

DISSERTATION ABSTRACT

Doctor of Ministry
Emphasis in Youth and Young Adults Ministry

Adventist University of Africa

Theological Seminary

Title: MENTORING TEENAGERS TO REDUCE BULLYING IN ADELEKE
UNIVERSITY HIGH SCHOOL, EDE, OSUN STATE OF NIGERIA

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Bullying among teenagers is common in schools nowadays, especially among preteens and teenagers. Various methods have been used in the past to address this social challenge among secondary school students, but what is happening today in schools shows that bullying is still prevalent among teenagers in secondary school. Hence, this project aimed to develop, implement, and evaluate a mentoring strategy to reduce the impact of bullying on teens at Adeleke University High School. A pre-post descriptive methodology was used to compare a cohort of students who participated in the mentoring program. Teachers are trained to be mentors offer support and aid to students who have been bullied or are affected by it. The project aimed to empower students and foster resilience by creating a safe and welcoming environment. Informants included administrators, instructors, counsellors, parents, the disciplinary

committee, and students. Notably, five (5) individuals worked as study assistants for the researcher. Data collection, processing, and analysis were done concurrently using Statistical Process Simulation (SPS). The quantitative method yielded useful data for developing an intervention. However, the intervention was deployed two weeks after it was developed in the school and consisted of three activities: data collecting, mentor training, and mentors mentoring students. This study adopted quantitative research methods. Questionnaires were effective for gathering data before and after the intervention plan was implemented. The processed data was used to evaluate the program's effectiveness. The evaluation indicated significant gains (90%) in students' positive involvement with one another and academic performance when compared to before the intervention was implemented. The results indicated that the intervention had a positive impact on both students and the school environment. Furthermore, feedback from both mentors and students underlined the significance of the mentoring relationships developed and used throughout the program. These interactions not only promoted a feeling of community at Adeleke University High School but also helped pupils gain self-esteem and motivation. As a result, the school administration is considering expanding the program to include more students and resources to preserve the current positive momentum in an environment where students feel respected and empowered.

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IN ADELEKE UNIVERSITY HIGH SCHOOL,
EDE, OSUN STATE OF NIGERIA

A dissertation

presented in partial fulfillment
of the requirements for the degree
Doctor of Ministry

by

Abiodun Oluwasegun Olaoye

February 2026

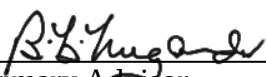
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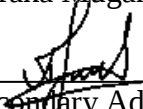
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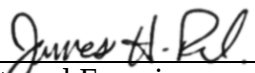
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To my beloved wife, Ajoke Olaoye, and our daughters, Testimony Olaoye,
Iyanuoluwa Olaoye, and Jochobed Olaoye, this is dedicated.

I also dedicate this to everyone who faces daily bullying
from those deemed to be superior.

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CHAPTER 1

INTRODUCTION

Bullying in high schools has emerged as a significant public health and educational concern in many countries around the world. Over the past few decades, research has shown that adolescence is a sensitive developmental period characterized by rapid physical, emotional, and social changes, making students particularly vulnerable to peer aggression. Bullying, which includes physical, verbal, social, and increasingly, cyber forms of harassment, has been reported at alarming rates in secondary schools. Various national and international studies highlight that a considerable percentage of high school students either witness, perpetrate, or experience bullying during their educational journey. Social dynamics within schools, such as competition, group formation, and power imbalances, often contribute to the prevalence of bullying behaviors.¹ Bullying in high schools is a widespread issue that has serious consequences for both the victims and the bullies, affecting their personal development, social skills, academic performance, and overall well-being, which can extend into their adult lives.

Policymakers and professionals working with children are deeply concerned about the impact of bullying. High levels of bullying among children should be seen as a sign of failure in upholding children's rights. Additionally, because of its negative effects on academic achievement and behavior, bullying in schools may diminish the

¹World Health Organization, "School Bullying: Prevalence, Impacts and Preventive Strategies," accessed 7 November 2025, <https://www.who.int/news-room/fact-sheets/detail/bullying>.

value of public investment in children's education and could lead to higher costs due to risky behavior in the future.²

Research suggests that bullying rates among children differ in Nigeria and other parts of the world. One study, which looked at 1192 Nigerian school students, found that 59.9% of students had experienced bullying, with male students more likely to engage in bullying behavior than female students.³

Bullying has been reported among students between the ages of 10 and 14 in Nigerian schools, with high schools being particularly affected.⁴ This problem has had an adverse impact on students, including those from affluent families such as celebrities' children and also those from underprivileged backgrounds.⁵ The culture of bullying in schools appears to be tolerated, leading to tragic consequences for some students, including early deaths and long-lasting physical and mental harm. Schools are entrusted with the vital role of imparting knowledge and culture to the next generation. Additionally, schools are meant to be environments where students feel safe, secure, respected, and cared for.⁶

Research conducted previously indicated that in Nigeria, 51.4% of male students and 50.8% of female students reported experiencing bullying. The study found that 51.8% of the male students and 49.5% of the female students were

²Melissa D. Powell and Linda D. Ladd, "Bullying: A Review of the Literature and Implications for Family Therapists," *American Journal on Family Therapy* 38, no. 3 (2010): 189-206, <https://doi.org/10.1080/101926180902961662>.

