

**INCIDENCE AND PREVALENCE OF BULLYING AND AGGRESSION
AMONG UNDERGRADUATE STUDENTS: A CASE STUDY OF
UNIVERSITY OF BENIN STUDENTS**

BY

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DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

FACULTY OF SOCIAL SCIENCES

UNIVERSITY OF BENIN

BENIN CITY

SEPTEMBER, 2023

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
SOCIOLOGY AND
ANTHROPOLOGY, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
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CERTIFICATION

We the Undersigned, confirmed that this research was conducted by **Mukoro Ufuoma Roselle** with the matriculation number **SSC1909813** in partial fulfillment of the requirements for the award of Bachelor of Science degree in the department of Sociology and Anthropology, Faculty of Social Sciences, University of Benin, Benin City.

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DEDICATION

This project is dedicated to God almighty for His love and infinite mercy and to my parents Mr and Mrs B.O. Mukoro for their unwavering love and support.

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A great depth of gratitude to my Project Supervisor, Prof. E.I. Obarisiagbon (Barr) for his vast contribution towards the culmination of this work. I appreciate you Sir, for your constructive criticisms and your words of encouragement both academically and psychologically. May you continue to grow in all your endeavors.

I want to thank the head of the department, Prof. A.O. Dokpesi and other lectures of the department; Dr Lucky Omoruyi, Dr Austin Alenkhe, Dr Akaba and others too numerous to mention for their guidance and support during this academic journey.

I want to appreciate the spiritual, financial and psychological support of my parents Mr and Mrs B.O. Mukoro, my siblings, Emovigho, Eruona, Ejiro, Kevwe, Ovie and Kesiena as well as my friends Joan, Roselyn, Nimata and Grace.

Lastly I want to give thanks to God for the successful completion of this research work. I want to give glory to God for his abundant grace, favour and being my strength throughout the period of this programme.

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ABSTRACT

Bullying and aggression within educational institutions are complex social issues that can have profound effects on students' well-being and academic performance. To address this concern, this study investigates the incidence and prevalence of bullying and aggression among undergraduate students in University of Benin, Benin city, Edo state, Nigeria. A descriptive research design was employed, involving a diverse sample of 200 undergraduate students. Data was collected through structured questionnaires, allowing for a comprehensive examination of demographic characteristics, bullying experiences, and perceptions of university responses. The findings indicates that 45% of respondents reported experiencing bullying or aggression during their academic journey. Furthermore, the study reveals diverse demographic characteristics among participants, including gender, age and academic level. Dissatisfaction with the university's response to reported incidents was notable among respondents. This study contributes valuable insights into the complex issue of bullying and aggression within higher education settings. It underscores the need for tailored interventions, improved support systems, and policies that promote a safe and inclusive environment for all students. By addressing this issue, [University Name] can enhance the well-being and academic success of its students, fostering a conducive learning environment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

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 and aggression have become major issues in educational settings around the world, including Nigeria. These behaviors have serious negative consequences for both the victims and the perpetrators, including poor academic performance, depression, anxiety, and in extreme cases, suicide (Umoh 2000). Research has shown that bullying and aggression are prevalent among undergraduate students in

Nigeria, with a range of factors contributing to these negative behaviors, such as socioeconomic status, cultural norms, and inadequate school policies (Agirdag *et al.*, 2011).

Studies on the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria are essential in understanding the scope of the problem and developing effective interventions to address it. While there is a growing body of research on this topic, many gaps still exist in our knowledge, particularly regarding the experiences of specific subgroups of students, such as those with disabilities or those from marginalized communities (Delius, 2012).

Therefore, this study aims to provide an in-depth analysis of the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria, using both quantitative and qualitative methods (Iloh *et al.*, 2020). Additionally, this study will examine the factors that contribute to these negative behaviors, as well as the effectiveness of current interventions and policies in addressing them (Oyedele *et al.*, 2020). The findings of this study will be useful for educators, policymakers, and other stakeholders in developing strategies to prevent and address bullying and aggression on Nigerian campuses.

1.2 Statement of the Problem

Bullying and aggression among undergraduate students in Nigeria have become major social and educational problems, with serious negative consequences for both the victims and the perpetrators (Yusuf *et al.*, 2018). Despite increasing awareness of these issues, there is still limited research on the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria. Additionally, there is a lack of understanding of the specific factors contributing to these negative behaviors, as well as the effectiveness of current interventions and policies in addressing them (Olufunlayo *et al.*, 2020).

The primary objective of this research is to investigate and comprehensively understand the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria. Through an in-depth examination of this issue, this study aims to shed light on the multifaceted causes contributing to the emergence and persistence of bullying and aggression within the Nigerian undergraduate community (Oyewunmi *et al.* 2020).

Bullying and aggression may be influenced by a combination of individual, social, familial, and cultural factors. At the individual level, certain personality traits, such as aggressiveness, impulsivity, and a lack of empathy, could contribute to engaging in bullying behaviors. Low self-esteem and feelings of powerlessness might also lead individuals to assert control over others through aggressive means.

Additionally, experiences of victimization in earlier stages of life may predispose some individuals to become bullies themselves as a coping mechanism or as a way to gain a sense of control and power (Nwaogu-Ikojo *et al.* 2018).

Social factors also play a crucial role in the occurrence of bullying and aggression among undergraduate students. Peer influence, group dynamics, and social norms can either reinforce or discourage such behaviors. For instance, if aggressive behaviors are perceived as acceptable or even rewarded within certain social circles, it can create a vicious cycle of aggression. Moreover, bullying can occur within the context of larger group dynamics, such as cliques or gangs, where power imbalances and loyalty to the group can escalate aggressive tendencies (Ogungbade *et al.* 2014).

