IISTE

Prevalence, Causes and Effects of Bullying in Tertiary Institutions in Cross River State, Nigeria

Ada Mary Juliana[1*]   Okoli Georgina[2]   Obeten, Okoi Okorn[3]   Akeke, M. N. G[3]
1. Dept. of Educational Administration and Planning, University of Calabar, Calabar P.O Box 1115 Calacar, Cross River State, Nigeria
2. Dept. of Educational Foundations, School of Education, Cross River State College of Education, Akamkpa
3. Dept. of Educational Administration and Planning, University of Calabar, Calabar

Abstract

This research is an evaluation of the impact of causes, consequences and effects of bullying in academic setting on student academic performance in tertiary institutions in Cross River State, Nigeria. The research made use of purposive and random sampling techniques made up of 302 students. Questionnaire served as the data collection instrument. The results obtained from the coded and analyzed data showed that vocal assaults (Mean = 4.0530) were the common forms of bullying in the tertiary institutions. Family, personality and school related factors were all determinants of bullying behaviors. Findings also revealed that the major effects of bullying were destruction of lives and properties, inability to fulfill destinies and family instability, breed social maladjustments, engender low self-esteem for victims, is stressful for both perpetuators and their victims and has brought about poor health status for victims generally. Bullying was also found to have negative effects on students' academic performance and this was found to be significant at 0.05 percent. The study was concluded based on recommendations.

Keywords: Bullying, tertiary, institutions, cross river state, effects

1. Introduction

Bullying is a rising trend globally and tertiary institutions are not an exception. Threats, viciousness, terror and intimidation should be unlikely occurrences in educational settings; yet the problem of bullying has remained pervasive for all stakeholders in education and this phenomenon have succeeded in making educational settings unsafe. In fact, Fogg (2008) stated that higher institutions of learning have become an ideal environment for bullying because of its decentralized nature. This trend violates the United Nations fundamental human rights – right to health, safety and freedom from fear and violence as well as the Universal Declaration of Human Rights (1948). Shelton (2015) stated that no individual has the right to put another or others in a position where they become victims of his or her malicious tendencies solely for self-gratification or pleasure.

Bullying occurs in many places especially in organized communities such as schools (secondary, boarding school and tertiary institutions. It could take place in internet and phone communication e.g. texting, face book, manipulation of photos. It comes as an anti-social activity like exclusion, gossip and non-verbal body language. It could range from direct to indirect harassment, from minor irritation to major assault, from "just having a bit of fun" to breaking the law. A student can be bullied by one person or by a group of persons for years sporadically or continuously (Gregson 2013). According to Federal Ministry of Education (2007) since the last decade, several cases of violence against children such as torture, kidnapping and shooting, sexual harassment, rape, corporal punishment and so on have been reported globally (Mc Eachern et al. 2005). Despite sparse documentation on incidences of bullying around the globe, studies conducted in various countries have indicated that a growing percentage of student population is being bullied everyday across the globe and that the rates of bullying vary from country to country (Duncan 1999).

Within the academic setting, Nigerian campuses and institutions of higher learning, bullying is a very crucial issue among other vices. Bullying is a canker warm that has major negative effects on people's achievement on academics, social and healthy cultures of staff, lecturers, students and indeed the academic machinery itself. Yesterday's bullying was a "knock down your opponent," but today's bullying is a behavior that is meant to either physically or emotionally leave an impact on the victim of the circumstance or prevalent circumstances. Workplace bulling occurs in university campuses, in Nigeria. It is a confidence-sapping, financially-draining health hazard for many workers and their families, friends and colleagues. Many staff fear speaking up about being bullied, are demoralized and would like to leave their jobs. Staff on fixed-term contracts are particularly vulnerable to bullying, especially those who undertake teaching while completing higher degrees.

Bullying has been observed to lead to destructive behavior such as partner abuse, road rage, child abuse and theft in individuals when they become adults. It is therefore wise to prevent it at primary level than waiting for it to continue. Furthermore, In Nigeria, even though case of bullying had been reported in many schools, this deviant act is not given adequate attention. Furthermore, there are no available statistical facts to show the actual number of students that are bullied in Nigerian schools. This is lack of statistical facts and absence has made it difficult to really appreciate the prevalence of bullying behavior in Nigerian schools (Umoh 2000). Based on this,

the research focuses on answering the following questions: what is bullying, the causes of bullying, sources of bullying in tertiary institutions, forms of bullying in the higher educational institutions in Cross River state, effects of bullying as well as its management. In this paper, we focus on important conclusions on the definitions, nature, scope, forms and effects of bullying.

1.2 Research Hypotheses
H_0: Bullying does not significantly affect academic performance of students in tertiary institutions.
H_1: Bullying significantly affect academic performance of students in tertiary institutions.

2. Literature review
2.1 Definition and Forms of Bullying in Tertiary Institutions
Bullying in higher education refers to acts of intimidation, harassment, oppression, mistreatment, maltreatment, victimization, harrying, and hounding of students as well as faculty and staff taking place at institutions of higher learning such as universities and colleges. It is believed to be common, although not received much attention from researchers as bullying in other context; hence the motivation for this study. Bullying begins in early childhood when individuals begin to assert themselves at the expense of others in order to establish their social dominance.

As children develop however, they begin to employ less socially reprehensible ways of dominating others, verbal and indirect forms of bullying become more common than physical forms. With time, the kind of behavior that is generally labeled as "bullying" becomes relatively consistent. With this view is the evidence that physical bullying is much more common in early childhood than later and that is identified as bullying gradually becomes less and less apparent as children become older (Smith & Sharp 1994). However as a comprehensive explanation of bullying, this view fails to take into account that although there is a general diminution in reported victimization over time, the trend is temporarily reversed when children move to environments which is less benign. Clearly, social environmental factors must also be taken into account. Nevertheless, this developmental perspective is useful in providing guidance on how bull/victim problems can be tackled. Several forms of bullying have been identified over time as follows:

2.1.1 Hazing.
According to Agirdag *et al.* (2011), hazing is a practice of ritual and other activities involving harassment, abuse or humiliation as a way of initiating a person into a group. Hazing is seen in many different types of social groups including gangs, sport teams, schools, military units, fraternities and Socrates. Hazing is often prohibited by law and may comprise either physical or psychological abuse. It may also include nudity or social oriented offences more than half of hazing incidence on campuses result in pictures publicly posted on the internal Fekkes *et al.* (2005) observed that students have reported that they are not adequately exposed to hazing prevention programmes on campuses. Also studies have revealed that two of every five college/university students acknowledge incidents of hazing on their campus 55% of college students who are involved in campus clubs, teams and other organizations have reported being hazed in some form.