³Shahrazad Bazargan-Hejazi, "Bullying Experience of Pupils in Nigerian Primary Schools," *Medicine* 99, no. 39 (2020): e22409, <https://doi.org/10.1097/MD.00000000000022409>.

⁴Lawal Iyabo, "Taming Menace of Bullying in Nigerian Schools," accessed 29 June 2022, <https://guardian.ng/features/education/taming-menace-of-bullying-in-nigerian-schools/>.

⁵Ibid.

⁶Bazargan-Hejazi, "Bullying Experience of Pupils in Nigerian Primary Schools."

identified as perpetrators of bullying. Additionally, 39.6% of male students and 42.9% of female students were observed as bystanders to bullying. Furthermore, 35.1% of male students and 34.1% of female students have encountered any two of the categories of bullying, while 11.2% of male students and 12.4% of female students have experienced all the categories of bullying.⁷

Bullying has impacted students worldwide and is considered an international problem. According to data from 2019, approximately 22% of students aged 12–18 in the United States stated that they experienced bullying at school during the school year.⁸ This percentage was lower than the percentage reported in 2009 (28%).⁹ Of students ages 12–18, about 15% reported being the subject of rumors; 14% reported being made fun of, called names, or insulted; 6% reported being excluded from activities on purpose; and 5% reported being pushed, shoved, tripped, or spat on.¹⁰ Additionally, 4% of students reported being threatened with arms, and 2% each reported that others tried to make them do things they did not want to do and that their properties were destroyed by others on purpose.¹¹

Findings from the US Department of Education and national statistics show that students' reports of being bullied varied based on student characteristics such as

⁷Bazargan-Hejazi, "Bullying Experience of Pupils in Nigerian Primary Schools," 1.

⁸National Center for Education Statistics, "Fast Facts: Bullying," accessed 22 June 2022, <https://nces.ed.gov/fastfacts/display.asp?id=719>.

⁹D. Olweus "Bullying at School: Basic Facts and Effects of a School-Based Intervention Program," *Journal of Child Psychology and Psychiatry* 35, no. 7 (1994): 1171-1190, <https://doi.org/10.1111/j.1469-7610.1994.tb01229.x>.

¹⁰K. L. Modecki et al., "Bullying Prevalence across Contexts: A Meta-analysis Measuring Cyber and Traditional Bullying," *Journal of Adolescent Health* 55, no. 5 (2014): 602-611, <https://doi.org/10.1016/j.jadohealth.2014.06.007>.

¹¹Véronique Irwin et al., *Report on Indicators of School Crime and Safety: 2020* (Washington, DC: NCES, IES, U.S. Department of Education, 2021), accessed 25 March 2022, <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021092>.

gender, race or ethnicity, and grade level. In 2019, a higher percentage of female students than male students aged between 12 and 18 reported being bullied at school during the school year (25% vs. 19%).¹² The study found noticeable differences between male and female students regarding their experiences of various forms of bullying. Notably, a greater proportion of female students aged 12-18 reported being the subject of rumors (19% compared to 12% for male students); being mocked, called names, and insulted (16% compared to 12% for male students); and being deliberately excluded from activities (9% compared to 4% for male students). Conversely, a higher percentage of male students reported experiencing physical bullying such as being pushed, shoved, tripped, or spat on (6% compared to 4% for female students). In contrast, a higher percentage of male students than female students reported being pushed, shoved, tripped, or spat on, 6% as against 4%.¹³

A comparison of student bullying by grade level shows that the percentages of students who reported being bullied at school during the school year in 2019 were higher for 6th, 7th, and 8th graders (ranging from 27% to 28%) than for 9th, 10th, and 12th graders (ranging from 16% to 19%). The percentage was also higher for 7th graders than for 11th graders (28% vs. 22%) and higher for 11th graders than for 12th graders (22% vs. 16%).

When the prevalence of bullying is examined by school characteristics¹⁴ it can be observed that the percentage of students who reported being bullied at school during the school year was higher for students enrolled in schools in rural areas (28%) than for students enrolled in schools in other locales (22% each for those enrolled in

¹²Irwin et al., *Report on Indicators of School Crime and Safety*, 3.

¹³Ibid.

¹⁴Ibid., 2.

schools in cities and towns, and 21% for those enrolled in schools in suburban areas). However, there were no measurable differences between public and private school students in the percentage of students who reported being bullied. Adeleke University High School appears not to be an exception because over 30% of the about 500 students of the newly established Adeleke University High School, as documented by the disciplinary committee report of March 2017, were reported bullied.¹⁵

Description of the Ministry's Context

Adeleke University High School is located in the ancient city of Ede, Osun State, Nigeria. Ede is said traditionally to have been founded about 1500 years ago by Timi Agbale, a hunter and warlord sent by Alaafin (Alaafin; “King”) Kori of Old Oyo (Katunga), capital of the Oyo Empire, to establish a settlement to protect the Oyo caravan route to Benin, 127 miles that are about 204 km to the southeast of the State.¹⁶

Adeleke University High School (AUHS) is on the outskirts of Ede North local government, Ede town, and was established on September 26, 2016, to provide the needed childhood and holistic education patterned after the educational philosophy of the Seventh-day Adventist Church for the children in the neighborhood of Ede. Adeleke University High School, Ede, just like Adeleke University, was founded out of necessity. The proprietor, a humanitarian, conceived the idea of establishing the two institutions and a Christian organization called Springtime Development Foundation about twenty years ago. The school is located on the

¹⁵Adeleke University High School, “Minutes of the Adeleke University High School Disciplinary Committee” (Adeleke, Nigeria: Adeleke University High School, March 4, 2017), 2.