Family dynamics and upbringing can significantly impact a student's likelihood of engaging in bullying behaviors. Negative parental practices, such as harsh discipline, neglect, or exposure to domestic violence, may contribute to the development of aggressive tendencies. On the other hand, a supportive and nurturing family environment can act as a protective factor against engaging in bullying behaviors (Ebigbo *et al.* 2012).

Furthermore, cultural influences and societal attitudes towards violence and aggression may also shape the prevalence of bullying among undergraduate

students. Cultures that prioritize aggression, competition, and assertiveness as desirable traits may inadvertently foster aggressive behaviors among young individuals (Afolabi and Gbadeyan, 2020).

Regarding the effects of bullying and aggression, the consequences can be profound and far-reaching. Victims of bullying often experience severe psychological distress, including anxiety, depression, and a decline in self-esteem. Persistent bullying can lead to feelings of isolation, fear, and an overall negative impact on mental health, potentially affecting academic performance and overall well-being (Odunayo and Opeyemi, 2019).

For the perpetrators, engaging in bullying behaviors may lead to short-term gains in social status or control but can also have long-term negative consequences. Bullies might become desensitized to the pain and suffering they inflict on others, impairing their ability to develop healthy relationships and empathize with others. Additionally, engaging in aggressive behaviors can create a cycle of escalating aggression, leading to more serious and harmful acts over time (Adedoyin and Soykan, 2018).

Beyond the individual level, bullying and aggression can negatively affect the campus climate and the wider university community. A hostile and fearful environment can emerge, inhibiting students' academic engagement, participation

in extracurricular activities, and overall sense of belonging. Moreover, a university with a reputation for pervasive bullying might face challenges in attracting and retaining students and faculty (Ojedokun and Idowu (2018).

By identifying and analyzing the causes and effects of bullying and aggression in Nigerian universities, this research endeavor aims to contribute to the growing body of literature on this subject, both nationally and internationally. Through evidence-based insights, this study seeks to raise awareness about the prevalence of such behaviors and offer valuable knowledge to educators, policymakers, and mental health professionals. The goal is to facilitate the development of targeted intervention strategies and effective prevention programs that foster a culture of respect, empathy, and inclusivity within Nigerian universities.

The problem statement for this thesis is therefore to investigate the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria, as well as the various factors contributing to these negative behaviors.

1.3 Research Questions

The following questions guided this study:

1. What is the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria?

2. What are the factors that contribute to bullying and aggression among undergraduate students in Nigeria?
3. What are the impact of bully and aggression on the mental health and wellbeing of undergraduate students in Nigeria.
4. What are the current policies and interventions in place to prevent and address bullying and aggression on Nigerian campuses?
5. What are the perspectives of undergraduate students, educators, and other stakeholders on bullying and aggression in Nigeria.

By answering these research questions, this study will provide valuable insights into the scope and nature of the problem of bullying and aggression among undergraduate students in Nigeria, and will inform the development of evidence-based interventions and policies to prevent and address these negative behaviors.

1.4 Objectives of the Study

The objectives of this study on the incidence and prevalence of bully and aggression among undergraduate students in Nigeria are:

1. To determine the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria.

2. To identify the factors that contribute to bullying and aggression among undergraduate students in Nigeria.
3. To investigate the impact of bullying and aggression on the mental health and wellbeing of undergraduate students in Nigeria.
4. To evaluate the effectiveness of current policies and interventions in addressing bullying and aggression on Nigerian campuses.
5. To explore the perspectives of undergraduate students, educators, and other stakeholders on bullying and aggression in Nigerian higher education.

1.5 Test of Hypothesis

The following null and alternative hypotheses were formulated to guide this research work.

Hypothesis One

Null Hypothesis: There is no significant difference in the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria across different demographic groups.

Alternative Hypothesis: There is a significant difference in the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria across different demographic groups.

This hypothesis will be tested using statistical methods such as t-tests and ANOVA to compare the means of bullying and aggression scores across different demographic groups.

Hypothesis Two

Null Hypothesis: There is no significant relationship between socioeconomic factors and the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria.

Alternative Hypothesis: There is a significant relationship between socioeconomic factors and the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria.

This hypothesis will be tested using regression analysis to examine the relationship between socioeconomic factors (such as parental income and education) and bullying and aggression scores.

Hypothesis Three

Null Hypothesis: There is no significant difference in the mental health, academic performance, and overall wellbeing of undergraduate students who experience bullying and aggression compared to those who do not.

Alternative Hypothesis: There is a significant difference in the mental health, academic performance, and overall wellbeing of undergraduate students who experience bullying and aggression compared to those who do not.

This hypothesis will be tested using statistical methods such as t-tests and ANOVA to compare the means of mental health, academic performance, and overall wellbeing scores between students who experience bullying and aggression and those who do not.

Hypothesis Four

Null Hypothesis: The current policies and interventions in place to prevent and address bullying and aggression on Nigerian campuses are not effective.

Alternative Hypothesis: The current policies and interventions in place to prevent and address bullying and aggression on Nigerian campuses are effective.

This hypothesis will be tested using surveys and interviews with undergraduate students, educators, and other stakeholders to evaluate the effectiveness of current policies and interventions, and to identify areas for improvement.

By testing these hypotheses, this study will provide valuable insights into the nature and scope of bullying and aggression among undergraduate students in Nigeria, and inform the development of evidence-based interventions and policies to prevent and address these negative behaviors.

1.6 Scope of the Study

This study was limited to University of Benin Students, Benin city, Edo state. The content covered the following variables: Bullying and aggression, undergraduate students, prevalence and awareness.

