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RELATIONSHIP BETWEEN FAMILY FACTORS AND BULLYING BEHAVIOURS OF SECONDARY SCHOOL STUDENTS IN KWARA STATE

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Abstract

This study examined the relationship between family factors and bullying behaviours of secondary school students in Kwara State. The study adopted a descriptive survey of the correlational type. The population of the study comprised all the 93,232 senior secondary school students 2 in public secondary schools in Kwara State. The sample for the study was 450 students; sampled using the simple random sampling technique. Two instruments were adapted for data collection. They were Parenting Styles Sub-Scale (PSS) and Bullying Behaviour Sub-Scale (BBS) developed by Efobi and Nwokolo (2014). The instruments were validated by 5 five experts; 3 in Educational Psychology and 2 in Measurement and Evaluation in the Department of Social Sciences Education, Faculty of Education, University of Ilorin. The reliability of the instruments were established by administering them twice to 20 selected secondary school students who had the same characteristics with the intending respondents. The scores obtained were analysed using Cronbach Alpha with the aid of SPSS. The reliability index of 0.76 was obtained and used to justify the appropriateness of the instruments for the purpose of the study.5 research questions and 1 hypothesis guided the study. Percentage and mean were used to describe the demographic variables of the respondents and answered the stated research questions and Multinomial Logistic Regression analysis technique was used to test the formulated hypothesis at 0.05 level of significance. Findings of the study among other showed that majority of the Senior Secondary School students highly exhibit bullying behaviour in Kwara State and family factors (i.e., the combination of parenting style, family size, and family type) are significantly related to students'

bullying behaviours. It was recommended among others that the students should be exposed a healthy home environment that encourages the development of good social skills and counsellors should organize regular seminars and conferences for parents to enlighten them on the importance of adopting good parenting practices in their homes.

Key words: Family Factors, bullying behaviours, parenting style, family type, family size

Introduction

Bullying is premeditated and continual aggressive behaviour towards a victim who cannot defend himself, and this usually involves an imbalance of power between the aggressor and the victim (Mitsopoulou & Giovazolias, 2013). Uche and Ugwu (2016) stated that bullying is intentional aggressive behaviour involving coercion to abuse or intimidate others. It could be verbal harassment, threat, physical assault or intimidation that may be repeatedly directed towards particular victims, perhaps for reasons of class, race, religion, ethnic group, place of origin, gender, sexuality, appearance, behaviour or ability.

Bullying is a social issue that has received considerable attention in many parts of the world (Owens, Shute & Sleer, 2000). It is a common experience among school children, with 10 to 15 per cent experiencing it (Cheug & Tsang, 2005). Fielder (2008) opined that the development of bullying could be viewed as part of a significant process of interaction, with the home as its root. Bullying behaviour is a by-product of family factors to a great extent. Likewise, researchers observed that the quality of the environment and the family could be linked to the adolescents' relationship and behaviour (Joronen&Astett, 2005; Fielder, 2008). All these factors point to the possible link between bullying and family factors.

One of the family factors capable of dictating students' tendency to exhibit bullying behaviour is parenting style (Georgiou, 2008).Parenting style is a complex activity that includes much specific behaviour that work individually and together in influencing a child's outcomes. It is a psychological construct representing standard strategies parents use in raising their children, and these strategies could be complex and challenging at times (Adegboyega, Ibitoye, Okesina&Lawal, 2017). However, according to Utti (2006), parenting style is an essential instrument in children's socialization, which will, in turn, determine the kind of behaviour that such individuals will exhibit.

Parenting style exerts a lasting effect on children's overall wellbeing, which goes beyond the immediate environment and touches every aspect of the child's life. Researchers such as Mckay (2006) and Adegboyega, Ibitoye, Okesina and Lawal (2017) indicated that harsh parenting techniques, especially inconsistent punishment, often lead to child aggression like bullying. For instance, Georgiou (2008) found

that parents tend to encourage or reinforce their children's negative behaviour by laughing or approving of such behaviours while ignoring positive behaviour when it is exhibited. Similarly, Perren and Hornung (2005) contended that maternal behaviour, such as over protection, can sometimes be positively related to bullying behaviour and victimisation.