¹⁶Adedaniya Kamorudeen, “The History of Ede Town, the Home of Timi Agbale Olofa Ina, Series 1,” Facebook, September 3, 2020, <https://www.facebook.com/photo.php?fbid=786349935522766&id=307471056743992&set=a.307554063402358>.

outskirts of Ede North, en route to Oshogbo, the capital town of Osun State, which is about 15 kilometers away.¹⁷ Osun State is primarily inhabited by the Yoruba people, mainly of the Ibolu, Ife, Igbomina, Ijesa, and Oyo subgroups. The state's religious composition is comprised of Christians, Muslims (mainly Sunni), and traditionalists (primarily Isese), with 55%, 40%, and 5% of the population respectively identifying with each group.¹⁸

Osun State is divided into three federal senatorial districts, each of which is composed of two administrative zones. The state consists of thirty (30) Local Government Areas and Area offices, among them, is Ede North local government.¹⁹ Ede North local government alone has over 20 Basic Schools (Nursery and Primary) and over 15 secondary schools including Adeleke University High School, at the time of this research.²⁰

Statement of the Problem

Bullying, a form of intimidation and harassment is a growing problem in many public and private high schools in Nigeria, and Adeleke University High School is not exempted. Parents and guardians at Adeleke University High School have observed over time that the antisocial behavior of bullying, seen in other public schools, has begun to be noticed among teenagers in the school.

¹⁷Kamorudeen, "The History of Ede Town."

¹⁸State of Osun, "History," accessed 11 July 2022, <https://www.osunstate.gov.ng/about/history/>.

¹⁹*Encyclopaedia Britannica*, s.v. "Osun State, Nigeria," last updated February 21, 2025, <https://www.britannica.com/place/Osun>.

²⁰Osun State, "The Land of Virtue," accessed 4 July 2017, <https://www.cometonigeria.com/region/south-west-nigeria/osun-state/>.

Adeleke University High School, which was established eight years ago is geared towards providing holistic education, patterned after the philosophy of Seventh-day Adventist education, for children in Ede and its environs. Ede community is a Muslim-dominated territory in Nigeria, and Adeleke University High School was established to provide a better option of education against social vices; hence, the need to address this antisocial behavior on time.

It is reported that, in general, girls opt for relational aggression while boys use physical aggression to intimidate their victims. Bullying creates fear in students, destroys their identity, affects their ability to concentrate on their studies, and could lead to suicidal thoughts and sometimes death among the bullied.²¹

While a range of government strategies have attempted to address this issue, little has been done about dealing with the root cause of the problem. As with every other aspect of life, the Bible has things to say that can transform bullies into caring members of a strong, cohesive community and bullied young people into bold, confident people. This study is, therefore, geared towards generating information using a survey questionnaire and filling the gap in knowledge using a biblical model of mentorship in teaching, rebuking, correcting, and training to reduce the issue of bullying in Adeleke University High School, where everyone bearing the image of God is valued and accepted, thus, serving as an antidote to the bullying problem in public and private schools in Nigeria.

Purpose of the Study

The purpose of this study was to design, implement and evaluate mentorship strategies to reduce bullying in Adeleke University High School, Nigeria.

²¹Molly Edmonds, "Are There Differences between Male and Female Bullies?" accessed 16 June 2022, <https://science.howstuffworks.com/life/inside-the-mind/emotions/male-female-bullies.htm>.

Research Objectives

- i. To assess the prevalence of bullying among students at Adeleke University High School, Osun State, Nigeria.
- ii. To evaluate the current state of mental and emotional health of students affected by bullying at Adeleke University High School, Nigeria.
- iii. To design a mentoring intervention that could address bullying at Adeleke University High School, Nigeria.
- iv. To implement a mentoring program and assess its effectiveness in mitigating bullying impacts on students at Adeleke University High School, Nigeria.

Research Questions

This study investigated or addressed four pertinent questions, which were as follows:

- i. What is the prevalence of bullying amongst students at Adeleke University High school, Ede, Nigeria?
- ii. What type or types of bullying is often experienced by the students of Adeleke University High School, Ede, Nigeria?
- iii. What intervention strategy can be designed to mitigate the effect of bullying on the students of Adeleke University High School, Ede, Nigeria?
- iv. How can biblical principles of mentorship be applied to reduce bullying among teenagers at Adeleke University High School, Ede, Osun State, Nigeria?