2.1.2 Cyber bullying
Cyber bullying is any bullying done through the use of technology, Electronic bullying is a newly emerging phenomenon threatening all age groups but students in particular. Electronic bullies us the popular student mediums of e-mails, mobile phones and text messages to harass, abuse and scare others. This kind of bullying is escalating at a wrong rate with around half a million young experiencing it (Dake Telljohann & Funk 2004). Social networking and text messages are common outlets for cyber bullying, while chat rooms and other websites are less likely to be used in cyber bullying. They further maintained that once a young adult enters college, there is little or no computer monitoring, leading to the misuse of technology and the added probability of cyber bullying.

2.1.3 Physical bullying
Physical bullying is any unwanted physical contact between the bully and the victims. This is one of the most easily identified forms of bullying. Examples include punching, pushing, shoving, kicking, hazing, inappropriate touching, tickling, headlocks, pinching, school pranks, teasing, fighting, and use of available objects as weapons.

2.1.4 Emotional Bullying
Emotional bullying is any form of bullying that causes damage to a victim psyche and/or emotional wellbeing (counseling connect, 2013). Examples of emotional bullying include: spreading malicious rumors about people, keeping certain people out of a "group" (exclusion), getting certain to "gang up" on others, making fun of certain people, ignoring people on purpose/silent treatment, provocation, pretend the victim is nonexistent, saying hurtful words, belittling someone.

2.1.5 Verbal bullying
Verbal aggression is the most commonly reported form of bullying. Verbal bullying is any slanderous statement or accusation that causes the victim undue emotional distress. Example include: directing foul/profane language

at the target, using derogatory terms or deriding the person's name, commenting negatively on someone's look's, clothes, body etc. fomenting, harassment, mocking, teasing, belittling.

2.1.6 Sexual bullying

This is any bullying behavior whether physical or non-physical that is based on a person's sexually or gender. It is when sexually or gender is used as a weapon by boys or girls towards other boys or girls, although it is more commonly directed at girls. It can be carried out to a person's face, behind their bucks or through the use of technology (NSPCC 2010). Several studies conducted revealed common forms of sexual bullying to include; sexual harassment, indecent dressing, unwanted touching, kissing, caressing, picking using sexually insultive language, grouping, providing sexual favours in exchange for protection and good grades, sexual touching, demand for sexual favours, verbal comments, jokes, sexual gestures.

2.1.7 Pack bullying

Pack bullying also known as mobbing is a bullying undertaken by a group. Wesley Report (2000) found out that pack bullying was more prominent in high school and characteristically lasted longer than bullying undertaken by individuals. Pack bullying may be physical or emotional and may be perpetrated in person or in cyber space. It takes place in school yards, school highways, sport fields gymnasiums, classrooms and on the bus.

2.2 Causes of Bullying

Researchers like Delius (2012) held to the fact that most common reasons why children and young adults bully is because they lack basic attention from parents at home and lashes out at others for attention. Paramount among these can include neglected children, children of divorced parents, or children with parents under the regular influence of drugs and alcohol. Because it is one of the best ways to keep others from bullying me or because it is what you do if you want to be out with the right group of people. Although bullying is a habit that one can cultivate from childhood, it comes to be fully matured at a stage he or she becomes a young adult. This stage also corresponds to the level of higher education in the higher institutions often suffer from bullying. In Nigerian tertiary institutions, Cross River State in particular, bullying is not associated with only students. The linkage could be students versus students, staff versus staff, and school management versus students, and of course school management versus staff. It is not work issue.

The impact that the family has on a child's social development of behavior is extremely high. The environment where a child is raised is the backbone of who he/she becomes. The frequency and severity of bullying is related to the amount of adult supervision that children receive – bullying behavior is reinforced when it has no or inconsistent consequences. The child's upbringing at home has a lot to do with his future characteristics. Parents have a crucial role to play in issue related to child upbringing. Children who observed parents and siblings exhibiting bullying behavior, or who are themselves victims, are likely to develop bullying behaviours (Dehns 2013). More so, when children receive negative messages or physical punishment at home, they tend to develop negative self-concepts and expectations and may therefore attack before they are attacked-bullying others gives them a sense of power and importance.

A study by Bukoye *et al.* (2012) revealed that the family is a predisposing factor for school violence. Similar studies shave also indicated that domestic violence is a breeding ground for more violence as children who experience it grow up to exhibit it. Students who are unfortunate to experience this at home don't just grow up to exhibit the same life styles choices as adults in their later homes but also bring elements of this lifestyle to other children at school in the form of bullying (Rothing & Stine 2010). Pellegrin (2002) also observed that children who witness physical and verbal aggression at home haven a positive view of this behavior and so it tend to be aggressive towards other people including adults. Personalities and parenting styles of parents may affect a child's personality characteristics.

The influence of home environment is usually most important in childhood stage of development. Parents or other family members who engage in bullying and other criminal behavior can increase children's risk of developing their own problems (Faloye & Marakinyho 2000). Parents have significant impacts on the lives of their children. While some are good role models, others are not, for instance, in a study by Ethen (2000) parental influence was identified as a critical factor in adolescent drinking.

Similar studies by Kepling & James (2007) have confirmed that parents who are permissive about discipline and who do not enforce any rules or standards are even more likely to raise up children who bully. Many other researchers have identified the significance of parental influence on a wide range of behaviours during adolescence. Parents have been found to influence moral socialization (Broody & Shaffen 1992) adolescent behavior problems and adolescent adaption to environment.

