------|----|------|
| 1.  | I like playing sport                                  | 31  | 26.1 | 88 | 73,9 |
| 2.  | I get bullied in class                                | 76  | 65.9 | 43 | 36.1 |
| 3.  | I get called names by others                          | 86  | 72.3 | 33 | 27.7 |
| 4.  | I give soft kid a hard time                           | 49  | 41.2 | 70 | 58.8 |
| 5.  | I like to make friends                                | 71  | 59.7 | 48 | 40,3 |
| 6.  | I feel I cannot trust others                          | 74  | 62.2 | 45 | 37.8 |
| 7.  | I get picked on by others                             | 88  | 73.9 | 31 | 26.1 |
| 8.  | I am part of a group that goes around teasing others  | 47  | 39.5 | 72 | 60.5 |
| 9.  | I like to help people who are being harassed          | 81  | 68,0 | 38 | 39.1 |
| 10. | I like to make others scared of me                    | 91  | 76.5 | 28 | 23.5 |
| 11. | I get into fight at school                            | 79  | 66.4 | 40 | 33.6 |
| 12. | I like to show others that I am the boss              | 65  | 54.6 | 54 | 45.4 |
| 13. | I share things with others                            | 85  | 71.4 | 34 | 28.5 |
| 14. | I like to get in fight with someone I can easily beat | 81  | 68.1 | 38 | 31,9 |
| 15. | I get hit and push around by others                   | 55  | 46.2 | 64 | 53.8 |
| 16. | I like playing sport                                  |     |      |    |      |

**Table 5: School of Respondents Based on Pupils**

|   | School | N  | Mean    | Std. Deviation | Std. error mean | Df  | t     | p     |
|---|--------|----|---------|----------------|-----------------|-----|-------|-------|
| Bullying Public As perceive by pupils private |        | 60 | 29.6000 | 8.21986        | 1.06118         | 117 | 0.241 | 0.001 |
|   |        | 59 | 29.2373 | 8.17764        | 1.06464         |     |       |       |

From Table ( 5) the results of the T —test showed that the p value of 0.001 obtained was less than  $p=.05$ , therefore the null hypothesis was rejected. This means that there was a significant difference in the perception of pupils of both public and private schools. Furthermore, the type of schools could have been responsible for this difference in pupils ‘perception since private schools are often managed strictly by rules and regulations which may have affected the occurrence and perception of bullying by pupils.

**H<sub>04</sub>:** There is no significant different in the perception of pupils on bullying based on gender.

**Table 6: Respondents Gender**

|   | School | N  | Mean    | Std. Deviation | Std. error mean | Df  | t      | p     |
|---|--------|----|---------|----------------|-----------------|-----|--------|-------|
| Bullying Public As perceive by pupils private |        | 57 | 28.7544 | 8.25548        | 1.09346         | 117 | -0.852 | 0.700 |
|   |        | 62 | 30.0323 | 8.10175        | 1.02892         |     |        |       |

Table (6) showed a T-test value of p to be 0.700 which is greater than  $p 0.05$  therefore the null hypothesis was not rejected. This means that there was no difference in the perception of pupils on bullying based on gender. It further shows that the perceptions of both male and female pupils on bullying did not differ from one another.

**Discussions:** The result indicated that pupils do agree that bullying do occur even though this perception differs with respect to type of schools In Canada, self-report data indicate that 8% to 9% of elementary school children are bullied frequently (i.e., once or more a week) and about 2 to 5% of students bully others frequently. In addition, among adolescents, at the secondary school level, rates are somewhat higher, with 10 to 11% of students reporting that they are frequently victimized by peers, and another 8 to 11% reporting that they frequently bully others (Hymel, Rocke-Henderson & Bananno, 2005).

### **Conclusion**

The following conclusions were made based on the result of the finding of this study.

Firstly, the study revealed Teachers and pupil's perception of Bullying in public and private school. According to the pupils the act bullying takes place in schools as most pupils admitted to have been bullied and some agreed they have bullied others. It has been found out from the result of this research specifically in response to item 14 of the pupil's questionnaire that 68.1% of the pupils like getting in fight with some one they can easily beat. While in item 15 it was also revealed that 46.2% of the pupils agreed they get hit and pushed around by others.

Secondly, it was also discovered in the result of this research work from the teachers questionnaire that majority of the teachers are against bullying. They admitted pupils engage in bullying and they try to stop as 83.9% of the teachers said they could convene a meeting of students, including the bully is bullies tell them what was happening, and ask them to suggest ways, they could help improve the situation.

Furthermore, from the findings of this study, pupils go in group to bully others and bullying affects their academic performance as 36.1% of pupils said no to item2.



### **Recommendations**

Based on the findings of this study, the researcher advances the following recommendations for school. School administrators and Teachers should ensure they keep watch on their pupils especially in places bullying is sure to take place, like the cafeteria, rest room, school bus and play ground. Effort should be made by the school to reduce bullying. Schools should create anti-bullying policies, and the anti-bullying policy should outline clearly the procedures that are in place for dealing with complaints of bullying. This should also outline how and when the teacher will deal with bullying should it be brought to their attention.

Pupils should be encourage to report any form of bullying, whether they themselves are the victim or they feel that someone else is.

Parent should have help their children to be confident by encouraging and praising the children's efforts as often as possible strong connection should be build by spending time within, taking interest in their activities, and most importantly chatting and listening to their children, with these children are more likely to feel that they can talk to their parents about any difficult situation they find their self in such as bullying. Schools should develop a programme of support for those affected by and involved in bullying.