Justification of the Study

There are many reasons why this study is important in the field of secondary school education. Specifically, it focuses on Adeleke University High School (AUHS), Nigeria. The leadership of the institution is facing challenges on how to address bullying, and if left unchecked, it might, in turn, make teenagers drop out of school completely. This would be a bad omen and would not be in the best interest of the education stakeholders. Hence, there is a serious need to checkmate this phenomenon. Therefore, this study will be highly beneficial to students, parents, and staff as it promises to bring about change and a sane, and conducive learning environment at AUHS.

Given the adverse effects of bullying, there is a need to develop effective intervention strategies to reduce its impact on students. Mentoring has been identified as a practical approach to support teenagers in overcoming the adverse effects of bullying. Mentors can provide guidance, support, and positive role modeling to help teenagers develop resilience and coping skills. Therefore, to reduce the impact of bullying in schools is to evaluate the effectiveness of mentoring as a strategy for mitigating the negative effects of bullying on students.

Delimitation of the Study

This study focuses specifically on Junior and Senior Secondary School (JSS and SSS) students aged 12–18 at Adeleke University High School in Ede, Nigeria. These classes and age group were chosen because students in this demographic are most likely to encounter and report incidents of bullying due to their increased social interactions, peer influence, and growing independence during late adolescence. Additionally, older secondary school students can more accurately describe their experiences and the effects strategies have on their mental health, providing more

reliable data for the research. Limiting the study to this group ensures a focused analysis of the effectiveness of anti-bullying strategies during this critical period of adolescent development.

Limitations of the Study

The study was limited to the student population of Adeleke University High School in Ede, Nigeria, which consequently influenced the sample size and the generalisability of the findings. Additionally, the intervention programme was conducted over a relatively short period, restricting the ability to assess its long-term effects on bullying behaviour. Given that bullying is a multifaceted social issue requiring sustained efforts for lasting behavioural change, these limitations may have affected the depth and durability of the study's outcomes.

Mitigation Strategies

Broaden the Study Population. Future research could include multiple schools across different regions to increase sample diversity and enhance the generalizability of results.

Extend the Intervention Duration. Implementing a longer intervention period would allow for more accurate assessment of long-term behavioural changes.

Adopt a Longitudinal Research Design. Conducting follow-up assessments at regular intervals after the intervention can help monitor sustained impacts.

Incorporate Flexible Research Methods. Utilizing online platforms or hybrid models can ensure data collection continuity during unforeseen disruptions such as pandemics.

Engage Stakeholders Continuously. Involving teachers, parents, and counsellors throughout the intervention can reinforce behavioural change and provide ongoing support beyond the study period.

Methodology

This study adopted a quantitative method of research, where a pre-post descriptive research design was adopted. The findings from this research aimed to identify the prevalence and types of bullying experienced by students, as well as its impact (after using statistical analyses) on their mental health and academic performance. The results provided valuable insights into the correlation between bullying and student well-being, highlighting the urgent need for effective intervention strategies within educational settings. Furthermore, the study aimed to educate policymakers and educators on the critical role of creating a supportive school climate. By examining the data, the project hopes to provide actionable recommendations for school interventions and support systems. Furthermore, questionnaires were provided to 200 selected students at the school: 150 from junior secondary school 1 to 3 and 50 from senior secondary school class 3.

Data for this study were collected in two phases: the pre-test and the post-test. During the first phase, a pre-test questionnaire was administered to a selected group of students to assess the nature and extent of the bullying problem. The responses obtained were analysed and used to design an intervention aimed at addressing the identified issues. The pre-test also served as a pilot to determine the suitability of the questionnaire for the main study. Minor adjustments were made based on the initial observations before the second administration.

After implementing the intervention for 12 weeks, the same questionnaire was administered again as a post-test to evaluate the effectiveness of the intervention. The

data collected during this second phase were analysed to determine changes in students' responses and to assess the impact of the intervention.

The findings from both data collection phases informed the recommendations presented in Chapter 6 of this research. The study employed a pre-post descriptive design, which allowed for a clear comparison of the situation before and after the intervention. The methodology also encompassed considerations such as population, sample size, data collection procedures, ethical considerations, data analysis and interpretation, discussion of findings, strategy design, implementation, and evaluation.

Population and Sample

Asiamah et al. proposed that population refers to people who have “the ability and opportunity to provide the most accurate information or data.”²² As a result, this structure was adopted.

Population

Adeleke University High School is located in Ede, Nigeria. The school has a total population of 500 students.²³

Sample Size

A stratified sampling approach was adopted to ensure every student in the class selected had an equal chance of being part of the study.²⁴ The objective was to

²²Martin Murphy, *Population Definitions for Comparative Surveys in Education* (Victoria, Australia: Australian Council for Educational Research, 2016), 6, accessed 11 July 2017, https://research.acer.edu.au/cgi/viewcontent.cgi?article=1022&context=ar_misc.

²³Timothy Adetayo provided this data from Adeleke University Logbook.

²⁴Brittnie S. Peck, “Sampling, Random,” *The SAGE Encyclopedia of Communication Research Methods*, ed. M. Allen, accessed 11 July 2017, <https://methods.sagepub.com/ency/edvol/the-sage-encyclopedia-of-communication-research-methods/chpt/sampling-random>.

gather representative information about bullying occurrences affecting teenagers at AUHS, which would help in designing effective anti-bullying measures.