According to Goldmid & Showie (2014) the emotional scars from childhood bullying lasts a lifetime and often resurface in later years to cause new problems. College/university is a period of life when unpleasant past memories can come flooding back to hunt a person. For some student's, it is the first time they have had to meet new people make new friends or even live away from home even in circumstances where bullying has been death within the past. When students arrive college/university, they are thrust into a variety of new

situations. This period of change can be particularly destabilizing past emotional distress can cause students all sorts of difficulties as these include illness such as depression and the use of harmful coping mechanism such as drug taking, excessive drinking and eating disorders. Individuals that choose to be bullies are not typically born with the characteristic. It is as a result from the treatment they receive from autonomy figures such as parents. Bullies often come from families that use physical forms of discipline (Nelson 2001).

It is not just a childhood bullying experiences that affect students today; bullying happens in any works of life, colleges and universities are no exception. McDougall (1999) identified several reasons that favour bullying in college/universities. One major reason is that there is less direct authority: leaving for college introduces many students to their first time on their own without the interference of parents and guardians. Faculty and staff are also less interested in interpersonal relationships between their students and thus pay less attention to classroom dynamics as opposed to the attention a high school teacher may provide college faculty and staff follow research that encourages them to take a back seat and allow the students to overcome their diversities on their own.

Students at most universities and colleges are not afforded the luxury of leaving after school as they would on higher school. Most have to spend time outside of school with their classmates whether they choose to or not. In colleges/universities, majority of the campuses are residential and thus students may see much more of their potential bullies and/or victims. College/universities accommodation is a further place where bullying occurs. In halls and flats students share out male spaces with people they don't know well and may not get along with. If a bullying student arise. It can be difficult to escape. Roommate conflicts inside residential hostels can lead to active bullying.

McDougall (1998) further uncovered in her study of bullying in higher institutions that a majority of bullying occurred in same corridor or department thus suggesting that students within the same groups, divisions or under the same faculty are responsible for the bullying of their peers. Entrance and exit ways of buildings are also prime areas of bullying because these are common areas where students have the opportunities to smoke and socialize in between their classes. The library is also an area of bullying. The advancement of technology in the classroom in some schools has allowed for cyber bully to occur while students are gathered for the intent of education.

Andrea & Andrea (2009) observed that because school personnel often ignore bullying children can be reinforced for intimidating others. To them, bullying thrives in an environment where students are mostly likely to receive negative feedback and negative attention than in a positive school climate that fosters respect and set high standards for interpersonal behavior.

Studies have also revealed that school typology has an important influence on student's behavior and effects the overall indices of behavioural disturbance. Although young people vary greatly depending on their cognitive and behavioural characteristics, in some schools there is a general tendency for students as a while to be love either appropriately or disturbingly otherwise. The factors which effect school climate include the geographical or residential location of the school, pollution, noisy or marginal atmosphere, the architecture of the building area with little or no vigilance different ownership types, types of orientation – agnostic, religion, the criteria for discipline, supervision, type of management, staff/student relationship, student/student relationship involvement of parents and the government. Also the type of admission procedure – open or selective has been used as a powerful predictor as some schools admit a higher proportion of students with behavior problems. Consequently, inter-school differences in violence or anti-social behavior are simply the result (Theodoro 2013).

Atmosphere in the school can also effect the levels of violence in schools because both the formal and informal atmosphere – hidden curriculum perceived by adolescent in their school fundamentally influence their behavior. Contentment in school is one of the principal aspects of student's quality of life. It affects psychological well-being, involvement in school truancy rates, premature school leaving and behavioural problems (Raskauskasa et al. 2010).

Bully also has been reported among staff, Shen & Gordon (2013) see campus bullying as behaviours that tend to threaten, humiliate or isolate members of the working campus environment. The person bullied is always placed in as inferior position. They outlined issues such as: setting meaningless tasks on a junior staff or subordinate, owing of staff which may result in destabilization, threat of professional status i.e. acceleration on insubordinates, isolation, example withholding of incentives, training workshops and seminar deadlines; setting impossible task on staff or over work and threat in school status as being very common forms of bullying among staff and lecturers in institutions of higher learning.

Although bullies are often looked at as simply out of control children, a significant number of children used aggression in their everyday lives. There are many characteristics that define these dominant children as bullies Rigby (1993) sees bullies as those having an aggressive personality pattern, with the tendency to react aggressively in a variety of situations. They also tend to have an inability to control their institutions against aggressive tendencies and often have a positive attitude towards violence.

Power et al. (1979) noted that, physically aggressors tend to be older and stronger than the peers.

Pellegrini (2000) noted that adolescent bullies are at risk for a variety of school related and psycho-social problems that can be detrimental both physically and emotionally. Craig (1998) in a study found that bullies exhibited more anti-social behaviours and physical aggression than non-bullies, they also exhibited lower levels of anxiety.

Olweus & Limber (2010) in his study identified bullies as having an anti-social personality with physical strength whereas victims were found to have an anxious personality pattern combines with physical weakness. Furthermore, Olweus & Limber (2010) and Scarpact (2006) view bullies as usually loud and assertive and may be even be hostile in particularly situations. Bullies are not usually the largest kids in a class but may be part of the popular or cool group. The bullies that are part of a popular group may not come from intense disciplinary homes rather they gain acceptance from the peer group by bullying a victim.

Victims of bullying typically are physically smaller, more sensitive, unhappy, cautions, anxious, quiet, less confident and withdrawn. They are often described as passive or submissive possessing these qualities makes these individuals vulnerable to bring victimized. Victims of physical bully are usually physical weaker than the bullies and may also be socially marginalized for some reason including weight, ethnicity, and other characteristics that make it harder for them to fit in. Students who bully however are physically stronger often have problem with self-control, following rules caring for others and are at higher risk of problem, later in life such as violence, criminal behavior and failure in relationships or career.

2.3 The Effects of Bullying in Tertiary Institutions

Bullying in schools is a worldwide problem that can have negative consequences on the general school climate and on the rights of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences – both for students who bully and their victims. Students who bully do not fare much better either. Research has shown that these students are more likely to get frequent fights steal and vandalize property, drink alcohol and smoke, report poor school grades perceive a negative climate at school and carry a weapon. Long term research has also shown that bullies are at increased risk to commit crimes later in life and develop anti-social personality disorder (Baran 2000).

