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Adequate use of Sports Administration: Implications in the Control of Bullying in the "Most Preferred" Secondary Schools in South–East Nigeria

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Abstract - In Nigeria despite parents zeal and enthusiasm to send their children and wards to school, bullying among secondary schools tend to constitute one of the major persistent unresolved problems of these parents. Bullying in schools, especially in the most preferred secondary schools e.g. Federal Government Colleges and reputable Mission schools, need to be researched into Bullying has effect both on the bully and the bullied. This research therefore investigated the prevalence of bullying among the "most preferred" secondary schools in South -East of Nigeria, focusing on boys only mission schools; girls only Federal schools and mixed (Boys and Girls) Federal school. The purposive sampling method was used to select six secondary schools in the South - East of Nigeria. A sample of three hundred and seven (307) students were randomly selected from the six schools. The research instrument used was the structured questionnaire with reliability co-efficient of 0.72. It was designed to elicit information on the questions formulated to guide the study. The data collected was analyzed using Mean difference, t – test and ANOVA. The results showed a high prevalence of bullying in Federal schools, than Mission schools. It also revealed that girls bully more than boys. Finally the study revealed that the highest prevalence of bullying is in mixed Federal secondary schools, than in the Mission schools where students were exposed to more sports activities than in Federal schools. Based on the findings, recommendations were made to school authorities in mixed federal schools not to treat bullying with levity. Intensification of use of sports activities and behavioral Counseling and Talks were recommended, in mixed federal schools, to counsel both the bully and the bullied.

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I. Introduction

Most parents are scared to send their children or wards to school because of bullying that persist in schools. Hence bullying in schools is today s seen as a social problem that deserves a radical solution. Bullying can manifest in diverse ways or formsuch as hitting, kicking and verbal aggression, like insults, threats and sexual harassment, all these could be categorized as "direct form of aggression. The indirect form of bullying could be described as "the covert manipulations of social relationships aimed at hurting the feelings and psyche of the bullied by the bully e.g. gossiping and rumor mongering; exclusions or ostracization and other forms of victimizations. Today the use of cell phones (Information Technology) tends to have made the convert aspect of bullying even worse, with the emergence of cyber bullying; this involves the use of internet or text messages to cause distress to the bullied individuals (Olweus, Pelper and Ruibin 1991).

Bullying in schools therefore is an area of serious concern to parents and the society at large, since schools are supposed to serve as institutions designated for transferring of knowledge and culture from one generation to another. This explains why most parents can go to any length to ensure that their children and wards are placed in schools were bullying is preferably non-existent. Secondary schools in high demand by parents are those were they feel the school administrators and managers are firm and rigid about bullying coupled with academic excellence, such as Mission schools and Federal Government Schools. Unfortunately these expectations of parents are gradually and steadily being dashed.

In a good school there ought to be mutual growth and understanding nurtured between students and students; teachers and students etc. A conducive learning environment is necessary for balanced academic achievement, which of cause can never be realized without adequate administration of sports activities alongside academic pursuits in these "Most Preferred Secondary Schools".

According to Alagbu (2010) he emphasized that when one observes very closely the type of training given to our children at secondary school level; one would discover that they pass through school without availing themselves of the most important aspect of the educational process, which is offered through sports/Physical Education. Hence majority of them lack the social, emotional, physical and sports skills, to

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enable them manage their leisure times. Bullying often time is a product of idleness, which supports the saying that, "idle mind is usually the devils workshop". When students are kept actively/positively busy through Sports and Physical Education, they will definitely think less of bullying each other. Furthermore Ominu (2011) stressed the point that there is no gain saying the fact that games and Sports can help enhance the socialization of the Nigerian youths through comradeship and group interaction, cooperation, healthy competitions and rivalry, service to others etc. She went further to say that more importantly sports serves as an avenue for youths (students) to release energy, thereby keeping them busy and reducing their tendency for delinquency. Okunnbor & Awosika (2001) in the same vein said that during sporting activities (students) can imbibe certain socially approved or desirable virtues such as honesty, empathy, consideration for others. They went further to say that in sports activities and engagements people are encouraged to consider others, being empathetic by always putting themselves in the position of others. Hence they learn how to live together as one, void of most delinquent acts such as bullying. Furthermore according to Mgbor & Ogbonna (2010) they said that sporting activities and programmes provide individuals or persons regardless of age, gender, race, cultural background or ability, avenue to acquire physical skills, mental development and social attitudes and orientations needed to attain optimal potentials in life. They went further to say that through adequate sports administration, youths (students), social interactions and network increases by building harmonious relationships among themselves which translates to permanent friendships. There are certain factors that can affect teaching and learning process in schools, they include intelligence, interest, child growth, violence in school, the home background etc. Adequately administered sports activities in schools will help schools tackle these factors, and in the end make the school impact the desired change expected in the learners, including the set goals of such institutions (Aluede, Adeleke, Omoike and Afen-Akpaida, 2008).