To ensure diversity, the strata were based on three criteria: gender, age, class, and academic performance. This approach helps to capture the variations in perspectives and experiences related to bullying.

Number of Strata:

The following groups for each criterion:

- Gender: 2 groups (Male, Female)
- Age: 2 age groups (12-14 years (junior school), 15-17 years (senior school))
- Academic Performance: 2 groups (High performers, Average/Low performers)

A total of 8 strata were formed, ensuring that the sample included students representing every combination of gender, age group, and academic performance. Random samples were then drawn from each stratum to compose the experimental and control groups of 100 students each.

It is noteworthy that the hierarchical delineation of the general, target, and accessible populations provides an effective framework for managing a relatively large study population, thereby facilitating quantitative sampling. In this study, particular emphasis was placed on students in Junior Secondary School Three (JSS 3) and Senior Secondary School One to Three (SSS 1–3).

During data collection, a small group of students was randomly selected as the available population. The poll included 150 students, 50 from each class aged 12 to 14 from JSS 1-3, and 50 students aged 15 to 17 from SSS 3. This approach not only ensured a diverse representation of the student body but also facilitated meaningful

analysis of the data across different age groups and educational stages. By comparing the responses from these various cohorts, researchers gained valuable insights into the educational experiences and needs of students at this critical juncture in their academic journey.

Data Collection Instrument

Data gathering was made possible by utilising a single significant designed instrument—a questionnaire. Hence, the:

Survey Questionnaire: A structured questionnaire is developed to assess:

- i. Incidence of bullying (Bullying Behavior Scale)
- ii. Psychological impact (Strengths and Difficulties Questionnaire, SDQ)
- iii. Involvement in the mentoring program (Participation Checklist)

This instrument helped the researcher standardize questions so that each participant was asked the same question in the same way, which ensured consistency and reduced bias.²⁵ It also uses closed-ended questions with predetermined response options, including multiple-choice and rating scales.²⁶ As a result, data gathering via a questionnaire in this study generated good and verifiable results.

Instrument Selected

The instrument adopted needed to be tested before it could be utilised fully. The primary objectives of pretesting the survey instruments are to evaluate the clarity and comprehensibility of questionnaire items, to assess the reliability of the instruments in capturing bullying behaviors and psychological impacts accurately, and

²⁵Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods* (Los Angeles, CA: SAGE Publications, 2001), 33.

²⁶*Ibid.*, 33.

to identify any potential biases or issues in the survey questions that may affect the quality of the data collected.

Adeleke University High School, located in Ede, Osun State, Nigeria, was purposively selected as the research site owing to its accessibility, the willingness of its administration to cooperate, and its suitability as a representative sample of the target population. The school provides a suitable academic environment with students within the desired age range of 12 to 14 years, corresponding to Junior Secondary School (JSS) classes 1 to 3. Additionally, the school's structured academic setting and manageable population size made it ideal for conducting a preliminary study to assess the reliability and validity of the research instrument before its application to a larger sample. The choice of this school also ensured logistical convenience and minimized external disruptions during data collection. Hence, when the instrument was pilot tested, a subset of 30 students in classes 1 to 3 of the JSS classes aged 12 to 14. This preliminary work enabled the researcher to refine his method, improve on his data collection, and estimate resource requirements such as time, cost, sample size and research assistants. This pilot study was aimed to assess the effectiveness of the instrument in capturing the prevalence and types of bullying behaviours among the students. Following the pretest, feedback was collected from both students and teachers to refine the instrument for the main study.

A group of 30 students was selected to ensure that the sample reflected the diversity of the larger population in terms of gender, class, and academic performance. Participants were asked to complete a survey that included the Bullying Behaviour Scale, the Strengths and Difficulties Questionnaire (SDQ), and the Participation Checklist. The findings from this survey are intended to offer valuable

insights that can inform the development of effective interventions and support systems within the school environment.

However, the results from the pilot administration revealed ambiguities in wording and unclear questions within the survey instruments. Identifying these issues allowed for the establishment of initial reliability for the quantitative measures, as inconsistencies were detected and addressed. Additionally, feedback from the pilot supported the assessment of content validity, ensuring that the revised questionnaire more accurately captured both the incidence of bullying and its psychological consequences. This process of refinement helped ensure that the instrument was both reliable and valid for use in the larger study.

This procedure clarified the questions and guaranteed that responders understood the intent behind each item, resulting in more trustworthy results. Finally, the improved questionnaire offered a solid framework for investigating the occurrence of bullying and its effects on the students. This framework not only facilitated a more accurate assessment of bullying experiences but also allowed for a deeper exploration of the relationship between these experiences and various psychological outcomes. Consequently, the study aimed to provide valuable insights that could inform interventions and support systems for bullying victims.

The pilot of the instruments was critical to guarantee the validity and reliability of the data collection tools for the primary investigation. The survey was revised after careful examination and participant feedback to ensure that it accurately evaluates the effects of the mentoring program on bullying at Adeleke University High School. The insights gathered were critical in conducting a successful quantitative research study, which eventually contributed to the establishment of effective anti-bullying programs inside the school. These programs not only aimed to

reduce incidents of bullying but also fostered a supportive environment where students felt safe and empowered to report their experiences. By implementing the recommendations derived from the research findings, the school was able to create a culture of respect and inclusivity that resonated throughout the entire student body.

