

EFFECT OF EMOTIONAL FLOODING COUNSELLING TECHNIQUE ON BULLYING BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN NIGER STATE, NIGERIA

Dr. Hajara Mohammed, Abdulkadir R. Manma

Department of Special Education, Niger State College of Education, Minna.

Email: contacthajara@gmail.com

Abstract

The purpose of this study was to establish the effect of emotional flooding counselling technique on bullying behaviour of secondary school students in Niger State, Nigeria. The problems of this study were “bullying behaviour which is a serious obstacle that affects students’ academic progress and source behaviour delinquency”. Research questions and hypotheses were stated. The scope covers Tunga and Limawa secondary schools Minna. quasi-experimental design, descriptive and inferential statistics were adopted. The population 1,201 was purposively selected through student’s portfolio and simple random sampling for sample size of 60. Bullying Behaviour Questionnaire was used. Mean score was used to answer research questions and t-test for the test of hypotheses. Findings of the study revealed that the mean response of the bullying students before treatment with emotional flooding counselling technique was higher than the mean response after treatment. It was recommendation that, same study should be repeated to alleviate bullying.

Keywords: Bullying behaviour, emotional flooding counselling technique

Introduction

Some secondary school students in Niger State are threatened with bullying behaviour in greater number as observed by the researchers during teaching practice supervision. And it interrupted teaching and learning processes causing academic backwardness, failure, withdrawal and school dropout to such students. The situation of bullying behaviour at any level leads to social problems. Bullying is a physical confrontation or intimidation which is commonly practice among secondary school students. Bullying is a nasty action aimed at causing physical and psychological harm to individuals who are weaker and cannot defend themselves. The act of bullying also includes; insult. Students who bully others are often aggressive to behaviours that are typically normal from well-established rules and

conform to the standard of norm and values of the society. They also developed biologically normal but at times are emotionally disturbed due to psychological related reasons or act of malice which make them not to conform to the values and norms of the society. They do not obey and recognize people in authorities and pervasively seemed unhappy (James Baldwin 2021).

It has been observed by the researchers that during the school hours, some students are found outside the school premises engaged in bullying, some lingered about to dodge school in respect of class punishment as a result of bullying. Some students who are bullied and lack power to retaliate also dodged school in fear of being bullied again. Some bullied students stayed at home for proper medication as a result of

injury sustained at the time of bullying. As such, these students are prone to school truancy which might led them to academic learning difficulties, backwardness and failure. This situation might prompt them to plan for examination malpractice at any cost since they cannot cope up academically. Most students bullied each other in the classroom and interrupted teaching and learning processes which also impacted negatively on their academic and social activities.

A case of bullying was observed by the researcher during teaching practice supervision on Monday, 7 March 2018 in a secondary school Anguwar Daji Minna and distracted the general lesson for more than an hour because the junior student was injured seriously. This makes bullying behaviour to interfere with students' academic performance and led to both teaching and learning backwardness. Both the student who bully and the victim suffered the consequences of the bullying behaviour. When students bullied each other at school and left the school for home unresolved, it could break the relationship between their families, generate conflict, and possibly become a social problem to that community. The act of bullying is a serious obstacle that make the students to confidently transit to various sets of undesirable and deviant behaviours such as: disrespect, truancy, stealing, drug abuse and addiction, destruction of valuable properties, sexual scandal and armed robbery among others.

Problem of bullying is a longtime phenomenon in Nigeria because discussions with parents and other individuals revealed personal experiences of bullying during their school days. The problem has probably been ignored or regarded as a normal rite of passage. Most

school bullying cases are not officially reported to the right authorities to keep proper records of the students who portray such acts for the purpose of authentic intervention. It is not only secondary school students experienced this terrible ordeal but other individuals also engaged in bullying behaviour such as; political leaders, professionals and virtually, anyone could fall prey to it. Nowadays, bullying has appeared to be increasingly worsening, causing problems for families of the student who bully their education and social environments (Giovazolias, 2010). Some students who are being bullied and have no or less physical strength to retaliate plan to use hard drugs, smoke and drinks such as; power horse, India humps, marijuana and others. Unfortunately, the side effects of these drugs may gradually transit them to mental disorder which may root both health and social setbacks.

