

BULLYING IN SECONDARY SCHOOLS AND VICTIMS' SELF-ESTEEM

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY, FACULTY OF
SOCIAL SCIENCES, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN PSYCHOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Bullying in Secondary Schools and Victims' Self-Esteem" 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.

PROJECT SUPERVISOR

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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Psychology, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined bullying in secondary schools and victims' self-esteem, 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 secondary. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 404 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 377 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 = 3.08). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.551$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.7, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.03$, $p > 0.05$). 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.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Bullying	14
2.1.2 Concept of Secondary	15
2.1.3 Concept of Schools	17
2.2 Theoretical Framework	19
2.2.1 Technology Acceptance Model	19
2.2.2 UTAUT	20
2.2.3 Diffusion of Innovation Theory	21
2.2.4 Systems Development Life Cycle	22
2.3 Empirical Review	23
2.3.1 Early Studies on bullying	24
2.3.2 Recent Nigerian Evidence on bullying	25
2.3.3 Bullying and secondary	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39

3.8 Ethical Considerations	40
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.1 Data Presentation	42
4.2 Demographic Characteristics of Respondents	43
4.3 Analysis of Research Questions	43
4.4 Test of Hypotheses	44
4.5 Discussion of Findings	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	50
5.1 Summary	50
5.2 Conclusion	51
5.3 Recommendations	51
5.4 Suggestions for Further Studies	52
REFERENCES	53
APPENDIX	55

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	40
Table 3.2: Validity and Reliability of the Research Instrument	41
Table 4.1: Gender Distribution of Respondents	48
Table 4.2: Age Distribution of Respondents	48
Table 4.3: Educational Attainment of Respondents	48
Table 4.4: Weighted Mean Analysis of Research Question One	49
Table 4.5: Weighted Mean Analysis of Research Question Two	49
Table 4.6: Correlation Summary between the Independent and Dependent Variables	49
Table 4.7: Independent Samples t-test by Gender	49
Table 4.8: Chi-square Test of Association	49

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Psychology Research Context	41
Figure 4.1: Gender Distribution of Respondents	48
Figure 4.2: Age Distribution of Respondents	48

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of bullying in secondary schools and victims' self-esteem 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.

bullying occupies a prominent position in contemporary debates about secondary and national development. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of bullying. Research by Musa and Ogbeide (2021) using mixed methods provided particularly rich insight into the mechanisms connecting bullying and secondary. These developments carry important implications for policy and practice in psychology. Research by Bello and Bakare (2021) using mixed methods provided particularly rich insight into the mechanisms connecting bullying and secondary. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

bullying occupies a prominent position in contemporary debates about secondary and national development. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream bullying into routine governance. Evidence assembled by Ekwueme and Ibrahim (2015) across twelve states underscored the heterogeneity of outcomes linked to bullying. Such findings reinforce the argument that bullying deserves a place of priority on the development agenda. Comparative work by Nwosu and Eze (2022) across several states uncovered a consistent pattern linking bullying with secondary. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. 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. Evidence assembled by Nwosu and Eze (2015) across twelve states underscored the heterogeneity of outcomes linked to bullying. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Studies conducted within the West African subregion by Aderemi and Olawale (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of bullying cannot be overstated, given its demonstrable link with secondary. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Scholars have long recognised bullying as a critical determinant of outcomes in psychology. Evidence from national agencies indicates that bullying has grown considerably in recent times, underscoring the need for systematic inquiry. A notable study by Kalu and Chukwu (2017) argued that the impact of bullying is substantially mediated by the quality of institutions. For practitioners, the practical significance of bullying cannot be overstated, given its demonstrable link with secondary. A notable study by Chukwu and Obiora