Bullying could be described as the use of strength or stature to humiliate, inflict injury or intimidate another individual who is not so strong. It is a form of violence in schools, which consists of repeated acts over time involving a real or perceived imbalance of power with the more powerful individual or group abusing those who are less powerful (Wikipedia 2010) Bullying may be said to affect the climate of the school and the right of students to learn in a safe and conducive environment without fear, and the ability of students to learn to the best of their abilities) (Peppler and Craig 2000).

Bullying according to Mcleilan (2003) could be defined as the use of power and aggression to cause distress or control another. It is a willful conscious desire to hurt another and put him/her under stress. The stress is created not only by what actually happens but also by the fear of what might happen next.

It is therefore the opinion of this paper that since sports is considered as a part of people's way of life, through sports participation, such strong boys and girls are offered Positive Avenue to utilize their enormous energies towards something good, instead of bullying. Sports activities adequately planned and administered within the school education programme, offers the children (youths) the opportunity of developing their cognitive, affective and psychomotor domains simultaneously, thereby resulting to the production of balanced individuals, which is the expectations of the parents who clamour and insist on their children attending those "Most Preferred" secondary schools like Federal Government Colleges and Mission Schools.

It must be noted however, that adequate administration of sports in the context of this paper, does not suggest, complete adequacy of sports facilities, supplies and equipment; but rather that, these Mission schools as a matter of policy/principles and routine practice, enforce and insist that all their students must participate in sports during the time allocated for it, making use of the available sports facilities at their disposal.

All hands must therefore be on deck to ensure that this noble expectations of parents and the society at large, are not dashed, knowing fully well that the consequences of bullying is enormous. Researches have shown that individuals whether child or adult who are persistently subjected to bullying are at risk of stress-related illness such as hypertension and other cardiovascular health problems. According to Alagbu (2012) he said that, there are so many psychological benefits an individual could derive from participating in erobic exercises such as "mood elevation" reduction of tension and anxiety, increase in self worth, increase in sense of belonging, and promotion of sense of happiness. According to Ladd and Skinner (2002) they said that victims of bullying try to avoid school and other social interactions in an attempt to escape being bullied, and that the emotional and psychological harm caused by bullying interfere with the academics of the bullied resulting to lack of motivation and concentration in school work.

a) Statement of the Problem

Whenever human beings interact with each other some element of bullying do occur. Sometimes people underestimate the enormous problems bullying cause the victims and their parents. Many regard bullying as harmless experiences children pass through school life. However in recent years extensive researches has shown that bullying is a potentially damaging form of violence not only on the intended victims or the bullied, but it may also affect the school climate and the right of children (students) to learn in a

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safe environment without fear. Victims of server bullying are more likely to drop out of school or even commit suicide. There seem to be dearth of researches on bullying based on school types, therefore it is necessary to identify the school type where bullying is more prevalent, in order to create awareness, and measures taken to prevent and resolve bullying. This study is therefore designed to identify school types where sports is administered more in relationship to incidences of bullying. This study will also establish prevalence of bullying in school types and determine gender differences in the act of bullying.

b) Purpose of the Study

The purpose of this study was to investigate the prevalence of bullying among "Most Preferred" secondary schools in the South-East of Nigeria. The focus was on the prevalence of bullying among school types (boys only mission schools), (Girls only federal government schools), and (Mixed Federal Government Schools).

The study investigated the school type that had the highest prevalence of bullying in relation to the students level of sports activities participation. The research also examined gender differences in the act of bullying

c) Research Questions

Is bullying prevalent in these "Most Preferred Schoo

Hypotheses:

1. There is no significant difference between male and female students in their involvement in bullying in schools where sports activities is administered more adequately.
2. There is no significant difference in the prevalence of bullying in boys only mission schools, where sport is adequately administered and girls only / mixed federal schools, where sport is scantly administered.