## REFERENCES

- Aluede , 0. (2011):** Managing bullying problems in Nigerian secondary schools: some counselling interventions for implementation The African Symposium: An online journal of the African Educational Research Network 140 Volume 11, No. 1, June 2011 .The African Symposium (ISSN# TX 6-342-323)
- Baumana S, Rigby K, Hoppa K 2008. US teachers' and school counsellors' strategies for handling school bullying incidents *Educational Psychology*, 28(7): 837-856.
- Bradshaw CP, Waasdorp TE, Johnson SL 2014. Overlapping verbal, relational, physical, and electronic forms of bullying in adolescence: Influence of school context. *Journal of clinical Child and Adolescent P.sychoiogy*, In Press.
- Borg MG 1999. The extent and nature of bullying among primary and secondary school children. *Educational Research*, 41: 137.
- Boulton Mi 2014. High school pupils' understanding of peer counselling and willingness to use it for different types of bullying. *Pastoral Care in Education: Au International Journal of Personal, Social and Emotional Development*, 32(2): 95-103.
- Coloroso B 2003. *The Bully, the Bullied, and The Bystander: From Preschool to High School. How Parents and Teachers can Help Break The Cycle of Violence.* USA: Harper Collins Pub.
- Craig W, Pepler D, Blais J 2007. Responding to bullying: What works? *Canada School Psychology International*, 28(4): 465-477. Creswell JW 2009. *Research Design.* Belmont, CA: Sage.
- Dake JA, Price JH, Telljohann SK 2003. The nature and extent of bullying at school. *Journal of School Health*, 73: 173-180.
- Dilion N 2007. Planning to ensure that our schools are safe. *American School Board Journal*, 193: 26-21.
- Greene M.B 2000. Bullying and harassment in schools. In: RS Moser, CE Franz (Eds.): *Shocking Violence: Youth Perpetrators and Victims: A Multi-disciplinary Perspective.* Charles C Thomas, Springfield, IL, pp. 72-101.

- Handwerk M 2005. Profiles of the key players. In: J Bolton, S Graeve (Eds.): No Room for Bullies. Nebraska: Boys Town Press, pp. 19-32.
- Houndonmadi A, Pateraki L 2001. Bullying and bullies in Greek Elementary Schools: Pupils' attitudes and teachers'/parents' awareness, *Educational Review*, 53: 22-23.
- Kanik B 2010. Teachers' Perceptions of School Bullying. Master Thesis, Unpublished. Istanbul: Yildiz Technical University.
- Kcpenekci Y, Cinkir S 2006. Bullying among Turkish high school students. *Child Abuse and Neglect*, 30: 193-204.
- Leadbeater B, Sukhawathanakul P, Smith D. Bowen F 2014. Reciprocal associations between interpersonal and values dimensions of school climate and peer victimization in elementary school children. *Journal of Clinical Child and Adolescent Psychology*, In Press.
- Licpe-Levinson K, Levinson MH 2005. A General Semantics approach to school -Age bullying. *ETC: A Review of General Semantics*, 62(1): 4-16.
- Maree K, Pietersen J 2008. The quantitative research process. In: K Maree (Ed): *First Steps in Research*. Pretoria: Van Schaik, 145-154.
- Masitsa MG 2011. Exploring safety in township secondary schools in The Free State Province. *South African Journal of Education*. 3: 163-174.
- Mansci TR, Overpeck M, Pilla RS. Ruan WJ, Simons B, Scheldt P 2001. Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *The Journal of the American Medical Association*, 285: 2094-2100.
- Olweus D 1993. *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell.
- Olweus D 1995. Bullying or peer abuse at school: Facts and intervention. *Current directions in psychological science. A Journal of the American Psychological Society*, 4: 196-200.
- Onwuegbuzie AJ, Johnson RW, Collins KMT 2009. Toward a Philosophy of Mixed Data Analysis. Paper Presented at The Annual Meeting of The American Educational Research Association (AERA), San Diego, CA, 13-17 April 2009.

- Pretonus S, De Villiers E 2009. Educator& perceptions of school climate and health in selected primary schools. *South African Journal of Education*, 29: 3 3-52.
- Prinsloo 11 2005. How safe are South African schools? *South African Journal of Education*, 25: 5-10.
- Rigby K- 2006. Handling Bullying Questionnaire. From <http://www.kamgbyjie> (Retrieved on August 2012)
- Smith PK, Pepler DJ, Rigby P 2004. *Bullying in Schools. How Successful Can Interventions Be?* Cambridge: Cambridge University Press.
- Smith PK, Sharp S 1994. *School Bullying. Insights and Perspectives*. London: Routledge.
- Smokowski PR, Holland KK. 2005. Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children and Schools*, 27: 101-110.
- Swart E, Bredekamp J 2009. Non-physical bullying: Exploring the perspectives of grade 5 girls. *South African Journal of Education*, 29: 405-425.
- Tintorer J 2004. *Elementary Teachers Perceptions and Responses to School Bullying*. Master Thesis, Unpublished. Santa Barbara: University of California.
- Van d W, Marcel FW, Cees AM, Hirasing RA 2003. Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatnec. ifi*: 1312-1317.
- Vos D, Westhuizen PC, Menz P.1, Ellis M 2012. Educators and the quality of their work environment: An analysis of the organizational climate in primary schools. *South African Journal of Education* 32: 56-6S.
- Wet C 2010. Victims of educator-targeted bullying: A qualitative study. *South African Journal of Education* 30: 189-201.
- Xaba M 2006. An investigation into the basic safety and security status of schools' physical environments. *South African Journal of Education* 26:565-580.
- Yurtal F, Cenkseven F 2007. Bullying at primary schools: Prevalence and nature. *Turkish Psychological Counseling & Guidance Journal* 4 3:1-13.