Ethical Considerations

Ethical research entails doing the correct thing while avoiding causing harm or exposing anyone to danger. Therefore, “It is said that ethics is the branch of philosophy that deals with the dynamics of decision-making concerning what is right and wrong.”²⁷ Before beginning the research, the researcher sought ethical clearance and approval from the AUA Research Ethics Committee. As a result, authorization was received from the Adventist University of Africa (AUA) Research Ethics Committee to conduct the study at the selected school. (see Appendix 4) The principal of the selected school also approved the researcher's request to conduct the research at the school (Refer to Appendix 5). The engaged students ranged in age from 12 to 17; thus, informed consent was acquired from their guardians before participation. Confidentiality was also maintained throughout the study, and participants were notified of their right to withdraw at any time. This ensured that ethical standards were upheld while allowing the students to freely express their thoughts and experiences. The data collected provided valuable insights into their perspectives and contributed significantly to the overall findings of the research.

²⁷Georgia Fouka and Marianna Mantzorou, “What Are the Major Ethical Issues in Conducting Research? Is There a Conflict between the Research Ethics and the Nature of Nursing?” *Health Science Journal* 5, no. 1 (2011): 4.

Description of the Project Process

Bullying among teenagers is a widespread issue that can have long-term consequences for students' mental and emotional well-being. The goal of this project was to develop a mentoring program at Adeleke University High School to reduce bullying and foster a friendly school climate. The prevalence of bullying, its impact, and the success of the mentorship program were all investigated using quantitative research methodology. This study used quantitative research methods to gain a comprehensive understanding of bullying at Adeleke University High School and to implement an effective mentoring program aimed at reducing its negative impact. By fostering a supportive environment, we hope to empower students and contribute to their overall development and well-being.

The research analysis was done using Statistical Package and Service Solutions (SPSS) version 20. Tables, figures, charts, and necessary graphs were used. After data analysis and interpretation, conclusions were deduced, and recommendations were made. The confidentiality of students involved in the research was maintained, and the data collected were treated as such. The plan for this research project included research questions and six chapters.

Expectations

At the end of the study, it is expected that a suitable strategy for addressing bullying among teenagers will be designed and used by high schools like AUHS in addressing bullying. This may also become a practical guide providing a viable strategy for schools experiencing bullying among teenagers. This dissertation will enable readers to know how the issue of bullying can be addressed.

This work is expected to develop a refined strategy to improve the healthy relationship between students of Adeleke University High School and teenagers at

large, especially where bullying exists. It should also help the administrators of schools on how to address bullying in their schools. The school community can also become more knowledgeable about bullying and be empowered to help whenever needed. Teenagers can be assisted in high schools to have a peaceful or serene environment for academic achievement due to a learning environment devoid of aggression and dehumanisation as a result of bullying.

Leaders in charge of youths whether in schools or churches can also learn about their roles in providing an environment safe for teenagers to operate without any fear of being bullied. More importantly, the Ministry for Youth and Culture, paramount rulers, and all saddled with the responsibility of caring for the youths can also benefit from this work on how to provide a peaceful environment for the youth to grow in.

Definition of Terms

Bullying: in this study, this term was used to refer to the act of intimidating a weaker person to make them do something out of fear to cause domineering over others.²⁸

Impact: This term is used in this study to describe the effect someone or something has on another person or thing.²⁹

Junior Secondary School 3: In this study this term is used to depict or explain the class of junior students in the third year of study in the high school.³⁰

²⁸D. Olweus, *Bullying at School: What We Know and What We Can Do* (Oxford: Blackwell Publishers, 1993), 56.

²⁹Ibid.

³⁰K. Rigby, *Bullying in Schools: How Successful Can Interventions Be?* (Cambridge: Cambridge University Press, 2007), 39.

Mentoring: in this work this term is used to demonstrate the primary purpose of driving personal growth, building skills, knowledge, and understanding among mentors (teachers) and mentees (students).³¹

Senior Secondary School 1-3: In this study this term is used to show students who are in their first, second and third levels of the senior school education in the high school.³²

Teenager/Youth: In this study these terms are used interchangeably to describe young people between ages 13 and 17 in a secondary or high school.³³

³¹M. M. Ttofi and D. P. Farrington, "Effectiveness of School-Based Programs to Reduce Bullying: A Systematic and Meta-Analytic Review," *Journal of Experimental Criminology* 7, no. 1 (2011): 27-56.

³²Rigby, *Bullying in Schools*, 78.

³³D. L. Espelage and S. M. Swearer, "Research on School Bullying and Victimization: What Have We Learned and Where Do We Go from Here?" *School Psychology Review* 32, no. 3 (2003): 365-383.

CHAPTER 2

THEOLOGICAL AND BIBLICAL FOUNDATION

This chapter was about examining biblical perspectives on bullying. Although the word “bully” was not specifically mentioned in the Bible, this chapter attempted to identify the word's characteristics in the lives of some characters in the Bible relevant to the study. Consequently, the researcher examined the term and act of bullying from the perspective and context of individuals and families in both the Old and New Testaments, reviewing how resentment and jealousy can influence a person to commit many heinous acts, including murder.