Statement of the Problem

The problem of this study was that bullying behaviour is a serious obstacle that interrupts effective teaching and learning processes and diverted the attention of the learners sourcing academic backwardness and failure. This situation creates social problems in Nigeria schools and entire society. To this effect, Juvonen (2011) opined that student who bully others and victims of bullying have lower academic performance, higher academic learning difficulties and higher rates of school absences. Another problem was that, the consequences of bullying behaviour on general school climate on the right of students to learn in a safe environment without fear is not achieved in the bullying environment. Further problem was that, corporal punishment, suspension and expulsion are typically used in secondary schools to deter future occurrence of bullying behaviour, but often found in-

effective as it triggered another deviant behaviour.

Purpose of the Study

The purpose of this study is to;

1. Apply emotional flooding counselling technique on bullying behaviour of secondary school students. And to
2. Established the effects of emotional flooding counselling technique on bullying behaviour of secondary school students in Niger State.

Research Questions

The following research questions are raised and guided the study.

1. What are the mean differences of the bullying behaviour of secondary school students in the pretest and posttest?
2. What is the difference in mean response of bullying behaviour of secondary school students in the experimental and control groups?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

H₀₁: There is no significant difference in bullying behaviour of secondary school students in pretest and posttest.

H₀₂: There is no significant difference in bullying behaviour of secondary

school students in experimental and control groups.

Significance of the Study

The findings of this study is of great relevance to the following stakeholders; students, teachers, parents, counsellors, researchers, government and individuals.

Students who were treated with emotional flooding counselling technique were taught and learnt new cognitive skills of resolving their psychological and sociological disturbances that sourced bullying behaviour. It is believed that they can serve as a role model to other students who bully others and were not opportuned to be exposed to this emotional flooding counselling technique to change their bullying behaviour.

Scope of the Study

The study focused on the effects of emotional flooding counselling technique on bullying behaviour of secondary school students in Niger state. To minimize the problem of over population that might negatively affect effectiveness of the counselling process, the study is limited to two (2) secondary schools where it is assumed that bullying cases are mostly practiced. The two (2) secondary schools are; Government Day Secondary School Limawa, Minna and Government Science Secondary School Tunga, Minna.

Review of Related Empirical Studies

It was revealed in research findings by Plomin (2012) that neighbourhoods provide opportunities for bullying behaviour. The presence of gangs and illegal markets, particularly drug distribution network, not only provide high levels of exposure to bullying, but violent role models. Single parent families, ineffective parenting, high dropout rates, high adolescent pregnancy rates and substance abuse are all models learnt from the neighbourhoods. Plomin (2012) also asserted that neighbourhood areas with high rate of concentrated poverty, the critical future of such neighbourhood is more directly related to the high rates of bullying as a result of absence of any effective social or cultural organizations in

those neighbourhoods. It is therefore, difficult to establish common values or norms.

Illegitimate enterprises and gangs emerge in these neighbourhoods such as; bet 9ja, alcohol vendors, night clubs and others, impact on behaviour of adolescents because the neighbourhood has no effective means of resisting such activities. Though not all poor neighbourhoods are disorganized however, and those that are effectively organized have low rates of children with bullying behaviour, crime and substance use. Poverty is linked to violence through disorganized neighbourhoods. The effect of living in such neighbourhoods can be devastating on the family's attempt to provide a healthy, conventional upbringing for their children.

In another study of envy and bullying by Shoeck (2017), lamented that envy is at its most intense when people are almost equal. He explained that an envious person does not want the attributes or possessions of another person; they want to ensure that other people do not enjoy their possessions or get to use their abilities or attributes. He traced the origin of this view, and presented that some bullies, at least, will need good social cognition and theory of mind skills in order to manipulate and mingle with others. Inflicting suffering in subtle and damaging ways need to be avoided. Competition for the attention of boys/girls or significant adults is often at the root of much school bullying. In developing new policies and practices to reduce bullying, a decrease in instances of bullying was demonstrated to be associated with positive adult role modeling, parents meeting most involve all of their children's friends, positive home environment, and increased positive social supports (Pontzeer, 2009). It has also been

widely discussed that children's bullying behaviour is heavily influenced by their intense desire to be accepted by their peers primarily with other children who bully.