II. Method

The survey method was adopted for this study which was designed to investigate the prevalence of bullying in Most Preferred (boys only mission schools), Dennis Memorial Grammar School (DMGS) Onitsha Anambra State and Federal Government Girls College (FGGC) Lejja, Enugu State; College of Immaculate Conception (CIC) Enugu, Federal Government Girls College (FGGC) Onitsha, Federal Government College (FGC) Enugu, Federal Government College (FGC) Nise Anambra state.

One boys, one girls only and one mixed schools, were selected from each of the two states that were purposely selected from the South-East Geo-political area used in the study. Six secondary schools altogether (2 boys only, 2 girls only and 2 mixed schools were selected from Anambra and Enugu States. Fifty one (51) students comprising males and females were randomly selected from each school, which made up a total of 307 students. Comprising of 143 males and 164 females, that were used for this study.

a) Research Instrument

The research instrument used for this study was a structured questionnaire which had two sections A and B.

Section A dealt with the demographic data of the respondents, while section B dealt with prevalence of bullying and schools where sports activities were encouraged. Section B was made up of (20) items which addressed issues on prevalence of bullying/the extent to which sports was administered in the school. All the questionnaire represented responses to a four point scale range from strongly Agree, Agree, Disagreed and strongly Disagree, with assigned scales of 4, 3, 2, 1 respectively in that order.

b) Validity and Reliability of Instrument

The questionnaire was validated by two specialists, one from department of Educational psychology and the other from Department of Human Kinetics & Health Education. They endorsed the questionnaire as having content validity and equally approved the face validity. The test-retest method was used to determine the reliability of the instrument. The questionnaire was administered to (60) sixty students in a school with similar status i.e. "Most Preferred" by parents, but was not part of the schools studied. After an interval of 3 weeks the same questionnaire was re-administered to test if their responses would still be the same. There was consistency in the scores of the two tests. Hence a reliability co-efficient of 0.72 was obtained.

This implies that there was high rate of consistency in the scores obtained from the respondents in the test & re-tests.

c) Analysis of Data

The questionnaire was administered by research Assistants who collected them back on the spot from the respondents after they had filled them to avoid any incidence of not returned questionnaire. The data collected was analyzed using mean difference, t-test and ANOVA.

III. Results

The result of the study are presented based on the formulated research question and the hypotheses.

a) Research Question

Is bullying prevalent in these "Most Preferred secondary schools", where sports is administered adequately?

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Table 1 : Prevalence of Bullying in School

	N	Mean $(\overline{X})$	Sd	Test mean	Remarks
Bullying	307	49.1792 81.97%	7.3001	37.5 62.5%	High Prevalent

Table 1 above shows that the mean score of the prevalence of bullying is 49.1792 and with percentage mean of 81.97%, while the test mean is 37.5 and a percentage of 62.5%. This indicates that the difference in the percentage of the mean of bullying and the test-mean is high. Hence this indicates that there is high prevalence of bullying in these "Most Preferred Schools".

b) Hypotheses I

There is no significant difference between male and female students in their involvement in bullying in schools where sports activities is administered adequautely.

Table 2 : Involvement in Bullying among males and females students in schools where sports activities is administered adequately, and where only scanty sports activities is carried out

Bullying	Sex	N	Mean $(\overline{X})$	Sd	T	Sig
Bullying	Male	143	47.1329	6.5888	4.745	000
	Female	16	50.9634	7.4396		

Significant at .05 level.

Table 2 portrays the mean and standard deviation of males as 47.1329 and 6.5888 respectively and those of the females as 50.9634 and 7.4396 respectively. T = 4.745 which indicates that it is significant at .05. This therefore shows a significant difference between male and female students, in their involvement in bullying, with the females where only scanty sports activities is administered, bullying more than the male (boys) where more sports activities is administered adequately. Hypotheses 1 was therefore rejected, which indicates that there is a significant difference between male (all boys) Mission schools where sports activities are administered, and (All girls federal schools) where sport is only scantly administered, in their level of involvement in bullying.

c) Hypotheses 2

There is no significant difference in the prevalence of bullying in (all boys Mission schools) where sports is adequately administered, and mixed federal schools, where only scanty and haphazard sports activities is administered.

Table 3 Use of ANOVA to show Prevalence of bullying in (all Boys Mission Schools) where sports activities is adequately administered, and (all Girls federal and mixed federal schools, where only scanty sports activities is administered.

	Sum of squares	Df	Mean square	f	Sig
Between Groups	1250.561	2	625.281	12.625	000
Within Groups	1250.561				
	15056.585	304	49.528		
Total	**16307.147**	**306**			

Significant at .05 level.