The chapter also discussed the relationship between the superiority mindset and the act of bullying as revealed in the biblical examples examined, showing that there were instances of bullying that occurred on individual levels, from nation to nation, and from superior to subordinates because of the superiority mindset.

In addition, the biblical perspective on how to deal with a bully and Jesus’ advice on Christian attitudes toward a bully were critically examined in this chapter. The chapter also evaluated Ellen Gould White's counsel on how young people should build their character as they mature into adulthood to inculcate new Christian values while they expel bad infiltrations from their minds. In the conclusion of the chapter, emphasis was placed on the dangers that are associated with bullying and the attitudes of victims of bullying toward the perpetrators. It also highlighted how the Bible serves as a template and a guide to solving identified menaces of bullying.

Description of Bullying in the Bible

This section examined the Old and New Testaments' biblical characters, notably those who acted callously and inhumanely toward members of their own families and other people. It also examined the submission of some biblical scholars on the subject. The moral lessons taught and the effects of each of these bad behaviours were investigated.

Hardin asserted that the Bible makes no mention of bullies or bullying, but it does, however, include some biblical individuals who exhibited characteristics shared by bullies and those who have experienced bullying.¹ The Bible also defined sin as the transgression of the Law of God: “*Whosoever committeth sin transgresseth also the law: for sin is the transgression of the law*” (1 John 3:4). Webster's Dictionary defined Transgression as “*The act of passing over or beyond any law or rule of moral duty; the violation of a law or known principle of rectitude; breach of command*”.

There are two other scriptural definitions of the concept of sin. One definition is found in the Epistle of James: “*Therefore, to him who knows to do good and does not do it, to him it is sin*” (James 4:17). This implied that sin is not just doing something wrong to others or disobeying God's commands, it is also doing what an individual knows it is not right. A similar notion was made by Apostle Paul, who argued that for whatever is not from faith is sin (Rom 4:23). These above verses suggested that going against divine injunctions and acting in a manner that is contrary to set-up beliefs is sin.

The Bible has a list of sins, which are known as wickedness. To be clear, even though bullying is not listed as a form of sin in the Bible, it is an act of wickedness.

¹Neal Hardin. “What Does the Bible Teach Us about Bullying?” accessed August 25, 2022, <https://erlc.com/resource-library/articles/what-does-the-bible-teach-us-about-bullying/>.

Hence, for this study, the researcher focused on recorded acts of intimidation and wickedness, which are qualified as forms of bullying in the Bible. The Bible referred to the fact that among Christians, oppression—one of the traits of bullying—should be hated and condemned. The weak and the fatherless must be protected, and the cause of the destituted and oppressed must be championed (Psalm 82:3). So, to understand the Bible, one must understand that the issue of tyranny is a form of wickedness that could be classified as bullying. From the first book of the Bible to the last book, this is one of the major issues that the authors of Scripture addressed.

In the statement of Jeffrey Kranz, in an article titled ‘Oppression: What Does the Bible Say?’ in an article, "Oppression and Social Justice in the Bible: A Beginner’s Guide," he expressed the opinion that oppression is the unfair exercise of authority at the expense of others. It then means that people’s privileges, securities, comforts, and powers are to be defended.²

The first eleven chapters of Genesis served as an introduction to the remainder of the Bible. The ancient Jews' understanding of the spiritual and material realms was shaped by these stories. At the outset, God established the world, bringing order and stability out of chaos. Following this, God entrusts people with the responsibility and authority over the earth (Gen 1:27–28; 2:15). However, the next generation of humans begins to use their power against one another. Cain, feeling jealous of his brother, kills Abel. Even though Cain is responsible for overseeing creation, he failed to protect Abel. The LORD asked Cain, “Where is your brother, Abel?” To which Cain replied, “Am I my brother's keeper?” (Gen 4:9). This response of Cain demonstrated that he never had concern for his brother, Abel.

²Jeffrey Kranz, “Oppression and Social Justice in the Bible: A Beginner’s Guide,” posted June 19, 2020, <https://overviewbible.com/oppression/>.

Consequently, individuals resorted to using force and aggression to accomplish their objectives. However, this caused people to go against the natural order of things (Gen 4:11–12), and the cycle of violence progressively escalated. Several generations later, Lamech, a descendant of Cain, proudly declared to his wives that he had become powerful enough to eliminate anyone who offends him (Gen 4:23). The intensity of violence grew until the author(s) of Genesis determined that every human inclination was consistently and entirely evil (Gen 6:5). The way oppression functioned in the Bible mirrored its operation in modern society, where the powerful exploit the poor for their own gain. This was achieved through various methods:

Violence

Violence is defined as the threatened or actual use of physical force or authority that causes physical or psychological harm to others, while bullying is a common kind of youth violence, especially in school settings.³ Hence, the two are interwoven, same with other concepts mentioned below. Therefore, violence occurs when some individuals have the ability to obtain their desires through physical strength, while others can assert dominance through military power on a larger scale. This form of oppression is evident in early biblical narratives, such as the stories of Cain, Joseph's brothers, and Pharaoh.