Theoretical Framework

Conflict Theory of Bullying propounded by Hutchinson and Bauma (2011) anchored this study. It is predominantly about inequality, imbalance of power, and instances of oppression. Conflict theory can be applied on a large or small scale to study group-based patterns of inequality of power as well as on the small individual and how it affects human behaviour. In addition, conflict theory raises issues of status in considering human diversity, all relating back to the social justice mission. It is learned from this theory that, when there is social injustice the outcome of it leads to bullying through aggression. When the parents are not just in some family affairs among their children or wards; when the teachers are often bias during and after teaching processes and other academic tasks and the school management is also subjective in times of disciplinary action taken can lead to students bullying. Even among the students who occupied the seat of prefects utilized such power to oppress their mates who are unfortunate to be in that position leading to bullying.

Research Design

The design of this study was quasi-experimental design (pretest posttest). The design helped to identified the level at which the counselling technique has effect on student's bullying behaviour.

Population of the Study

The target population was 1, 201 bullying students in both secondary schools and drawn through the student portfolio and behaviour checklist with the help of the class teachers.

Sample and Sampling Technique

Simple random sampling technique was used to select 60 bullying students for the study from the target population of (1,201). Thus, 30 respondents were selected from each school. Limawa in control group, and Tunga in experimental group marking total number of 60 respondents.

Instrumentation

One instrument was developed by the researchers titled "Bullying Behaviour Questionnaire" (BBQ). The BBQ has two variants namely; Pretest Bullying Behaviour Questionnaire (PREBBQ) and Post-test Bullying Behaviour Questionnaire (POSTBBQ). The two versions are similar except that the order of arrangement of the items differed. The BBQ is in two (2) sections; Section A is demographic data and section B is the items which are 30 in number to elicit fact response of students on their bullying behaviour. The instrument was structured in 4-points Likert rating scale which was administered to the bullying students in both experimental and control groups. Though, only the respondents in the experimental group were treated with emotional flooding counselling technique.

Treatment Procedure

A copy of each instrument was given to each research assistant with detail explanations for one week before administration of the instruments. The research assistants provided detailed explanation on how to respond and read the instructions explicitly to them before commencement. instruments were distributed to the respondents and 50 minutes was the time allowed. the

instruments were retrieved from the both groups at their various schools. Emotional flooding counselling technique was provided to the respondents in the experimental group for nine (9) different sessions of counselling with the help of the two research assistants. They were given the counselling manual two days before commencement of the counselling session. After nine (9) counselling sessions the questionnaire was re-administered to both respondents in the two (2) groups as (post-test) to ascertain the effectiveness of emotional flooding counselling technique on bullying behaviour of secondary school students in Niger State.

Measures of Controlling Extraneous Variables

Population of the study were purposively chosen to acquired target population and simple random sampling technique was used to select manageable sample size of the study. Examination halls were used for the counselling session and the periods were adequately adjusted. All these are measures adopted to control extraneous variables.

Method of Data Analysis

Both Descriptive and Inferential Statistics were used for data analysis. Mean statistic was used to answer research questions and t-test of independent sample was used to test the null hypotheses.

Results

Research Question 1: What is the differences in bullying behaviour of secondary school students in pretest and posttest?

TABLE 1: Bullying Behaviour of Students in pretest and posttest N=60

S/N	Statement	Pre-test Mean	Post-Test Mean
1.	I am aggressive to normal behaviour.	3.23	2.85
2.	I punch students in my school even when they did not hurt me.	3.03	2.92
3.	I threaten to beat up students in my class.	3.42	2.60
4.	I make fellow students to laugh at others by my funny jokes.	3.45	2.77
5.	I intimidate younger students in my school and collect their lunch.	1.80	2.38
6.	I do things to make others feel humiliated.	3.18	2.92
7.	When I suspect a student that may give me problem, I hit him/her first.	2.47	2.53
8.	I use my physical strength to intimidate others.	2.27	2.20
9.	I send messages on social media to harass my other students.	3.53	2.55
10.	I feel so fulfilled when I bullied others.	2.42	2.43
11.	When students are arguing in the classroom, I urged them to fight.	2.18	2.67
12.	I fight for my right.	3.57	2.92
13.	When the bullied is speechless, I continue to bully him/her.	2.98	2.55
14.	During break period, I force other students to give me my share.	2.85	2.55
15.	If a fellow student defeated me during sport, I look for how to deal with him/her.	2.20	2.20
16.	Pinching fellow students is normal to me.	1.82	2.55
17.	Some underachievers students in the class deserved to be mocked.	3.65	2.58
18.	The way I look at the opposite sex in school, make them uncomfortable.	3.75	2.90
19.	I slapped people in my class without thinking.	2.03	2.05
20.	I abused my classmates to provoke them.	3.05	2.63
21.	I forcefully collect money from my classmates.	3.40	3.12
22.	I usually took another student's belonging forcefully.	2.90	2.88
23.	I compelled brilliant students in my class to show me their homework.	3.13	2.57
24.	Students that cover their work during exams regret it because I don't spare them.	2.92	2.33
25.	I gave students who failed to answer questions in the class nicknames.	3.48	2.87
26.	I laughed whenever I have been punished because I don't feel it.	3.10	2.77
27.	If I should be a school prefect, students will regret it.	2.57	2.43
28.	My group of friends are good in teaming up to attack others.	2.40	2.28
29.	I laughed at teachers' mistake.	2.68	2.52
30.	Getting my school uniform torn after a fight, doesn't bother me.	3.50	2.82
	Overall Mean	2.90	2.61