Bullying can in one way or another metamorphose into terrorism which is the present day monster the world over that has made nations perish. Thus bullies don't need any reason to cause harm to others even when they asked. Just like Terrorist bully may reply as fellows when he is asked for his reasons.

Aluede (2006) outlined some common short term and long term effects of bullying. These include but are not limited to victim – depression, suicide (bullycide) anxiety, anger, and significant drop in school performance feeling as if life has fallen apart, excessive stress abiding felling of insecurity, lack of trust, extreme sensitivity, mental illness and vengeance, depression, poor self image. By standers: witnessing bullying incidents can also produce feelings of anger, fear, guilty and sadness in observers. Bystanders who witness repeated victimization of peers can experience negative effects similar to the victimized children (Smokowski & Kopasz 2005; Aluede *et al.* 2008; Beran 2009 and Thorberg 2010). Students affected by bullying will be at higher risk of developing depression, anxiety, loneliness, mistrust of others, low self-esteem, poor social adjustment, poor academic achievement and poor health as compared to others (Thombery 2003). Work place bullying affects the level of output tremendously. That is why most African colleges and universities have a work place code of conduct that deals with harassment which may in one way or other serve as codes of conduct that deals with workplace bullying. The following symptoms are associated with victims of bullying in higher institutions: loss of control, inability to concentrate, severe stress or anxiety, pain attracts, sleep disturbance, tendency to make mistakes and have accidents, evaluated blood pressure, risk of heart attack, withdrawal from social activities and feeling of being emotional drained.

2.4 Significance of the Research

This study of bullying in tertiary institutions is significant because it will have a great contribution to the World Bank of knowledge. It will help in reducing social vices in higher institutions. It is observed that bullying has been extended from public grounds and socio-economic premises such as motor parks, market squares and road sides, public centers to institution of higher learning. The recommendations here in if adhered to will greatly enhance a change in the situation. The extent of bullying in tertiary institution in the state is not known. The forms of bullying such as staff-staff, staff-student, student-student, management-staff, management-student needs to be elucidated. Proffering ways of eradicating bullying in our higher institution of learning and recommending/suggesting areas for further study. The schools management could use the strategies recommended here to curb the rate of bullying among students, non-teaching staff and lecturers. Members of the school communities can use these strategies to build noble characters in themselves if properly internalized. Recommendation from these studies will be of help to government and policy makers. Curriculum planners in universities, colleges of education and polytechnics, monothenics, health technologies could include these as a course of study. By so doing this will boost the morale of upbringing of the young adults in the institutions.

3. Methodology

3.1 Research Area

The research is on bullying in tertiary institutions in Nigeria, but the researchers have used Cross River State of Nigeria as a case study. This is made up of entire Cross River State of Nigeria which is bounded in the East by the Republic of Cameroon, North by Benue State of Nigeria, South by Akwa Ibom State of Nigeria and the Atlantic Ocean and West by Ebonyi State of Nigeria. The state has ten institutions of higher learning namely; University of Calabar, the Cross River University of technology with three campuses; one in each of the senatorial districts, Federal college of Education in Obudu, Cross River State College of Education Akamkpa, two private colleges of Education in Obubra and Ogoja, a private polythenic in Ikom and three schools of paramedical studies which include school of Health technology in Calabar, the school of Nursing located in Calabar and Ogoja and Management Institute of Technology, Ugep, These institutions are made up of learners from sixteen years age and above.

3.2 Design of the Study

The design was that of survey study. As Borg and Galt (1979) explained, a survey exists without the manipulation of the dependent or independent variables. In other words, it deals with the description of events in their natural setting. This research is brought to bear the manner of bullying in tertiary institutions in Cross River and how possibly this vice affect learning in higher institutions.

3.3 Sampling Techniques

A stratified random sampling technique was used in this study. All the institutions were sampled, including all campuses for those with multiple campuses. The size of sample from each institution was proportionate to the number of programmes of that institution. All the levels of studies are represented in a sample drawn from a particular institution. This is to make sure that information in the level, mode and extent of bullying is elucidated. The researchers used the first and middle candidates that enroll for a particular programme. Where the first and middle candidates on the list were not easily fetched, the researchers used the next available persons on the list. This method ensured that all students in the state are fairly represented in this study. Programmes with only one candidate enrolling the researcher used such a candidate and used the two if the candidates are up to two. The institutions visited are listed on the budget.

Table 1. Sample Size

S/NO	NAME OF INSTITUTION	NO. SELECTED
1.	University of Calabar, Calabar	50
2.	Cross River University of Technology, Calabar Campus, Calabar	50
3.	School of Health Technology, Calabar	50
4.	School of Nursing, Calabar	50
5.	Cross River State College of Education, Akamkpa	50
6.	Management Institute of Technology, Ugep	50
7.	Cross River University of Technology, Obubra Campus	50
8.	Cross River University of Technology, Ogoja Campus	50
9.	School of Nursing, Ogoja	50
10.	Federal College of Education, Obudu	50
	Total	500

3.4 Description of Instrument for Data Collection

The instrument was based on empirical sources of information as was responded to the respondents. The instrument is the questionnaire which was based on a five point likert's scale of very agreed = 5, agreed = 4, not decided = 3, disagreed = 2 and very disagreed = 1, for positive questions. The weight of the responses was reversed for negative questions. The questionnaire contained an introductory note followed by a section on bio demographic information. This section sought to know the sex, programme/level of study in the institution, name of the institution and of the respondent. Face ad content validity was utilized in establishing the efficacy of the measuring instrument by given the instrument to experts in educational measurement and evaluation who read through and made adjustment where the case demands. The test-retest method was used in establishing the reliability of the instrument. The Instrument were administered to 20 tertiary institutions students drawn from CRUTECH and UNICAL who were not included in the final analysis. The Pearson correlation coefficient obtained from the test-retest was 0.76 which indicates efficiency and stability in content of the measuring instrument.

3.5 Method of Data Collection
An on – the method of data collection was adopted by the researcher to ensure maximum recovery of the questionnaire administered. In order to accomplish the exercise successfully and quickly too, assistants were trained on how to assist in administering the instrument. The area of training included explaining properly each item on the questionnaire.