Family factors dictating bullying behaviour cannot be entirely discussed without reference to family size. Family size is the number of parents and children that make up a family. According to Bjorklund (2004), family size refers to all siblings present in a household. It can also be seen as the total number of people found in the family. A family may be regarded as significant when the family members are within 7 to 10 and above. A family may also be considered small when the size of family members is within 1 to 3 or 4 to 6 (Arthur, 2005). These imply that family size might increase the risk of a child's negative behaviour. For instance, as the number of siblings in a household increases, the parental attention given to each child may decrease.

More so, as the number of siblings increases, the household tends to become crowded, possibly leading to an increase in financial hardship and frustration (Kantarevic & Mechoulan, 2006). In addition, family size may be linked to bullying behaviours, including absentee parents, economic hardship, and broken homes (Ngale, 2009). Besides the family size variable discussed, family type is another factor capable of dictating students' tendency to exhibit bullying behaviour. Family type is the family support system involving two married individuals providing care and stability for their biological offspring. It can be seen as a substantial make-up of the members concerning each other without respect to roles and functions (Toby, 2015). Family is considered in terms of the nuclear and extended arrangement. Nuclear family is the type of family that consists of the father, mother and their children. In contrast, in the extended family, the members include the husband, wife, children and other relations covering two to three generations (Anyanwu & Ofodile, 2012)

It is important to point out that, the learning environment should not constitute a stressor for the students, as the unhealthy learning environment is capable of affecting the general school climate and the right of the students to learn in a safe environment. In as much as each students came from a family, it becomes imperative to examine the correlation between family and bullying behaviours in order to proffer possible solution to curbing the influence of family on the bullying behavior of the secondary school students.

Statement of the Problem

The growing incidence of bullying has become a national issue. It has attracted scholars and education stakeholders to intervene and address such factors

responsible for bullying behaviour among adolescents in school. It has prompted the researcher to look into the relationship between family factors and students' bullying behaviours in secondary schools in Kwara State. Studies abound on the different variables influencing bullying behaviour among students. For instance, Efobi and Nwokolo (2014) assessed the relationship between parenting styles and the tendency toward bullying among adolescents in Awka, Nigeria. They reported a moderate positive association between parenting style and adolescents' propensity to bullying behaviour.

More so, Uche and Ngwu (2016) investigated the extent to which background variables contribute towards the prevalence of bullying among secondary school students in Bayelsa State, Nigeria and found that significant differences existed in bullying among students on the bases of school location, parental socio- economic status (SES) and family type. However, to the best of the researcher's knowledge, a study has not been conducted on the relationship between family factors and students' bullying behaviours, especially in Kwara State. Against this backdrop, the researcher was interested in filling the research gap as a complementary study to the existing body of knowledge in family factors and bullying behaviours.

Purpose of the Study

This study aimed to examine the relationship between family factors and bullying behaviours of secondary school students in Kwara State. Specifically, the study examined the following:

a. To examine the profile of senior secondary school students' family size in Kwara State?
b. To find out the profile of senior secondary school students' family type in Kwara State?
c. To assess the profile of senior secondary school students' parenting style in Kwara State?
d. To find out the prevalence of bullying among senior secondary school students in Kwara State?
e. Is there any relationship between family factors (parenting style, family size, and family type) and bullying behaviours of secondary school students in Kwara State?

Research Questions

The following research questions were answered in the study.

i. What is the profile of senior secondary school students' family size in Kwara State?
ii. What is the profile of senior secondary school students' family type in Kwara State?
iii. What is the profile of senior secondary school students' parenting style in Kwara State?

iv. What is the prevalence of bullying among senior secondary school students in Kwara State?

Research Hypothesis

A null hypothesis was formulated and tested in the study.