Based on the ANOVA table 3, it indicated that F = 12.625 which is significant at .05 level of significance. Which shows a significant difference in bullying by school type. This led to the rejection of the null hypothesis. There is therefore a significant difference in the prevalence of bullying in boys only mission schools, where sports is adequately administered, and girls only federal/mixed federal schools where sports is scantly administered. A post-hoc analysis was conducted to acertian the direction of the prevalence of bullying using multiple comparisons. This was used to find out the significant difference and the direction of superiority as shown in the table below:-

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Table 4 : Showing Multiple Comparison of Prevalence of bullying in Boys only Mission Schools, where sports was administered adequately, and Girls only and Mixed Federal Schools where sports was scantly administered

(1) Type	(1) Type	Mean difference (I – J)	Std Error	
Girls (FGGC)	Boys only (MS)	4.4330	.9767	000
Girls (FGGC)	Mixed (FGS)	.2786	.9792	.776
Mixed (FGC)	Boys only (MS)	4.1543	.9978	.000

The mean difference is significant at the .05 level

The implication of table 4 is that through this multiple comparisons it shows that the mean difference between girls only (federal schools and boys only (Mission Schools) is 4.4330 significant at P >.000. Regarding girls only (Federal Schools) and Mixed Federal (Federal Schools), it is .2,786 not significant at P >.776 and for Mixed Federal Schools and boys only (Mission Schools) it is 4.1543 significant at P>.000. Hence the following conclusions were adduced:-

There is a significant difference between girls only (Federal Schools) where sports was scantly administered, and boy only (Mission Schools) where sports was adequately administered, in the prevalence of bullying; and there is no significant difference between girls only (Federal Schools) and Mixed Federal Schools where sports was scantly administered in the prevalence of bullying;

There is a significant difference between Mixed (Federal Schools) where sports was scantly administered, and boys only (Mission Schools) where sports was adequately administered in the prevalence of bullying.

This analysis therefore indicates and reveals that bullying is more prevalent and rampant in girls only and mixed Federal Schools where sports is scantly administered than in Boys only (Mission Schools) where sports is adequately administered.

IV. Discussion

This research study was carried out with the aim of investigating the prevalence of bullying in the "most preferred" boys only (Mission Schools, where sports is adequately administered, and girls only and Mixed (Federal Schools), where sports is scantly administered. The study equally sort to establish the figure for the prevalence of bullying in these schools parents clamour and struggle that their children and wards must attend, to determine, gender difference in bullying. It is the findings of this research study, through the analysis of the data collected, that there is a high prevalence of bullying in schools in the South-East Geopolitical zone of Nigeria. This tends to further confirm the earlier studies by Egbochuku (2007) and Omotoso (2010), who all found high prevalence of bullying in Nigerian schools. Bullying, however is a global problem, which exists in different forms, shape and magnitude in various countries of the world, and not only in Nigeria.

According to Lajoil, Mclellan and Seddon (2003) a survey in "Pediatrics in Review" shows that in Norway 14% of children there are either bullies or victims of bully: a study in Japan revealed that 15% of primary school pupils there are bullied; another research in Australia and Spain revealed that 17% of their students are bullied while attending school; a survey in Britain indicates that about 1.3 million children are involved in bullying in their schools; in the U.S a national study by Nansel, Overpeck, pill a, Ruan, Simon – Morton and Scheidt (2001) found that, up to 30% of 6th through 10th grade students, in American schools, had been involved in bullying with different levels or rates of intensity/frequency. This therefore reveals the fact that bullying is a global problem, which the advanced or developed countries of the world have adequately tackled through the instrumentality of adequate sports administration, along side their educational process. Which is the reason why they spend very huge amount of their budget for the provision of adequate and standard sports facilities in their primary, secondary and universities. When one considers the standard or level of provision of sports facilities in our schools, comparing them with those in advanced countries, it becomes obviously clear why there is high prevalence of bullying even in these "most preferred" secondary schools. In order to appreciate the level of dearth or lack of sports facilities in Nigerian schools/institutions, Onifade (2010) said that most Nigerian tertiary institutions do not have swimming pools apart from Universities of Ibadan, Ahmadu Bello, Nsukka and Benin. Only Universities of Benin, Ibadan, Lagos and Ahmadu Bello have tartan tracks; soccer pitches where they are available, are like the Sahara desert. Tennis, volleyball, basket ball and handball are played on cracked or won out courts. In contrast he sighted universities in developed countries like university of Califonia Los Augeles who alone hosted the 1984 Olympics, University of Vancouver Canada all alone hosted the 2002 Commonwealth Games.