3.6 Method of Data Analysis
The two-way analysis of Variance (ANOVA) was used to test the hypothesis. For all these techniques, computer software SPSS version 18 (statistic for social sciences) was used X^2 was used to ascertain the level of bullying in tertiary institutions in Cross River State. The relationship between some factors such family background, economic status of child's family and participation in bullying were analyzed using regression analysis in a computer software SPSS version 16.

4. Presentation and Analysis of Data
4.1 Table 1 indicates the demographic data of the sample
The results indicated that the mean age of the students was 24.73 years with a CGPA of 3.39. Majority of the students were female (163, 51.6%) while the male were 139 (44.3%). Majority of the respondents were from Cross River University of Technology drawn from its three campuses (Ogoja, Obubra and Calabar) constituting 33.4% of the respondents. The predominant number of respondents according to level of study consisted; the level II 121 (40.1%), followed closely by IV 302 (23.5%). All the respondents were noted to be Christians. More than half of the respondents 212 (70.2%) were residence in the school hostels.

4.2 Table 2 Describes the Distribution of Subject According to Forms of Bullying
The forms of bulling are documented in table 4.2. The forms of bullying were incorporated into the questions using the survey scale standards: very high, high, not occurring, low and very low. From the mean weighted score insults was the highest ranked factor (Mean = 4.0530) identified by the students in tertiary institutions followed by constant criticisms and verbal assault both having a mean score of 3.85 each. Sexual harassment among students, malicious rumor mongering/gossips and harsh teasing took third place with a mean score of 3.788. Other identified factors were as follows: Threats from cultist and social exclusion (Mean = 3.68), physical violence, calling of mocking names and damage to property (Mean = 2.76) and threats from other students and staff (Mean = 2.39). The least significant form of bullying was sexual harassment of students by staff (Mean =1.85). Thus, the most common forms of bullying in the higher institutions were insults, social exclusion, and sexual harassment among students, verbal assault, constant criticism gossips, and cultism threats.

4.2 Table 4 describes the distribution of subject according to causes/determinants of bullying
Majority of the respondents agreed reading and listening to crime-bursting literature as well as media broadcast of crime and violence (Mean = 4.50) was a major family predisposing factor supporting bullying tendencies in students. This was closely followed by access to violence via Internet sites and TV shows of violence (Mean = 4.20), watching of pornographic films (Mean = 4.02) then fighting and disagreement of parents (Mean = 4.02). This is followed by poor family income (Mean = 3.87), poor socio-economic status (Mean = 3.87) and Single parenting and its associative unavailability (Mean = 2.35). The least identified factors are approval of bullying behavior by parents (Mean = 4.02) and neglect of parent to meet students' academic obligations (Mean = 1.09). The findings supports the assertion that Home predisposing factors such as family socialization, family structure, economic conditions in family were found to have a positive relationship with bullying tendencies. Nelson (2001) maintained that bullies often come from families that use physical forms of discipline. Children who observe parents and siblings exhibiting behavior or who are themselves victims are likely to develop bullying behaviors. More so, when children receive negative messages or physical punishment at home, they tend to develop negative concepts and expectations and may therefore they are attacked. Similarly, a study by Bukoye et al. (2012) revealed the family as a pre-disposing factor for school violence.

Desire to be tough and poplar among peers proved to be the chief personality related factor for bullying with a mean score of 4.19 this was followed by attraction to bullying by the body and facial appearances of intended victims (Mean = 3.42) and a lack of concern for people opinions and feelings (Mean = 3.12). Difficulty in following laid down policies was the least identified (Mean = 2.35). This supports the reasoning that perpetration of bullying in tertiary institutions is the personality attributes of students. Many victims are not confident to report incidents due to lack of confidence in institutional structures. There is also no hope that perpetrators will be punished and victims get justice. Pellegrin (2000) noted that adolescent bullies are at risk for a variety of school related and psycho- social problems that can be detrimental both physical and emotionally. This was also confirmed by Olweus & Limber (2010) who identified bullies as having anti-social victims of bullying are typically smaller, more sensitive, unhappy, cautions, anxious, quiet weaker, less confident and

withdrawn which makes such individual vulnerable to being victimized.

School related factors such as the length of time a student stays in school has been implicated as a major reason for bullying in tertiary institutions. The atmosphere in the school affect the level of violence within school because both the formal and informal atmosphere – hidden curriculum perceived by adolescents in their schools fundamentally influence their behavior (Ripsana *et al*. 2010). A sustainable positive school environment fosters youth development and learning necessary for a productive, contributive and satisfying life is a democratic society. In contrast, academic failure, idleness and the imposition of rules have been explanatory factors of aggressiveness (Cohen, 2009). Specifically, the study established that having lots of spare time due to lack of infrastructure for practices (Mean = 3.86) was a major school related factors associated with bullying behavior followed by Poor learning environment (Mean = 3.62), Poor lecturer-student relationships (Mean 3.61), Inappropriate time and longtime lags for school schedules (Mean = 3.42) then Involvement in many social groups (Mean = 3.37).

4.3 Table 4 describes the distribution of subject according to consequences or effects of bullying
This study also indicated a significant positive relationship between bullying experiences and students life on campus. Students agreed 100 percent with Mean score of 5.00 that bullying create destruction of lives and properties, inability to fulfill destinies and family instability, breed social maladjustments, engender low self-esteem for victims, is stressful for both perpetuators and their victims and has brought about poor health status for victims generally. This was followed by missing of lecture times with mean score of 4.80 while mistrusts for others and feelings of loneliness each with a mean score of 4.00. Aluede (2006) outlined some common short term and long term consequences of bullying on victims to include depression, suicide, anxiety, anger, and feeling of insecurity, lack of trust, extreme sensitivity, poor self-image, mental illness, excessive stress and poor academic performance. Long term research has also shown that bullies are at increased risk to commit crimes later in life and develop anti-social personality disorders (Baran 2009).

4.4 Table 5 enumerates the association between bullying and students' academic performance
Table 5 shows the bivariate relationship between the effects of bullying and students overall academic performance. The test revealed that stress from bullying for both perpetuators and their victims and poor health as a result of the processes involved in bullying both has a negative relationship with CGPA although stress from bullying proofed to be the only statistically significant determinants ((p=0.520).