Table 1 presents data in respect to the bullying behaviour of secondary school students in the pretest and posttest. The overall mean response before treatment with emotional flooding counselling technique (pretest) is 2.90 while the overall

mean response after treatment with emotional flooding counselling technique (posttest) is 2.61. This indicates that mean response before treatment with emotional flooding counselling technique was higher than the mean response after treatment.

Therefore, there is significance difference between the mean scores of pretests and posttest. Research question one is answered by the indications of overall mean responses in the above table 1.

Research Question 2: What are the differences between the mean response of bullying behaviour students in the experimental and control groups?

TABLE 2: Mean score of bullying behaviour of students in the experimental and control groups N=60

S/N	Statement	Experi- mental	Control
1.	I am aggressive to normal behaviours.	2.85	2.90
2.	I punched students in my school even when they did not hurt me.	2.92	3.30
3.	I threaten to beat up students in my class.	2.60	3.03
4.	I make fellow students to laughed at others by my funny jokes.	2.77	3.00
5.	I intimidated younger students in my school and collect their lunch.	2.38	2.65
6.	I do things to make others feel humiliated.	2.92	3.02
7.	When I suspected a student that may give me problem, I hit him/her first.	2.53	2.93
8.	I use my physical strength to intimidate others.	2.20	2.52
9.	I send messages on social media to harass my mates.	2.55	2.82
10.	I feel so fulfilled when I bullied others.	2.43	2.52
11.	When students are arguing in classroom, I urge them to fight.	2.67	3.07
12.	I fight for my right.	2.92	3.22
13.	When the bullied is speechless, I continue to bully him/her.	2.55	2.65
14.	During break period, I urged other students to give my share.	2.55	3.00
15.	If a fellow student defeated me during sport, I looked for how to deal with him/her.	2.20	2.30
16.	To pinch fellow students is a normal behaviour to me.	2.55	2.85
17.	I mocked some underachiever students in the class.	2.58	3.18
18.	The way I looked at the opposite sex in the school, make them uncomfortable.	2.90	3.12
19.	I slapped people in my class without thinking.	2.05	2.42
20.	I abuse my classmates to provoke them.	2.63	2.88
21.	I forcefully collect money from my classmates.	3.12	3.43
22.	I usually took another student's belonging forcefully.	2.88	2.82
23.	I compelled brilliant students in my class to show me their homework.	2.57	2.75
24.	Students that cover their work during exams regret it because I don't spare them.	2.33	2.72
25.	I give students who fail to answer questions in class nicknames.	2.87	3.08
26.	When teachers punished me, I just laughed because I don't feel it.	2.77	2.95
27.	If I should be a school prefect, students will regret it.	2.43	2.50
28.	My group of friends are good in teaming up to attack others.	2.28	2.78
29.	I laughed at teachers' mistakes.	2.52	2.83
30.	Getting my school uniform torn after a fight, doesn't bother me.	2.82	3.15
	Overall Mean	2.61	2.88

Table 2 presents data in reference to the bullying behaviour of secondary school students in experimental and control groups respectively. The overall mean response for the experimental group (treatment) 2.61 while the overall mean for the control group (untreated) is 2.88. This indicated that the mean response was higher for the control group than the experimental group after

treatment with emotional flooding counselling technique.

Hypotheses

H₀₁: There is no significant difference in bullying behaviour of secondary school students in Niger State between the pre-test and post-test scores of the experimental group.