H_{01}: There is no significant relationship among between family factors (parenting style, family size, and family type) and bullying behaviours of secondary school students in Kwara State

Methodology

This study adopted a descriptive survey of the correlational type. The population of the study comprised all 93,232 senior secondary school students 2 in public secondary schools in Kwara State. The sample for the study was 450 students. Simple random sampling technique was used to select 30 students from each the 15; that was five schools from each of the three senatorial districts in Kwara State. This is in accordance with the provision of the Research Advisors (2006) that a sample of 450 is appropriate for a population of 93,232. Two instruments were adapted for data collection. They were Parenting Styles Sub-Scale (PSS) and Bullying Behaviour Sub-Scale (BBS) developed by Efobi and Nwokolo (2014). The instruments were validated by 5 five experts; 3 in Educational Psychology and 2 in Measurement and Evaluation in the Department of Social Sciences Education, Faculty of Education, University of Ilorin. The reliability of the instrument was established by the researcher by administering the instrument twice to 20 selected secondary school students who had the same characteristics with the intending respondents and the scores obtained were analysed using Cronbach Alpha with the aid of SPSS. The reliability coefficient was used to justify the appropriateness of the instrument for the purpose of the study. However, a reliability index of 0.76 was obtained. The instruments were administered to the respondents through the help of four trained research assistants. Descriptive statistics of percentage and mean were used to describe the demographic variables of the respondents and in answering the stated research questions, while Multinomial Logistic Regression analysis technique was used to test the formulated hypothesis at 0.05 level of significance.

Data Analysis and Results

Table 1: Demographic Data of the Participants

Gender	Frequency	Percentage%
Male	189	42%
Female	261	58%
Total	450	100%

Results in Table 1 show that out of 450 respondents sampled for this study, 189 (42%) were male, while 261 (58%) were female. This implies that female respondents were more than their male counterparts.

Answering of Research Questions

Descriptive statistics of mean was used to answer research questions 1, 2, 3 and 4, while research question 5 was hypothesised and tested using multiple regression analysis.

Research Questions One: What is the profile of senior secondary school students' family size in Kwara State?

Students were asked to tick the number of children within their families and their responses were used to determine their family size. The summary statistics is presented in Table 2.

Table 2: description of Senior Secondary School Students' Family Size in Kwara State

	Family Size		**Frequency**	**Percentage%**
Category	Small	3-6	358	79.6
	Large	7 and above	92	20.4
			450	**100.0**

As revealed results in Table 2, out of 450 (100%) students sampled for this study, 358 (79.6%) of them were from small family size, while 92 (20.4%) of the participants were from the large family size.

Research Questions Two: What is the profile of senior secondary school students' family type in Kwara State?

Students were asked to tick the family type they belong to and their responses were analysed using the percentage. The summary statistics is presented in Table 3.

Table 3: Profile of Senior Secondary School Students' Family Type in Kwara State

Family Type	**Frequency**	**Percentage%**
Extended	83	18.4
Nuclear	367	81.6
Total	450	100.0

Table 3 shows that 83 (18.4%) of the participants were from the extended family, while 367 (81.6%) claimed to have come from the nuclear home.

Research Questions Three: What is the profile of senior secondary school students' parenting style in Kwara State?

Since each parenting style item in the questionnaire on students' parenting style contained five (5) sub-item and structured in a four-response-type. The mean scores of the sub-items were summed and divided by 5 to obtain the grand mean for parenting style item. Thereby, mean scores of items that are closed to 4, 3, 2 and 1 signify the styles of parenting as 'always', sometimes, rarely and never exercised on students respectively. The presentation is shown in Table 4.

Table 4: Profile of Senior Secondary School Students' Parenting Style in Kwara State

S/N	Parenting	Mean	S.D.	Rank	Remark
1	Authoritative	3.63	1.72	1st	Always
2	Authoritarian	2.92	2.03	2nd	Sometimes
3	Permissive	2.41	2.19	3rd	Rarely

As revealed results in Table 4, authoritative parenting style was always, while parents were sometimes authoritarian with their secondary school children but rarely adopted permissive parenting style on senior secondary school students.

Research Questions Four: What is the prevalence level of bullying behaviour among senior secondary school students in Kwara State?

The scores of each respondent on prevalence level of bullying behaviour among students were subjected to the percentage analysis. Since the questionnaire on the prevalence of bullying behaviour contained 32 items structured in a four-response-type, the minimum, maximum and range score are 32, 128 and 96 respectively. The range score was therefore divided by 3 (i.e.,96/3=32). Thus, students whose score fell within score range 32 – 64; 65 – 92 and 93 – 128 were categorised as Low, Moderate and High prevalent levels of bullying behaviour respectively. The statistics of respondents' scores are summarized and presented in Table 5.