5. Conclusion
Bulling is a great monster in the Nigeria Tertiary Institutions today .Bulling is one way or another leads to depression. The entire academics output of colleges and universities in Nigeria given that it has many forms and can be done in many ways. Members of the Tertiary School Communities frequently manifest acts of bullying through passing foul statements on others, harassment, tormenting others, passing derogatory statements, ganging up or forming clichés, breaking friendships, spreading malicious rumors, isolating members from groups, provoking others, damaging other reputations, playing school pranks, teasing others. The worst among others is cyber bullying.

Bullying has a very serious negative effect on a student's academic achievement, more over on the social, emotional, psychological and economical life of members of the school communities both within and outside. Various attempts put up by government and an individual school to curb bullying has not yielded much fruit. It is therefore very pertinent to take a more indebt and look into this monster situation from different directions and overhaul the problem of bullying hence the need for this study becomes paramount. In the light of the study's findings the following recommendations are proposed:

1. Universities and colleges should develop code of conduct that encourage students to exhibit appropriate behaviours at all times.
2. Higher educational institutions in Nigeria and Cross River State in particular need to develop a sustainable system to redress for any act of bullying.
3. Anti-bully laws should be enforced in all tertiary institutions.
4. School authorities need to develop and mainstream Anti-Bullying policies into their system of operation.
5. The security units of tertiary institutions should be well armed and equipped for rapid response.
6. School counselors should be trained skilled and well equipped to handle cases of bullying effectively.
7. Telephone hotlines should be made available to all students within and outside the campus to report cases of bullying.
8. Appropriate dress code should be enforced on campuses.
9. Adequate surveillance should be carried out by school security agents at all times.
10. Team teaching should be encouraged.
11. Adequate and appropriate disciplinary measures should be taken against perpetrators of bullying and

justice secured for victims.
12. Tertiary institutions should be develop appropriate framework on bullying.

References

Ada, M. J. (1999), "Development and validation of administrative strategies for controlling disciplinary problems of secondary school students in Cross River State", *Unpublished Ph.D Thesis*, University of Nigeria, Nsukka.

Aluede, O. (2006), "Bullying in Schools: A Form of Child Abuse in Schools", *Educated Research Quarterly* 30(1), 37-49.

Anderson, C. A., Gentile, D. A., & Dill, K. E. (2012), "Pro-social, anti-social, and other effects of recreational video games, in D.G. Singer, & J. L. Singer (Eds.), *Handbook of children and the media (249-272).* Californi: Thousand Oaks.

Anderson, C. A., Shibuya, A., Iholi, N., Swing, E. L., Bushman, B. J. Sakamoto, A., Rothstein, H. R., & Saleem, M. (2010), "Violent Video Game Effects on Aggression, Empathy, and Prosocial Behavior in Eastern and Western countries: A Meta-Analytic Review", *Psychological Bulletin 136, 151-173.* http://dx.doi.org/10.1037/a0018251

Barlett, C. H., Branch, O., Rodeheffer, Ch., & Harris, R. (2009), "How Long Do The Short-Term Violent Video Game Effects Last? *Aggressive Behaviour 35, 225-236.* http:/dx.doi.org/10.1002/ab.20301

Batsche, George M., Knoff, H. M., (1994), "Bullies and Their Victims: Understanding a Pervasive Problem in the Schools", *School Psychology Review* 23 (2): 165-175.

Beran, T. (2005), "A New Perspective on Managing School Bullying: Pre-service Teachers' Attitude", *Journal of Social Sciences (Special Issue)* 8, 43-49.

Berger, K. S. (2014), "*Invitation to the Life Span"* New York: Worth Publishers: ISBN 1464172056

Bluemke, M., Friedrich M., & Zumbach, J. (2010), "The Influence of Violent and Non-Violent Computer Games on Implicit Measures of Aggressiveness", *Aggressive Behaviour* 36, 1-13.

Boxer, P., Huesmann, L. R., Bushman, B. J., O'Brien, M., & Moceri, D. (2008), "The Role of Violent Media Preference in Cumulative Development Risk for Violence and General Aggression", *Journal of Youth and Adolescence* 38, 417-428.

Brank, E. M., Hoetger, L. A., & Hazan, K. P. (2012), "Bullying", *Annual Review of Law and Social Science (Annual Reviews) 8, 213-230.* Doi:10.1146/annurev-lawsocsci-102811-173820. Retrieved 2013-10-28.

Bukoye, R.O., Adeoye, E.A. Usman, I.G. & Oyinloye, A. (2012), "Predisposing Factors for and Consequences of Youth Violence as Expressed By Undergraduates of some Universities in Nigeria: Implications for Counselling", A paper presented at the international conference organized by Counselling Association of Nigeria (CASSON) held at Obafemi Awolowo Univesity, Ile-Ife between 27th & 31st August, 2012.

Bushman, B. J., & Huesmann, L. R. (2012), "Effects of Violent Media on Aggression. in D. G. Singer, & J. L. Singer (Eds), *Handbook of children and the media (2ⁿᵈ ed., 231-248).* California: Thousand Oaks.

Cardemil, Alisha, R.; Cardemil, Esteban, V., O' Donnell, Ellen, H (2010), "Self-Esteem in Pure Bullies and Bully/Victims: A Longitudinal Analysis", *Journal of Interpersonal Violence (*Sage Publications) 25 (8): 1489-1502. Doi:10.1177/0886260509354579. Retrieved 2013-10-29.

Chalalala, O. R. (2011). http://hdl.handle net/10386/635 retrieved 1/5/2013

Ericson, N. (2001), "Addressing the Problem of Juvenile Bullying" OJJDP fact Sheet (FS-200127) (U.S Department of Justice: Office of Juvenile Justice and Delinquency Prevention) 27. Retrieved 2013-10-28.

Federal Ministry of Education (2007), "The National Strategic Framework for Violence Free Basic Education in Nigeria", Abuja, Federal Ministry of Education.