TABLE 3: t-test on difference in bullying behaviour of Secondary School Students in the pre-test and post-test experimental group responses

Group	Number	Mean	SD	Df	t-value	Sig(2-tailed)	Decision
Pre-test	30	2.90	0.17	118	4.779	.000	Rejected
Post-test	30	2.61	0.43				

The analysis on table 3 was carried out to determine whether secondary school students in the experimental group differed significantly in bullying behaviour before and after treatment with emotional flooding counselling technique. A significant value of .000 (less than the 0.05 level of significance) revealed that there is significant difference. The hypothesis is therefore rejected. This

confirmed that there is significant difference in bullying behaviour before and after treatment with emotional flooding counselling technique among secondary school students in Niger State.

H₀₂: There is no significant difference in bullying behaviour of secondary school students in experimental and control groups.

TABLE 4: t-test on difference in bullying behaviour of secondary school students between the experimental and control groups.

Group	Number	Mean	S.D.	Df	t-value	Sig(2-tailed)	Decision
Control	30	2.88	0.26	118	4.127	.000	Rejected
Experiment	30	2.61	0.43				

The analysis on table 4 was carried out and determined whether secondary school students in the experimental and control groups differed significantly in bullying behaviour. A significant value of .000 (less than the 0.05 level of significance) illustrated that there is significant

difference. The hypothesis is therefore rejected. This infers that there is significant difference in bullying behaviour of the students in the control and experimental groups.

Discussion of Findings

The first finding of this study was answer to research question one and it revealed the overall mean responses of the two groups before treatment with emotional flooding counselling technique as indicated in table 5 as follow; 2.90 and 2.88. This confirmed that both respondents in the experimental and control groups engaged in bullying behaviour before treatment with emotional flooding counselling technique including all categories of students in the boarding houses and day. That was the reason why bullying behaviour has assumed worrying dimensions in recent times especially with the surge in social media activities where people hide behind the veil of internet to assault others. In some reports, some persons have committed suicide after being subjected to online bullying. It is therefore significant that the counselling tool of emotional flooding has been found to be effective in dealing with the scourge.

The second findings of this study answered research question 2. It was disclosed that the mean response of respondents in the experimental group after treatment with emotional flooding counselling technique was lower than that of respondents in the control group with the following figures; experimental group 2.61 and control group 2.88. This is an indication that emotional flooding counselling technique is effective in changing students' bullying behaviour.

The first test of hypotheses illustrated that the differences between bullying behaviour of respondents before and after subjecting them to emotional flooding counselling technique was significant. In addition, this reinforces the position that emotional flooding is effective in improving the bullying behaviour of students. This finding corroborates with Ayodele and Nwosu (2011) that revealed significant differences

between the pre and posttest mean scores of the participants in the treatment group and those in the control group. Morris (2015) provided findings that prove effectiveness of the emotional flooding and recommended that counselling technique should be used on behaviour other than posttraumatic and anxiety disorders.

Second test of hypotheses established that bullying behaviour was higher for the control group than the experimental group. The test of hypotheses clearly expressed that there were significance differences in bullying behaviour of the respondents in the control and experimental groups in favour of the experimental group. The respondents in the control group who were not subjected to any form of counselling were found not to show any improvements in their bullying behaviour. However, respondents in the experimental group who were subjected to the treatment with emotional flooding counselling technique showed marked improvement in bullying behaviour. The experimental finding therefore, affirmed the effectiveness of the counselling technique in effecting a change in the bullying behaviour of secondary school students.

In line with this finding, Heuts and Breukelen (2011) carried out a study on effectiveness of Emotional Flooding/Exposure Therapy using in-vivo approach on students with fear of movement/injury and found that improvement in fear of movement or injury occurred only during the exposure and that there was decrease in fear of movement/injury. The study's findings further uphold the assertions of Johanna and David (2011) that found imaginal exposure in emotional flooding quite effective in modifying the behaviour of bullying students and findings revealed usefulness of the approach.

Conclusion

Bullying is a pervasive problem that affects secondary school students most. It has associated short-term and long-term negative consequences. If bullying behaviour is not adequately addressed, it will continue to create social problems in the schools and the society. Therefore, issues related to bullying in schools should be treated with emotional flooding counselling technique.

Recommendations

In view of the study's findings and conclusion, the following recommendations were made:

1. Further studies should be conducted using emotional flooding counselling technique on bullying behaviour among bullying pupils\students across all schools.
2. Emotional flooding counselling technique should be used on other deviant behaviours other than bullying.
3. More male students should be used in experimental group than female students.
4. More boarding students should be used in experimental group.

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