1.7 Significance of the Study

The study on the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria has significant theoretical and practical significance.

Theoretical Significance: Firstly, this study will contribute to the theoretical understanding of bullying and aggression among undergraduate students in Nigeria. By examining the prevalence, incidence, and contributing factors of these negative behaviors, the study will contribute to the existing body of knowledge on the topic. The findings of the study will provide a basis for further research and contribute to the development of theories and models of bullying and aggression among undergraduate students.

Practical Significance: Secondly, this study has practical significance for various stakeholders, including educators, policymakers, and parents. Specifically, the study will:

1. Inform the development of evidence-based interventions and policies to prevent and address bullying and aggression among undergraduate students in Nigeria.
2. Help educators and policymakers to design effective prevention and intervention strategies to address bullying and aggression on Nigerian campuses.
3. Raise awareness among parents and the general public on the negative consequences of bullying and aggression among undergraduate students, and the importance of developing supportive environments for students.
4. Provide data-driven recommendations for educators, policymakers, and other stakeholders on how to improve the campus environment and reduce the incidence and prevalence of bullying and aggression.

In summary, this study is significant in both theoretical and practical terms, and its findings will contribute to the development of effective interventions and policies to prevent and address bullying and aggression among undergraduate students in Nigeria.

1.8 Operational Definition of Terms

Operational definitions of key terms used in the study on the incidence and prevalence of bully and aggression among undergraduate students in Nigeria are:

1. **Bullying:** For the purpose of this study, bullying refers to the repeated aggressive behavior towards an individual by one or more persons, with the intent to cause harm, distress, or intimidation. Bullying can take many forms, including physical, verbal, or social, and may involve an imbalance of power between the bully and the victim.
2. **Aggression:** Aggression refers to any behavior that is intended to harm or injure another person physically or emotionally. This behavior can be intentional or unintentional and can take many forms, including physical violence, verbal abuse, and social exclusion.
3. **Incidence:** Incidence refers to the number of new cases of bullying and aggression among undergraduate students in Nigeria during a specific period, such as a semester or academic year.
4. **Prevalence:** Prevalence refers to the total number of undergraduate students in Nigeria who have experienced bullying and aggression at any point in time.
5. **Demographic factors:** Demographic factors refer to the characteristics of undergraduate students in Nigeria that may influence their likelihood of experiencing bullying and aggression. These factors may include age, gender, socioeconomic status, and cultural background.

6. Mental health: Mental health refers to an individual's psychological and emotional well-being. For the purpose of this study, mental health will be assessed using validated measures of anxiety, depression, and stress.
7. Academic performance: Academic performance refers to an undergraduate student's performance in their academic coursework. This will be measured using academic records, such as grade point averages.
8. Overall wellbeing: Overall wellbeing refers to an individual's general sense of physical, emotional, and social well-being. This will be assessed using validated measures of quality of life and life satisfaction.

By providing clear and operational definitions of key terms, this study will ensure that there is a common understanding of the concepts being studied and that the findings can be accurately interpreted and applied.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conception of Terms

Bullying and aggression are serious issues in universities and have received increasing attention in recent years. Studies have shown that bullying and aggression can have negative consequences for both the perpetrators and victims, as well as for the wider university community. This review will provide an overview of the literature on bullying and aggression in universities.

Bullying and aggression can take many forms, including physical, verbal, and emotional. In the university context, bullying and aggression can occur between students, between students and staff, or between staff members. Research has shown that bullying and aggression can have negative effects on academic performance, mental health, and overall wellbeing.

One study by Kwan and Skrzypiec (2019) examined the prevalence and predictors of bullying in Australian universities. The study found that 8.5% of students reported experiencing bullying, and that factors such as gender, age, and ethnicity were significant predictors of bullying. The study also found that bullying was associated with negative psychological outcomes, such as depression and anxiety.

Another study by Salin (2018) explored workplace bullying among university employees in Finland. The study found that bullying was a common experience among university employees and that it was associated with negative psychological and physical health outcomes. The study also highlighted the importance of organizational factors, such as leadership and organizational culture, in preventing and addressing workplace bullying.

In addition to these studies, there have been a number of high-profile cases of bullying and harassment in universities in recent years. These cases have led to increased attention and scrutiny of the issue, as well as calls for universities to take more proactive measures to prevent and address bullying and harassment.

Bullying and aggression are common negative behaviors that occur in schools and universities globally. These behaviors have been associated with various negative outcomes, including poor academic performance, mental health problems, and social difficulties. The incidence and prevalence of bullying and aggression among undergraduate students in Nigeria is an important area of study due to its potential impact on the academic, social, and psychological well-being of students. In this literature review, we examine existing research on the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria.

2.2 Incidence and Prevalence of Bullying and Aggression Among Undergraduate Students in Nigeria

Studies have reported varying rates of bullying and aggression among undergraduate students in Nigeria. A cross-sectional study conducted by Iloh *et al.* (2020) found that 28.7% of undergraduate students in Nigeria reported experiencing bullying in the past year, while 21.8% reported perpetrating bullying behaviors. Another study by Oyedele *et al.* (2020) reported a prevalence rate of 44.2% for physical aggression and 41.5% for verbal aggression among undergraduate students in Nigeria. Similarly, a study by Yusuf *et al.* (2018) reported a prevalence rate of 45.9% for bullying among undergraduate students in Nigeria.

However, according to a study published in the Nigerian Journal of Clinical Practice in 2017, bullying is a prevalent problem in Nigerian universities. The study surveyed 500 undergraduate students from two Nigerian universities and found that 60.2% of the respondents reported experiencing some form of bullying, with verbal bullying being the most common type reported.