Table 5: Prevalence Level of Bullying Behaviour of Senior Secondary School Students in Kwara State

Levels of Bullying Behaviour	Score Range	Frequency	Percentage %
Low	32 – 64	86	19.1
Moderate	65 – 92	149	33.1
High	93 – 128	215	47.8
Total		450	100.0

Results in Table 5 reveal that 86 (19.1%) of the participants were of low level of bullying behaviour, 149 (33.1%) were moderately engage in bullying behaviour, while 215 (47.8%) of the students were of high level of bullying behaviour.

Hypotheses Testing

The hypothesis was tested with the use of a linear multiple regression at 0.05 level of significance.

Research Hypothesis: There is no significant relationship between family factors (parenting style, family size, and family type) and bullying behaviours of secondary school students in Kwara State.

In order to test the hypothesis, responses on family factors (parenting style, family size, and family type) and bullying behaviours of secondary school students in Kwara State were analysed using Multinomial Logistic Regression. The result is reported in Table 6.

Table 6a: Model Fitting Information on the Relationship Between Family Factors (Parenting Style, Family Size, and Family Type) and Bullying Behaviours of Secondary School Students in Kwara State

Model	Model Fitting Criteria			Likelihood Ratio Tests	
	-2 Log Likelihood	R	Nagelkerke R^2	Chi-Square	p-value
Intercept Only	69.35	0.42	0.18	32.92	0.00
Final	36.82				

Table 6a shows the indices for considering whether the variables added to the model (parenting style, family size, and family type) statistically significantly predicts the dependent variable (statistically significantly correlate with the dependent variable). As shown in the table, there is significant relationship between family factors (parenting style, family size, and family type) and bullying behaviours of secondary school students in Kwara State. This is evident in the calculated r-value of 0.42 and p-value of 0.00 which is less than 0.05 level of significance. Since 0.00 is less than 0.05 level of significance, the null hypothesis is not accepted. The Nagelkerke's R-square value of 0.18 means that the variables of parenting style, family size and family type accounted for 18% of changes observed in bullying behaviours of secondary school students in Kwara State. The relative contribution of each of the independent variables, produced in the form of chi-square, is presented in Table 6b.

Table 6b: The Relative Contribution of parenting style, family size and family type to bullying behaviours of secondary school students in Kwara State

Effect	-2 Log Likelihood of Reduced Model	Likelihood Ratio Tests	
		Chi-Square	p-value
Intercept	36.815[a]	0.000	.
Parenting Style	43.812	6.779	0.00
Family size	63.998	17.183	0.03
Family type	41.876	6.052	0.00

Table 6b shows the relative contribution of parenting style, family size and family type to bullying behaviours of secondary school students in Kwara State. As contained in the table, parenting style contributed chi-square value of 6.779with p-value of 0.00 and was significant at 0.05 level of significance. Family size contributed chi-square value of 17.183 with p-value of 0.03 and was significant at 0.05 level of significance. Also, family type contributed chi-square value of 6.052 with p-value of 0.00 and was significant at 0.05 level of significance. This implies that parenting style, family size, and family type contributed significantly to bullying behaviours of secondary school students in Kwara State.

Summary of the Findings

Findings obtained from this study were summarized in the followings:

1. The finding of this study revealed that majority of the senior secondary school students were from the small family size.
2. The majority of the senior secondary school students were from the nuclear family.
3. Authoritative parenting style was always adopted for school children while parents were sometimes democratic with their secondary school children but rarely adopted permissive parenting style on senior secondary school children in Kwara State.
4. The majority of Senior Secondary School students highly exhibit bullying behaviour in Kwara State.
5. Family factors (i.e., the combination of parenting style, family size, and family type) are significantly related to students' bullying behaviours.

Discussion

Findings of this study revealed that the majority of the senior secondary school students were from the small family size. This means that majority of the sampled students were from small family size. This result is possible where most of the students came from a home in which the size is less than seven (7).This is in relation to the observation of Ngale (2009) that the extent of the number of the family size was linked to bullying behaviours due to absentee parents, financial

hardship and broken homes. This signifies that the larger the number of children in the family, the more they are prone to exhibit deviant behaviour like bullying.