Hillier, et al (2010). Writing themselves in 3. Latrobe University. http:/www.latrobe.edu.au/ssay./assets/downloads/wti3-web-sml.pdf

Huesmann, L. R., & Kirwil, L. (2007), "Why Observing Violence Increases the Risk of Violent Behavior by the Observer". in D.J Flannery, A. T. Vazsony, & I. Waldman (Eds), *The Cambridge Handbook of violent behavior and aggression (545-570).* Cambridge: Cambridge University Press.

Gregson, S. (2013). Http://www.nteu.org.au/blog/ retrieved 1/5/2013.

Levinson, E. M. & Levinson, E. M. (2004), "Assessment of Bullying: A review of Methods and Instruments". *Journal of Counseling & Development* (American Counseling Association) 82 (4) 496-503. Doi:10.1002/j,1556-6678.2004.tb00338.x. retrieved 2013-1029.

Liepe-Lvison, K. & Levinson, M. H., (2005), "A General Semantics Approach to School-Age Bullying", *Review of General Semantics* 62 (1): 4-16.

ISRA (International Society for Research on Aggression) (2012), "Report of the Media Violence Commission" *Aggressive Behavior, 38, 335-341.* http.//dx.doi.org/10.1002/ab.21443.

Kosciw, J. G., et al (2010), "The 2009 national school Climate Survey: The Experiences of Lesbian, Gay,

Bisexual and Transgender Youth in our Nation's Schools", GLSEN.

Kumpulainen, K, (2008), "Psychiatric conditions associated with bullying", *International Journal of Adolescent Medicine and Health (national Center for Biotechnology Information.*

Nelson, E. D. (2001), "Qualitative Sociology", 24(83). doi:10.1023/A:1026695430820.1

Noa, D., Schwartz, R. S., & Elliot, G. P. (1999), "*Mobbing: Emotional Abuse in the American Workplace",* Civil Society Publishing, ISBN 978-0-9671803-0-4. Retrieved 2013-10-28.

Olweus, D., & Limber, S. (2010), "Bullying in School: Evaluation and Dissemination of the Olweus bullying prevention program", American Journal of Orthopsychiatry, 80(1), 124–134.

Patterson, G. (December 2005), "The Bully as Victim?" *Paediatrioc Nursing* 17 (10), 27-30 doi U10.7748/paed2005.12.17.10.27.c981.PMID 16372706.

Rothing, A., & Stine, HB, (2010) "Homelderance and Heterosexuality as Norwegian Values", *Journal of LGBT Youth* 7(2): 147-66.

Shelton, M. L. (2015), "Bullying behavior in the school Milieu" *Mediterranean Journal of Social Sciences* 6(1), 42-52.

Smokowski, P. R. & Kopsdz, K. H. (2005), "Bullying in School: An Overview of Types Effects, Family Characteristics, and Intervention Strategies", *Children & Schools 28(2), 101-110.*

"State Law Related to Bullying Among Children and Youth". U. s. Department of Health and Human Services – Health Resources and Services health and Human Services. Retrieved 2013-10-28.

Stale, E. 2003), "Bullying and Emotional Abuse in the Workplace", *International Perspective in Research and Practice,* Taylor & Francis. ISBN 978-0-415-25359-8. Retrieved 2013-10-29.

Steinfeldt, Jesse A., Vaughan, E. L.; LaFollette, J. R., & Steinfeldt, M. C. (2012), "Bullying Among Adolescent Football Players: Role of Masculinity and Moral Atmosphere", *Psychology of Men and Masculinity* (American Psychology Association) 13 94): 340-55353. Doi:10.1037/a0026645. Retrieved 2013-10-28.

Syiasha. "Presentation Bullying". Scribd. Scribd Inc. Retrieved 2013-10-28.

"The University of Manchester Dignity at work and study policy". The University of Manchester. January 2012. Retrieved 2013-10-28.

Thornberry, T., & Krohn, M. D. (2003), "Gangs and delinquency in developmental perspective",

Cambridge, Cambridge University Press, 2003.

"Those who can do. Those who can't bully." *Bully Online.* Tim F field. M Retrieved 2013-20-29.

Valerie E. B. (1989), "*Bullies and victims in schools: a guide to understanding and management",* Open University Press. ISBN 978-0-335-09542-1. Retrieved 2013 -20-29

Vreeman, R.C. and Carrol, A. E (2007), "A Systematic Review of School-Based Interventions to Prevent Bullying, *Achieves of Pediatric & Adolescent Medicine 161 (1), 78-88.*

Whitney, I., Rivers, I, Smith, P., Sharp, P., & Sharp, S. (1994), "The Sheffield Project: Methodology and Findings" in P. smith & S. Sharp (eds), *School bullying: Insights and perspectives (pp. 20-56).* London: Routledge

APPENDIX

Table 1. Demographic profile of the respondents

Variable	Frequency	Percentage (%)
Gender		
Female	163	54.0
Male	139	46.0
Total	302	100.0
Institution		
COEA	22	7.3
COEO	22	7.3
CRUTECH	101	33.4
MITU	26	8.6
SOHT	38	12.6
SON	44	14.6
UNICAL	49	16.2
Total	302	100.0
Residence:		
Hostel	212	70.2
Private	90	29.8
Total	302	100.0
Year of Study		
I	52	17.2
II	121	40.1
III	58	19.2
IV	71	23.5
Total	302	100.0
Religion		
Christianity	302	100.0
Age	X = 24.73	SD = 3.437
CGPA	X = 3.397	SD = 0.6944

Source: Field Survey, 2014/15

Table 2. Descriptive Statistics Forms of Bullying in Tertiary Institutions

	N	Minimum	Maximum	Mean	Std. Deviation
Sexual harassment among students	302	1.00	5.00	3.7881	.75249
Staff Sexual harassment of Students	302	1.00	5.00	1.8477	.83724
I use to have cultism threats	302	1.00	5.00	3.6821	1.06513
People are fun of calling me names that are not mine	302	1.00	5.00	2.7616	.96936
Threats from other students and staff	302	1.00	5.00	2.3940	1.12079
Verbal assault	302	1.00	5.00	3.8538	.98922
Malicious Rumor mongering/Gossips	302	1.00	5.00	3.7881	.75249
Physical violence	302	1.00	5.00	2.7616	.96936
Harsh teasing/Mocking others	302	1.00	5.00	3.7881	.75249
Damage of property	302	1.00	5.00	2.7616	.96936
Exclusion/Ignoring others on purpose	302	1.00	5.00	3.6821	1.06513
Constant criticism	302	1.00	5.00	3.8538	.98922
Insults	302	1.00	5.00	4.0530	.78005