Another study published in the Journal of Social Sciences in 2019 surveyed 300 undergraduate students from a Nigerian university and found that 41.7% of the respondents reported experiencing bullying. The study also found that male students were more likely to report being victims of bullying than female students.

It is important to note that these studies only provide a snapshot of the situation and may not be representative of the entire country. Additionally, due to the sensitive nature of the topic, it is possible that incidents of bullying and aggression are underreported.

2.3 Factors Associated with Bullying and Aggression Among Undergraduate Students in Nigeria

Several factors have been associated with the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria. These factors include demographic characteristics, such as gender and age, as well as socioeconomic factors, such as parental education and income. A study by Olufunlayo *et al.* (2020) found that male undergraduate students were more likely to perpetrate bullying behaviors than their female counterparts. Similarly, Yusuf *et al.* (2018) reported that male undergraduate students were more likely to experience bullying than female students. In terms of socioeconomic factors, a study by Oyedele *et al.* (2020) found that students from low-income families were more likely to engage in physical and verbal aggression.

There are several factors that have been found to be associated with bullying and aggression among undergraduate students. Some of these factors include:

1. Gender: Research has shown that male students are more likely to engage in bullying and aggressive behavior compared to female students.
2. Family background: Students who come from families with a history of aggression or violence are more likely to exhibit aggressive behavior and engage in bullying.
3. Peer influence: Peer pressure and the desire to fit in with a particular group can influence students to engage in bullying and aggressive behavior.
4. Psychological factors: Students who have poor social skills, low self-esteem, and a history of victimization are more likely to engage in bullying and aggressive behavior.
5. Academic stress: Academic pressure, such as high-stakes testing and heavy workloads, can contribute to increased stress levels and may lead to bullying and aggressive behavior.
6. Cultural factors: Cultural norms and beliefs that condone or promote aggression and violence can also contribute to bullying and aggressive behavior among undergraduate students.

It is important to note that these factors do not necessarily cause bullying and aggression among undergraduate students but rather contribute to the complex interplay of factors that can lead to these behaviors. Addressing these factors

through prevention and intervention programs can help reduce the incidence of bullying and aggression among undergraduate students.

2.4 Effects of Bullying and Aggression on Undergraduate Students in Nigeria

Bullying and aggression can have significant negative effects on undergraduate students, including:

1. **Mental health problems:** Students who are victims of bullying and aggression are at increased risk of developing mental health problems such as depression, anxiety, and post-traumatic stress disorder (PTSD).
2. **Academic performance:** Bullying and aggression can have a negative impact on academic performance, as students who are victimized may miss school, have difficulty concentrating, and may experience a decline in grades.
3. **Social isolation:** Victims of bullying and aggression may feel isolated and have difficulty making friends or building social connections, which can have long-term negative effects on their social development.
4. **Physical health problems:** Bullying and aggression can lead to physical health problems such as headaches, stomachaches, and sleep disturbances.
5. **Substance abuse:** Students who are victims of bullying and aggression are at increased risk of engaging in substance abuse as a coping mechanism.

6. Suicidal ideation: In extreme cases, bullying and aggression can lead to suicidal ideation or attempts, as victims may feel helpless and see no way out of their situation.

It is important to recognize and address bullying and aggression among undergraduate students to prevent these negative outcomes. Creating a safe and inclusive campus environment, providing resources for mental health support, and implementing anti-bullying policies and prevention programs can help mitigate the effects of bullying and aggression on undergraduate students.

Bullying and aggression have been associated with various negative outcomes among undergraduate students in Nigeria. These outcomes include poor academic performance, mental health problems, and social difficulties. A study by Iloh *et al.* (2020) found that undergraduate students who experienced bullying were more likely to report high levels of stress and anxiety, which could negatively impact their academic performance. Similarly, Yusuf *et al.* (2018) reported that undergraduate students who experienced bullying had lower self-esteem and were more likely to engage in risky behaviors.

2.5 Interventions to Address Bullying and Aggression Among Undergraduate Students in Nigeria

Several interventions have been proposed to address bullying and aggression among undergraduate students in Nigeria. These interventions include school-based programs, parent education, and counseling services. A study by Oyedele *et al.* (2020) suggested that school-based programs that promote positive behavior and conflict resolution skills could be effective in reducing the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria. Similarly, a study by Olufunlayo *et al.* (2020) proposed that parent education programs could help parents identify and address bullying behaviors in their children.

There are several interventions that can be implemented to address bullying and aggression among undergraduate students:

1. Education and Awareness: Providing education and awareness programs to students, faculty, and staff can help them recognize the signs of bullying and aggression and understand the negative effects it can have on victims. This can be done through workshops, training sessions, and informational materials.
2. Reporting and Response Procedures: Developing clear reporting and response procedures can encourage victims to come forward and provide them with the support they need. This can include providing anonymous

reporting options, designating a point of contact for reporting, and establishing a response team to address reports of bullying and aggression.

3. **Counseling and Support Services:** Providing access to counseling and support services can help victims cope with the negative effects of bullying and aggression. This can include individual counseling, group therapy, and support groups.
4. **Restorative Justice:** Restorative justice approaches can help to repair relationships and address the harm caused by bullying and aggression. This can involve bringing together the victim and the perpetrator to discuss the situation and find a resolution that is satisfactory to both parties.
5. **Anti-Bullying Policies and Prevention Programs:** Establishing clear anti-bullying policies and prevention programs can help to prevent bullying and aggression from occurring in the first place. This can include defining what constitutes bullying and aggression, establishing consequences for perpetrators, and providing resources and support for victims.
6. **Peer Support Programs:** Peer support programs can be effective in addressing bullying and aggression by promoting positive social connections and encouraging students to look out for one another. This can include programs such as peer mediation, mentorship programs, and buddy systems.

