

BULLYING AND HELP-SEEKING BEHAVIOUR AMONG VICTIMS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Bullying and Help-Seeking Behaviour Among Victims" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

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Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined bullying and help-seeking behaviour among victims, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of bullying; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with bullying and help. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 406 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 383 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.12). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.461$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.32, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.32$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on bullying.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of bullying and help-seeking behaviour among victims is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Scholars have long recognised bullying as a critical determinant of outcomes in guidance and counselling. Within Lagos State, the country's most populous commercial hub, the dynamics of bullying are observed in their starkest form. An examination by Bello and Umeh (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Comparative work by Famuyide and Ogunlana (2022) across several states uncovered a consistent pattern linking bullying with help. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

bullying occupies a prominent position in contemporary debates about help and national development. The socio-cultural diversity of Nigeria implies that responses to bullying must be differentiated rather than uniform. Research by Bello and Bakare (2021) using mixed methods provided particularly rich insight into the mechanisms connecting bullying and help. Accordingly, there is a growing consensus that deliberate policy action is required. Findings reported by Bamgbose and Bakare (2018) observed that respondents with greater exposure to bullying recorded markedly different results. Such findings reinforce the argument that bullying deserves a place of priority on the development agenda. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

A growing corpus of literature draws attention to the pivotal role of bullying in shaping developmental trajectories. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which bullying unfolds. The work of Bamgbose and Bakare (2023) extended earlier analyses by demonstrating that help reinforces the effects of bullying. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Findings reported by Bakare and Ogbeide (2018) observed that respondents with greater exposure to bullying recorded markedly different results. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

A growing corpus of literature draws attention to the pivotal role of bullying in shaping developmental trajectories. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which bullying unfolds. An examination by Osinachi and Oyelaran (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics is a situation that demands urgent and coordinated