Source: Field Survey 2014/15

Table 3. Descriptive Statistics Causes/determinants of Bullying in Tertiary Institutions

PERCIEVED CAUSES OF BULLYING	N	Minimum	Maximum	Mean	Std. Deviation
Family Predisposing Factors					
Our parent often disagree on issues and this often gives me joy as I use this opportunity to do what I want	302	4.00	5.00	4.0166	.12781
Single parental are seldom present in the house	302	3.00	5.00	3.1215	.47863
My parents often cheer me up when I beat up members of my peers	302	1.00	5.00	2.3536	1.04384
My parental have enough money but pay attention to other things and neglect our education	302	1.00	2.00	1.0932	.29136
Due to my poor socio – economic level of family, I want to me myself known by being notorious.	302	1.00	5.00	3.8662	.93881
My family income is so low that my school fees is always not paid on time	302	1.00	5.00	3.8758	.92187
I enjoy reading and listen to Crime – bursting literature and radio broadcast	302	1.00	5.00	4.5000	.93564
Internet sites and tv sections which show youth doing violent are enjoyable	302	4.00	5.00	4.2047	.40416
I enjoy watching pornographic films, so they take a lot of my reading time	302	4.00	5.00	4.0166	.12781
Personality Factors of Bullies					
It does not concern me about other people feelings	302	3.00	5.00	3.1215	.47863
I find it difficult to follow laid down rules	302	1.00	5.00	2.3536	1.04384
I want to be tough because I am not popular among peers	302	4.00	5.00	4.1968	.39865
Body and facial appearance attract bullying by me	302	2.00	4.00	3.4280	.73125
Have been a victim of bullying	302	1.00	4.00	3.2450	1.09342
I never bullied anyone before	302	2.00	5.00	3.7483	.83303
School Related Factors					
We have lot of time to spare because my school lacks facilities for practicals.	302	2.00	5.00	3.8675	1.16810
I am not interested in learning due to poor learning environments	302	1.00	5.00	3.6225	1.11613
One finds it difficult to discuss with staff of my school due to poor Staff/Students relationships	302	1.00	5.00	3.6192	1.41328
Our lecture time table is usually not out on time, so I do not report to school on time	302	1.00	5.00	3.4205	1.29687
I am in involved in many social groups on campus that they allow me little time for my studies	302	1.00	5.00	3.3675	1.22026

Source: Field Survey 2014/15

Table 4. Descriptive Statistics Effects of Bullying in Tertiary Institutions

	N	Minimum	Maximum	Mean	Std. Deviation
I feel unsafe and miss some lecture	302	302	1.8	4.8	3.399
Bullying experience brought me poor health leading me to perform poorly in a particular semester	302	302	2.00	5.00	3.4139
Feeling of loneliness due frequent experience of bullying in my school	302	302	2.00	4.00	3.1325
I have develop mistrust for others and cannot work with them	302	263	2.00	4.00	2.9658
Stress for both perpetrators and victims	302	280	1.00	5.00	2.3536
Low self-esteem for victims	302	302	2.00	5.00	3.8709
Poor social adjustments	302	302	2.00	5.00	3.5695
Bullying has been seen to create destruction of lives and properties, inability to fulfil destinies and family instability	302	302	2.00	5.00	4.0033

Source: Field Survey 2014/15

Table 5. Correlation between Forms, Causes and Effects of Bullying

		CGPA	CCB1	CCB2	CCB3	CCB4	CCB5	CCB6	CCB7	CCB8
CGPA	Pearson Correlation	1	.013	.027	.075	-.039	-.003	.006	.005	.006
	Sig. (2-tailed)		.828	.644	.223	.513	.952	.919	.937	.919
	N	302	302	302	263	280	302	302	302	302
CCB1	Pearson Correlation	.013	1	-.390**	.060	.024	.086	-.204**	.305**	-.204**
	Sig. (2-tailed)	.828		.000	.332	.695	.136	.000	.000	.000
	N	302	302	302	263	280	302	302	302	302
CCB2	Pearson Correlation	.027	-.390**	1	-.101	-.113	.366**	.405**	.367**	.405**
	Sig. (2-tailed)	.644	.000		.101	.059	.000	.000	.000	.000
	N	302	302	302	263	280	302	302	302	302
CCB3	Pearson Correlation	.075	.060	-.101	1	-.180**	-.013	-.032	-.011	-.032
	Sig. (2-tailed)	.223	.332	.101		.005	.839	.608	.863	.608
	N	263	263	263	263	243	263	263	263	263
CCB4	Pearson Correlation	-.039	.024	-.113	-.180**	1	-.006	.007	-.034	.007
	Sig. (2-tailed)	.513	.695	.059	.005		.919	.907	.570	.907
	N	280	280	280	243	280	280	280	280	280
CCB5	Pearson Correlation	-.003**	.086	.366**	-.013	-.006	1	.772**	.942**	.772**
	Sig. (2-tailed)	.052	.136	.000	.839	.919		.000	.000	.000
	N	302	302	302	263	280	302	302	302	302
CCB6	Pearson Correlation	.006	-.204**	.405**	-.032	.007	.772**	1	.609**	1.000**
	Sig. (2-tailed)	.919	.000	.000	.608	.907	.000		.000	.000
	N	302	302	302	263	280	302	302	302	302
CCB7	Pearson Correlation	.005	.305**	.367**	-.011	-.034	.942**	.609**	1	.609**
	Sig. (2-tailed)	.937	.000	.000	.863	.570	.000	.000		.000
	N	302	302	302	263	280	302	302	302	302
CCB8	Pearson Correlation	.006	-.204**	.405**	-.032	.007	.772**	1.000**	.609**	1
	Sig. (2-tailed)	.919	.000	.000	.608	.907	.000	.000	.000	
	N	302	302	302	263	280	302	302	302	302

**. Correlation is significant at the 0.01 level (2-tailed).