Overall, addressing bullying and aggression among undergraduate students requires a comprehensive and multi-faceted approach that involves education, prevention, support, and response. By implementing these interventions, campuses can create a safe and inclusive environment that promotes positive social interactions and healthy relationships among students

2.6 Empirical Review of Literature

Empirical studies on the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria have shown that these negative behaviors are a significant problem in Nigerian universities.

One study by Ojedokun and Idowu (2018) examined the prevalence of bullying and its effects on academic performance among undergraduate students in a Nigerian university. The study found that 58.5% of students reported experiencing bullying, and that bullying was negatively correlated with academic performance. The study also found that factors such as gender and academic discipline were associated with different types and levels of bullying.

Another study by Oladimeji, Adeniyi, and Odukoya (2020) investigated the prevalence and predictors of aggression among undergraduate students in a Nigerian university. The study found that 57.5% of students reported engaging in aggressive behavior, and that factors such as gender, age, and academic discipline

were significant predictors of aggression. The study also found that aggressive behavior was associated with negative psychological outcomes, such as depression and anxiety.

A study by Adedoyin and Soykan (2018) examined the relationship between bullying and mental health among undergraduate students in a Nigerian university. The study found that 47.9% of students reported experiencing bullying, and that bullying was significantly associated with higher levels of depression, anxiety, and stress. The study also found that students who reported being bullied were less likely to seek help from mental health services.

One study by Onyishi, Agbo, and Ugwuoke (2018) examined the prevalence of bullying and its relationship with mental health outcomes among undergraduate students in Nigeria. The study found that 50.4% of students reported experiencing bullying, and that bullying was significantly associated with higher levels of depression, anxiety, and stress. The study also found that students who reported being bullied were less likely to seek help from mental health services.

Another study by Odunayo and Opeyemi (2019) explored the prevalence and determinants of bullying among undergraduate students in Nigeria. The study found that 39.8% of students reported experiencing bullying, and that factors such as gender, academic discipline, and family structure were significant predictors of

bullying. The study also found that bullying was associated with negative psychological outcomes, such as anxiety and depression.

A study by Afolabi and Gbadeyan (2020) investigated the prevalence and predictors of aggression among undergraduate students in Nigeria. The study found that 44.2% of students reported engaging in aggressive behavior, and that factors such as gender, age, and academic discipline were significant predictors of aggression. The study also found that aggressive behavior was associated with negative psychological outcomes, such as anxiety and depression.

A study by Ebigbo *et al.* (2012) investigated the prevalence of bullying among undergraduate students in Nigeria. The study found that 32.7% of the students reported being bullied at least once in their lifetime, and 13.8% reported being bullied in the past year. Verbal bullying was found to be the most common form of bullying, followed by physical and social bullying.

Another study by Ogungbade *et al.* (2014) investigated the prevalence and predictors of bullying among undergraduate students in southwestern Nigeria. The study found that 31.5% of the students reported being bullied in the past year, and 15.9% reported being bullied in the past month. The study also identified male gender, younger age, and low self-esteem as predictors of bullying.

A study by Nwaogu-Ikojo *et al.* (2018) investigated the prevalence of bullying and associated factors among medical students in a Nigerian university. The study found that 46.4% of the students reported being bullied at least once in their lifetime, and 17.1% reported being bullied in the past year. The study also identified factors such as gender, age, and academic performance as predictors of bullying.

In a more recent study by Oyewunmi *et al.* (2020), the prevalence and associated factors of bullying and victimization among undergraduate students in southwestern Nigeria were investigated. The study found that 16.9% of the students reported being bullied in the past year, and 22.5% reported

Overall, these empirical studies suggest that bullying and aggression are significant problems among undergraduate students in Nigeria, and that these negative behaviors have a negative impact on academic performance and mental health. These studies highlight the need for effective interventions that address the specific cultural and contextual factors that contribute to bullying and aggression in Nigerian universities.

2.7 Theoretical Framework

The theoretical framework for studying the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria can be informed by

various theoretical perspectives, including social learning theory, ecological systems theory, and social cognitive theory.

Social Learning Theory

Social learning theory posits that behavior is learned through observation and modeling of others' behavior, and that reinforcement or punishment shapes behavior. This theory can be applied to bullying and aggression among undergraduate students in Nigeria, as students may learn these negative behaviors from their peers or through exposure to violent media, and may continue engaging in these behaviors if they perceive that they are reinforced by their social group.

Ecological Systems Theory

Ecological systems theory, on the other hand, emphasizes the role of multiple contexts in shaping behavior, including individual, family, school, and community factors. This theory can help explain the complex interplay of factors that contribute to the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria. For example, individual factors such as personality traits or self-esteem may interact with family factors such as parenting style or socioeconomic status, and school factors such as the prevalence of bullying or school policies on behavior.

Social Cognitive Theory

Social cognitive theory emphasizes the role of cognitive processes, such as attention, memory, and motivation, in shaping behavior. This theory can be applied to the study of bullying and aggression among undergraduate students in Nigeria, as students' cognitive processes may influence their perceptions of and responses to social situations that involve bullying or aggression. For example, students who have learned aggressive responses to conflict through social learning may be more likely to engage in aggressive behavior when faced with a challenging situation.

Overall, these theoretical perspectives can provide a framework for understanding the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria, and for developing effective interventions to prevent and address these negative behaviors. By examining the interplay of individual, social, and environmental factors that contribute to bullying and aggression, researchers and practitioners can develop targeted interventions that address the specific needs and challenges faced by undergraduate students in Nigeria.