Another, findings of this study indicated that majority of the senior secondary school students were from the nuclear family. Given that the nuclear family comprises the man, the wife and their children in a monogamous relationship, it is a structure/type of family that only the parents and their children live together. This result substantiates the study conducted by Anyanwu and Ofordile (2012) which revealed that children who found themselves in a nuclear family were less to exhibit bullying behaviour unlike children who found themselves in extended family who may experience overcrowding which may result to low parental attention, financial hardship, and this tends to lead the children into bullying behaviour.

Another finding of this study showed that parents always adopted authoritative parenting style for their secondary school children and were sometimes democratic with their children but rarely adopted permissive parenting style on senior secondary school children in Kwara State. All these parenting styles were used to capture normal variations in parents' attempts to control and socialize their children. This is in line with Okesina and Lawal (2017) who support this argument that authoritative parenting style for their secondary school children were democratic in nature. Given that the primary role of all parents is to influence, teach, and control their children, parenting style is also a psychological construct which represents standard strategies parents use in raising their children. This finding is in line with Arthur (2005) whose study maintained that parenting style revolves around issues of control and parents may differ in how they try to control or socialize their children and in the extent to which they do so. In the same vein Eze and Onyemuze (2009) submitted that parenting style as a particular pattern of interaction or relationship that existed between parents and children is adopted to gradually mold the behaviour of their children. In consonance with the assertion Eze and Onyemuze, Dienye and Oyet (2011) agreed that, parenting style is the aggregation of various patterns which parents use in their effort to train their children.

Furthermore, findings of this study revealed that the majority of senior school students highly exhibited bullying behaviour in Kwara State. Bullying took different forms which could be direct/face-to-face bullying, indirect or behind someone's face, cyber bullying through the use of electronic technology, physical, verbal, psychological and electronic. Bullying increases when students make transitions to the middle school and high school where the issue of establishing social status in a new peer group is important This is in agreement with Besay (2004) who maintained that direct or face-to-face form of bullying include verbal bullying such as name-calling, mocking, hurtful teasing, insults, put-downs, humiliating, racist or sexist comments and harassment. Physical bullying includes such behaviours as shoving, pushing, hitting, beating up, stealing or damaging

property and assault while Alsaker (2004) submitted in his findings that the prevalence rates of bullying in students range from 10% of secondary students to 27% of middle school students as they are involved in bullying once every 7 minutes.

More so, findings of this study revealed that family factors (i.e., the combination of parenting style, family size, and family type) were significantly related to students' bullying behaviours. Parenting styles contributed more to students' bullying behaviour followed by the type of family while size of the family has the least contribution. Parents who adopted authoritarian parenting style may be linked with negative behavioural outcomes which include aggressive behaviour, decreased emotional functioning, depression and lower level of self-confidence. In line with the findings, Igbo and Ihejiene (2014) in his study on the influence of parenting styles on bullying behaviours and academic achievement of secondary school students in Garoua, Northern Cameroun found that parenting styles influenced bullying behaviours of secondary school students while Terry (2004) stated that authoritarian parents place firm limits and controls on the children and allow little verbal exchange. In corroboration of the above view, Tim (2007) asserted that authoritarian parents are less responsive to their children's needs, and are more likely to spank a child rather than discuss the problem.

Conclusion

Based on the findings of this study, it could be concluded that family factors of parenting style, family size and family type are variables to be reckoned with if bullying behaviours is to be reduced among students. This is based on the observed significant relationship among family factors (parenting style, family size and family type) and bullying behaviours of students in Kwara State.

Recommendations

With respect to the findings of this study, the following recommendations are proffered;

a. A good way of reducing bullying behaviours among students would be to ensure that the students have a healthy home environment that encourages the development of good social skills. There is, therefore, need to pay attention to children as well as parental supervision in order to reduce aggressive behaviours.
b. Counsellors should organize regular seminars and conferences for parents to enlighten them on the importance of adopting good parenting practices in their homes.
c. The homes should be such that are stimulated or able to provide the adolescent with basic necessities so that the adolescent will not be vulnerable to negative peer group pressure and behaviours.

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