Hypothesis I of this study states that there is no significant difference between male and female students in their involvement in bullying in schools where sports activities was administered adequately. The hypothesis was rejected as a result of the findings as indicated by the t-test in table 2, which showed that there is a significant difference between male and female involvement in bullying, indicating that girls bully more

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than boys. This finding therefore is in line with the research study of Omoteso (2010) who found that girls bully more than boys. Which could be explained by the fact that girls have many forms of bullying than the boys, such as spreading of nasty rumours, gossips and back-biting, exclusion from group, teasing, lie-telling and name-calling. The result of this study is equally in line with that of Egbochuku who revealed that 55% of girls (respondents) accepted the fact that there is high prevalence of bullying in girls only and mixed federal schools where sports activities is only scantly administered.

Hypothesis 2 of this study states that there is no significant difference in the prevalence of bullying in boys only mission schools, where sports activities is adequately administered, and girls only and mixed federal schools, where sports was scantly administered, was therefore rejected. Which was as a result of the findings that revealed that bullying was more prevalent in girls only/mixed federal schools, where sports was scantly administered.

Scanty or near absence of adequate sports administration in these all girls/mixed federal (schools), may be rightfully isolated as the major factor that cause the existence of high prevalence of bullying in those schools. For example the result of the research revealed that there was no significant difference between girls only/mixed federal schools in the prevalence of bullying. The result also showed that comparing the boys only mission schools also with Mixed federal schools, bullying was seen to be more prevalent in the mixed federal schools.

The result of this research is also in line with Olweus (1993) who suggested that girls bully more than the boys because they have many other subtle and indirect methods of bullying and aggression than their male counterparts.

Not much research studies has been carried out on bullying in schools according to school types in Nigeria. According to Umoh (2000) he said that bullying in schools is yet to be given required attention. What obtains in most schools is that only extreme cases of bullying are reported/ recognized and taken seriously, all other forms of bullying are either ignored or regarded as part of school-life by teachers, counsellors and even school administrators. Unless the issue of bullying in schools is frontally tackled through the use of adequate sports administration in schools, the expectations of parents that the schools ought to be where mutual growth and understanding is to be nurtured between students; teachers and students, will continue to elude us. Bullying in schools makes the school environment very uncondussive for learning necessary for academic excellence and achievement.

V. Conclusion

In effect there is a high prevalence of bullying in Nigerian schools especially in the "most preferred" girls only/mixed federal schools, due to scanty or near absence of adequate sports administration. The highest prevalence of bullying occurs in the mixed federal schools, probably as a result of the combination of both the indirect or subtle forms of bullying-tactics and strategies, by boys and girls copying each other. Gender consideration of bullying revealed that girls use both direct and indirect (subtle) forms of bullying than the boys; hence they bully more in girls only/federal schools.

It is of very vital importance that school counselors, teachers and school administrators, must work together in the fight against any form of bullying demonstrated by any student against another student; most importantly using the instrumentality of adequate sports administration.

No effort should be spared to making the child see the school as safe/conducive environment for learning and where peaceful co-existence with other children of same age exists.

Since sports (physical education) is the only programme of the school education process, that caters for the cognitive, affective and psychomotor domains of the children, every effort must therefore be made towards its proper integration and application in the training and production of youths balanced both in academics and acceptable social behaviour/character. Every child deserves as a right to grow, learn and be nurtured in a safe, healthy, well balanced and supportive environment, as enshrined in the UN character under (UNICEF).

VI. Recommendations

- Bullying in schools occur as vicious circle or a chain of bad circumstances from which it is impossible to escape; victims of bullying only bid their time to retaliate on others or relatives of those who bullied them in the past. Hence efforts towards curbing of bullying, requires joint efforts of school guidance counselors, parents, teachers including religious and school administrators, to counsel both the bullies and the victims of bullying.
- Since bullying is a form of violence among children and adolescents which affects the "climate" of a school (teaching/learning), the schools authorities and government must intervene promptly and effectively to reduce the growing prevalence of bullying in Nigerian schools.
- Children of school age must be adequately protected from viewing and watching violent films.
- School authorities and government should set up anti-bullying clubs or societies in schools involving the students, parents, teachers, guidance

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counselors, school supervisors, whereby awards and prize would be won annually or quarterly by students with clean records void of bullying.

- Schools must regularly arrange for Talks, seminars and workshops for students bothering on good social behaviour and harmonious co-existence with one another by experts and important personalities in the society.

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