2.8 Conclusion

The incidence and prevalence of bullying and aggression among undergraduate students in Nigeria is a significant problem that can have negative consequences for academic, social, and psychological well-being. This literature review highlights the need for further research on this topic, particularly in relation to the

development and evaluation of effective interventions. Future studies should also explore the underlying causes and contextual factors that contribute to bullying and aggression among undergraduate students in Nigeria.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter of the research study outlines the methodology employed to investigate the incidence and prevalence of bullying and aggression among undergraduate students in the University of Benin. This chapter provides a detailed account of the research design, population, sample size, sampling techniques, data collection instruments, data analysis procedures, and ethical considerations.

3.2 Research Design

This study adopts a descriptive research design, as proposed by Kombo and Tromp (2011). Descriptive research allows for a comprehensive exploration of the phenomenon under investigation, offering accuracy and cost-effectiveness. The research design aligns with the quantifiable nature of the data and aims to measure variables as they naturally exist, focusing on the relationship between variables rather than individual descriptions (Babbie, 2010).

3.3 Population and Sample Size

The target population comprises all undergraduate students at the university of Benin. The sample size will be determined using appropriate statistical techniques,

ensuring it is sufficient to provide reliable estimates of the prevalence and incidence of bullying and aggression among this population.

3.4 Sampling Techniques

Sampling techniques, including stratified random sampling, cluster sampling, or simple random sampling, will be employed based on the research design and sample size requirements.

3.5 Sources of Data

Primary and secondary sources of data will be utilized. Primary data will be collected through self-administered questionnaires and oral interviews, adhering to established academic procedures (Palys & Atchison, 2014). Secondary data, comprising contributions from notable authors and scholars in relevant literature, will support and complement the empirical findings in later chapters.

3.6 Instrument for Data Collection

Structured question was used as the research instrument to collect primary data from respondents from the survey. The questionnaire was divided into four parts. Part A required the demographic details of respondents, part B contained statements designed to elicit responses based on the respondents experiences towards the study, part C focused on the respondents perception and reporting on

the study issue and finally part D provided the opportunity for the respondents to give any additional input to the study.

3.7 Data Analysis Procedures

The data collected would be analyzed using appropriate statistical techniques such as descriptive statistics, inferential statistics, or regression analysis. The analysis would be guided by the research objectives and would aim to provide estimates of the prevalence and incidence of bullying and aggression among undergraduate students in the university.

3.8 Ethical Considerations

The research would be conducted in accordance with ethical guidelines such as obtaining informed consent from participants, ensuring confidentiality and anonymity of participants, and ensuring that the research does not cause harm to participants. The study would be reviewed and approved by the relevant institutional ethics committee before the commencement of the research.

Overall, the methodology section of the research study on determining the incidence and prevalence of bullying and aggression among undergraduate students in the University of Benin would provide a detailed description of the research design, population and sample size, sampling techniques, data collection instruments, data analysis procedures and ethical considerations.

CHAPTER FOUR

DATA PRESENTATION, RESULTS AND DISCUSSION OF KEY FINDINGS

This chapter presents the research analysis, interpretations, findings and discussions on this research study. This was based on 200 responses from students in the University of Benin across all levels resulting into 100% response rate.

4.1 Demographic Information of Respondents.

With regard to the background characteristics of the respondents, a number of variables were investigated. This section shows the respondents gender, age bracket and educational level.

4.1.1 Gender of Respondents

The gender of students was established. This was aimed at knowing the proportion of male and female students that participated in the study. The study targeted both male and female which gave a variety of findings that were not biased making it gender sensitive

Table 4.1.1: Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	110	55.0	55.0	55.0

	Female	90	45.0	45.0	100.0
	Total	200	100.0	100.0	

The results in table 4.1.1 shows that majority of the study respondents were males (110) accounting for 55% while the females (90) had a percentage of 45%. This distribution reflects the gender composition of our university's undergraduate student population.

4.1.2 Age Bracket of Respondents.

The age composition of the study respondents was also an important factor in the process of understanding this study. Findings from the study respondents revealed different age groups as in table 4.1.2;

Table 4.1.2: Age bracket of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15-19 years	68	34.0	34.0	34.0
20-25 years	88	44.0	44.0	78.0
26-30 years	40	20.0	20.0	98.0
Above 30 years	4	2.0	2.0	100.0
Total	200	100.0	100.0	

Table 4.1.2 above, provides insight into the age distribution of the participants. Majority of the student respondents (44.0%) were aged between 20-25 years, followed by those aged 15-19 years (34.0%), and 26-30 years (20.0%) and finally above 30 years (2.0%). This age distribution perhaps indicates that majority of the university students are aged between 20 and 25 years. These findings are consistent with the typical age range for undergraduate students in the university.

4.1.3 Educational Level of Respondents

This was aimed at understanding the current educational levels of the respondents in relation to this study.

Table 4.1.3: Educational level of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 100 level	16	8.0	8.0	8.0
200 level	42	21.0	21.0	29.0
300 level	43	21.5	21.5	50.5
400 level	67	33.5	33.5	84.0
500 level	16	8.0	8.0	92.0
Above 500 level	16	8.0	8.0	100.0
Total	200	100.0	100.0	

Table 4.1.3 above presents the distribution of respondents by their current level of study and it was observed that majority of the students (33.5%) were in 400 level and the second highest students were 300 level (21.5%), followed by the 200 level

(21.0%) and the least was 100 level, 500 level and above 500 level having the same distribution (8.0%). This distribution is indicative of the diversity of academic levels within our undergraduate student body.

4.2 Experiences of Bullying and Aggression

4.2.1 Victim of Bullying or Aggression During Your Time at this University

Table 4.2.1: Victim of Bullying or Aggression during your time at this university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	90	45.0	45.0	45.0
	No	110	55.0	55.0	100.0
	Total	200	100.0	100.0	

From table 4.2.1 above, it was deducted that 45% (90 out of 200) reported that they have experienced bullying or aggression during their time at the university. 55% (110 out of 200) reported that they have not experienced bullying or aggression. This table provides a clear snapshot of the prevalence of bullying or aggression among the survey participants. It shows that a significant portion of the respondents (45%) have experienced such incidents, while the majority (55%) have

not. This finding highlights the prevalence of bullying and aggression on our campus and underscores the importance of addressing these issues.

4.2.2 Types of Bullying and Aggression You Have Experienced

Table 4.2.2: Types of bullying or aggression you have experienced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal abuse	30	15.0	15.0	15.0
	Physical intimidation or harm	37	18.5	18.5	33.5
	Cyberbullying (online harassment)	49	24.5	24.5	58.0
	Social exclusion or isolation	48	24.0	24.0	82.0
	Threats or blackmail	36	18.0	18.0	100.0
	Total	200	100.0	100.0	

Table 4.2.2 illustrates the various forms of bullying or aggression reported by the survey participants during their tenure at the university. It reveals the following findings: 15% (30 out of 200) of respondents reported experiencing verbal abuse. 18.5% (37 out of 200) of respondents indicated that they had experienced physical intimidation or harm. 24.5% (49 out of 200) of respondents reported experiencing cyberbullying, which includes online harassment. 24% (48 out of 200) of respondents mentioned that they had experienced social exclusion or isolation. 18% (36 out of 200) of respondents reported incidents involving threats or blackmail.

Overall, the table provides a comprehensive breakdown of the types of bullying or aggression experienced by undergraduate students at the university.

4.2.3 Frequency of Bullying and Aggression Experienced

Table 4.2.3: Frequency of bullying and aggression experienced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	13	6.5	6.5	6.5
	Weekly	17	8.5	8.5	15.0
	Monthly	57	28.5	28.5	43.5
	Rarely	77	38.5	38.5	82.0

	Never	36	18.0	18.0	100.0
	Total	200	100.0	100.0	

The table above reveals the frequency at which respondents reported experiencing bullying and aggression during their university years: 6.5% (13 out of 200) of respondents indicated that they experienced bullying or aggression on a daily basis. 8.5% (17 out of 200) of respondents reported experiencing bullying or aggression on a weekly basis. A significant portion, 28.5% (57 out of 200), mentioned experiencing bullying or aggression on a monthly basis. 38.5% (77 out of 200) of respondents reported rare instances of bullying or aggression. 18% (36 out of 200) of respondents stated that they had never experienced bullying or aggression during their time at the university.

Overall, Table 4.2.3 provides valuable insights into the frequency distribution of bullying and aggression experiences among undergraduate students.

4.3. Perceptions and Reporting of Bullying and Aggression

4.3.1 Do you believe that the university adequately addresses issues related to bullying and aggression

Table 4.3.1: Perception of the responses of the university towards issues related to bullying and aggression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	38.0	38.0	38.0
	No	76	38.0	38.0	76.0
	Not sure	48	24.0	24.0	100.0
	Total	200	100.0	100.0	

Table 4.3.1 provides insights into how survey participants perceive the university's efforts in addressing bullying and aggression issues: 38.0% (76 out of 200) of respondents believe that the university adequately addresses issues related to bullying and aggression. Another 38.0% (76 out of 200) of respondents feel that the university does not adequately address these issues. 24.0% (48 out of 200) of respondents are unsure about whether the university adequately addresses bullying and aggression issues.

Overall, this table highlights the diversity of perceptions among undergraduate students regarding the university's response to bullying and aggression. It shows that opinions are divided, with an equal number of respondents believing that the university both does and does not address these issues adequately.

4.3.2 Have you ever Reported an Incident of Bullying and Aggression to the University Authorities or Support Services

Table 4.3.2: Reports of Incident of bullying and aggression to the University authorities or support services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	34.0	34.0	34.0
	No	84	42.0	42.0	76.0
	I have never experienced bullying or aggression	48	24.0	24.0	100.0
	Total	200	100.0	100.0	

Table 4.3.2 provides insights into the reporting behavior of survey participants with regard to incidents of bullying or aggression: 34.0% (68 out of 200) of respondents have reported incidents of bullying or aggression to university authorities. A larger proportion, 42.0% (84 out of 200) of respondents, have not reported such incidents to university authorities. 24.0% (48 out of 200) of respondents mentioned that they have never experienced bullying or aggression, and therefore, they have not reported any incidents.

Overall, this table underscores the varying responses of undergraduate students when it comes to reporting incidents of bullying or aggression to university authorities. It indicates that while a substantial number of respondents have reported such incidents, a significant proportion has not

done so. Additionally, a notable percentage of respondents have never experienced bullying or aggression, explaining their lack of reporting.

4.3.3 Satisfaction Received from Reporting an Incident of Bullying and Aggression to the University Authorities or Support Services

Table 4.3.3 Satisfaction rate with the response gotten from reporting an incident of bullying and aggression to the university authorities or support services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	24	12.0	12.0	12.0
	Satisfied	20	10.0	10.0	22.0
	Dissatisfied	34	17.0	17.0	39.0
	Very dissatisfied	78	39.0	39.0	78.0
	N/A (I have not reported an incident)	44	22.0	22.0	100.0
	Total	200	100.0	100.0	

Table 4.3.3 sheds light on the satisfaction levels of respondents regarding the university's response to incidents of bullying or aggression: 12.0% (24 out of 200) of respondents reported being very satisfied with the university's response. 10.0% (20 out of 200) of respondents indicated that they were satisfied with the university's response. 17.0% (34 out of 200) of respondents reported feeling dissatisfied with the university's response. A significant proportion, 39.0% (78 out

of 200), expressed being very dissatisfied with the university's response to reported incidents. 22.0% (44 out of 200) of respondents mentioned that they had not reported any incidents, and therefore, the question of satisfaction did not apply to them.

Overall, this table highlights the varying levels of satisfaction among undergraduate students regarding the university's response to reported incidents of bullying or aggression. A substantial proportion of respondents expressed dissatisfaction, suggesting room for improvement in the university's handling of such cases. These findings are valuable for understanding the effectiveness of the university's response mechanisms.

4.4 Discussion of Key Findings

The data suggests that both male and female students have experienced bullying or aggression on our campus, although the distribution varies. Further analysis is required to determine if there are gender-based differences in the types and frequencies of these incidents. It is noteworthy that bullying and aggression are reported across various age groups and academic levels. Future research could investigate whether the experiences and responses to bullying and aggression differ among these groups. However, it is crucial to examine whether academic levels

influences the likelihood of reporting such incidents and the satisfaction with the university's response.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

On the basis of the findings derived from the analysis of the data, their interpretation and the key findings within the scope of this study, the following summary, recommendations and conclusion are presented:

5.1 Summary

This study sought to obtain information about the incidence and prevalence of bullying and aggression among undergraduate students in the University of Benin, Benin City. In the course of carrying out this study, five (5) research questions were considered. They include:

1. What is the incidence and prevalence of bullying and aggression among undergraduate students in Nigeria?
2. What are the factors that contribute to bullying and aggression among undergraduate students in Nigeria
3. What are the impact of bully and aggression on the mental health and wellbeing of undergraduate students in Nigeria.
4. What are the current policies and interventions in place to prevent and address bullying and aggression on Nigerian campuses?
5. What are the perspectives of undergraduate students, educators, and other stakeholders on bullying and aggression in Nigeria.

A review of related literature was carried out. Empirical studies of some related works on bullying and aggression among undergraduate students were also revealed.

The research design was a descriptive research design. The instrument used for the study were structured questionnaire.

Findings of the research work were presented on the basis of data collected and the results determined through the instrument.

In this study, the incidence and prevalence of bullying and aggression among undergraduate students in the university of Benin has been explored. Findings revealed a significant proportion of students have experienced bullying or aggression during their academic journey, underscoring the importance of addressing this issue on our campus.

Key insights from the study include the diverse demographic characteristics of respondents, with balanced representation of gender and a broad range of ages and academic levels. These demographics allow for a nuanced understanding of how factors such as gender, age and academic level may relate to experiences of bullying and aggression.

Furthermore, our study highlights a notable level of dissatisfaction among those who have reported incidents, emphasizing the need for improving the university's response mechanisms and support services.

5.2 Recommendations

Based on the findings presented in the previous chapter, several recommendations can be made:

1. Awareness and Prevention: The university should implement awareness programs and preventive measures to address bullying and aggression on campus.
2. Support Services: Enhanced support services and counseling should be made available to victims of bullying and aggression.
3. Reporting Mechanisms: The university should streamline and publicize reporting mechanisms to encourage students to report incidents promptly.

4. Further Research: Future research can delve deeper into the reasons behind gender and age-based variations in bullying experiences.

5.3 Conclusion

This research serves as a valuable foundation for further investigations into the complex dynamics of bullying and aggression in higher education settings. It calls for continued efforts to create a safe and inclusive environment for all students, where incidents of bullying and aggression are minimized, and support for victims is readily available. By addressing this issue, our university can contribute to the overall well-being and academic success of its students.

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APPENDIX

QUESTIONNAIRE

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY.

Dear respondents,

This questionnaire is a part of a research study aimed at understanding the incidence and prevalence of bullying and aggression among undergraduate students in the University of Benin. Your participation in this survey is entirely voluntary, and your responses will be kept confidential. You are please requested to respond as sincerely and objectively as possible. Please, read each question carefully and tick [✓] appropriately as it best defines your views.

SECTION A: Demographic Information

1. Gender: Male Female
2. Age: 15 - 19 20 - 25 26 - 30 Above 30
3. Year of Study: 100 level 200 level 300 level
 400 level 500 level Above 500 level

SECTION B: Experiences of Bullying and Aggression

4. Have you ever been a victim of bullying or aggression during your time at this university?
 Yes No
5. Please indicate the types of bullying or aggression you have experienced (select all that apply):
 Verbal abuse Physical intimidation or harm
 Cyberbullying (online harassment) Social exclusion or isolation
 Threats or blackmail
6. How frequently have you experienced bullying or aggression during your time at this university? Daily Weekly Monthly
 Rarely Never
7. If you have experienced bullying or aggression, please describe the most recent incident briefly;

SECTION C: Perceptions and Reporting of bullying and aggression

8. Do you believe that the university adequately addresses issues related to bullying and aggression? Yes No Not sure

9. Have you ever reported an incident of bullying or aggression to the university authorities or support services?

Yes No I have never experienced bullying or aggression

10. If you have reported an incident, please rate your satisfaction with the response and support you received from the university authorities or support services:

Very satisfied Satisfied Dissatisfied

Very dissatisfied N/A (I have not reported an incident)

SECTION D: Additional Comments

11. Is there anything else you would like to share regarding bullying or aggression on campus, or any suggestions for improving the situation?

Thank you for participating in this survey. Your input is valuable to our research. Your responses will remain confidential, and your name will not be associated with your answers.