Coercion

The use of violence is not always necessary to uphold order; sometimes the mere possibility of violence or the warning of severe consequences for disobeying

³Children's Hospital of Philadelphia, "Bullying in Schools," accessed 1 May 2025, <https://violence.chop.edu/bullying-schools>.

authority is enough. Pharaoh achieves this by escalating the workload of the Israelite slaves when keeping them in servitude. Therefore, coercion can take place when one in authority uses his or her position negatively to subject some to his or her control.

Corruption

If there is a possession of sufficient strength, there will also be the ability to influence or create systems that allows one to retain power continuously, by so doing subjecting people under control which could be interpreted as intimidation. Offering bribes was a common historical way of achieving this. Within the legal system, judges held the power to issue verdicts. Nevertheless, influential, affluent, and high-ranking families could purchase favorable rulings from judges.

Veneration

If you possess strength, you have the ability to persuade others to regard you as a god-like figure. You are able to dictate what is considered good or bad within your sphere of influence by positioning yourself as the source of everyone else's authority, safety, and standing. This means that your followers may seek to suppress those who hold different opinions, and there is a chance that the people you are repressing might harbour affection for you.

The impact on individuals who are vulnerable is evident. They face the potential of falling victim to deception, mistreatment, sexual assault, exploitation, being without a home, and possibly even death—all if they adhere to the “correct” regulations. When an oppressed individual finds themselves on the unfavorable side of the legal system, they are rendered powerless. Unlike the oppressors, those who are underprivileged must confront the difficult decision between maintaining their moral integrity and violating the law in order to survive.

The Bible also mentions other figures like Goliath who persecuted the Israelites in the valley of Elah (1 Sam 17). Their actions can be associated with similar oppressive behavior like Cain's. Miriam and Aaron, siblings of Moses, expressed disdain for him and spoke ill of him because he married a Cushite woman (Num 12). King Saul, the first King of Israel, despised David and sought ways to kill him because the women praised David for defeating Goliath (1 Sam 18). During their time in Egypt, the Israelites faced oppression from the Egyptians, who made their lives difficult by forcing them to labour in making mortar and bricks (Exod 1-15).

The avoidance of these behaviours is commanded by God who despises them, as stated in Hebrews 12:1. It is important to clearly define what bullying entails. Therefore, bullying can be straightforwardly defined as “intimidation,” which involves “using superior strength or force to deter individuals.”⁴ The actions of bullies result in more harm than good and lead to a miserable life for their victims.⁵

In *Bullying in the Church: Addressing a Hidden Problem in Christianity* by Mike Sarkissian and Robert Peterson, it is stated that bullying is present within the church and profoundly impacts individuals as the victims experience fear and are unable to express themselves.⁶

Gary Toyota argued that bullying is a sin for at least two reasons. Like other sins, it begins with self-centredness, which is the twisted attitude of taking pleasure in the suffering of others. Second, it frequently stems from insecurity and a lack of self-

⁴Madhav P. Bhatta, Sunita Shakya, and Eric Jefferis, “Association of Being Bullied in School with Suicide Ideation and Planning among Rural Middle School Adolescents,” *The Journal of School Health* 84, no. 11 (2014): 731-738, <https://doi.org/10.1111/josh.12205>.

⁵Rosemary Power, *Challenging Bullying in Churches* (Cambridge: Grove Books, 2016), 3-4.

⁶Mike Sarkissian and Robert A. Peterson, *Bullying in the Church: Addressing a Hidden Problem in Christianity* (Scotts Valley, CA: CreateSpace Independent Publishing Platform, 2017), 1-8.

worth.⁷ This is immoral because the Creator does not desire to see any of those who bear His “image” struggle with it. God offers His creation a new nature that is based on His hope for a new, transformed life rather than the judgments of this wicked world. (1 Cor 4:3-5).⁸

The Bible constantly exhorts Christians to love one another. Love doesn't do its neighbour any harm. Christians are not to cause emotional or physical harm to their neighbours. Christians should constantly assess their behaviour and motivations to see if they conform to these principles, asking God if there is anything that would make them angry (Ps 139:23-24).⁹

Bullying in the Old Testament

Bullying has been from the beginning of time, and the Bible contains instances of bullying and teaches how to deal with it effectively. “You shall not take vengeance or bear a grudge against the sons of your people, but you shall love your neighbor as yourself: I am Lord” (Lev 9:18).

According to the Bible, all acts of violence are sins against both God and humanity. Violence is repeatedly linked to iniquity and denounced as “detestable to the Lord” in Scripture, including Psalm 11 and Proverbs 3 and 10. The word “abuse” was not used in the Bible, particularly in the New Testament, but the term “oppression,” which means to crush or burden someone by the misuse of power or authority, is used frequently. For instance, the Psalms portrayed tyranny in a manner

⁷Gary Toyota, n.d., comment on Quora, “Is Bullying a Sin? If So, What Kind of a Sin? What Specific Kind of Sin Is It? And Why?” accessed 28 November 2022, <https://www.quora.com/Is-bullying-a-sin-If-so-what-kind-of-a-sin-What-specific-kind-of-sin-is-it-And-why>.

⁸Sarkissian and Peterson, *Bullying in the Church*, 1-8.

⁹Neal Hardin, “What Does the Bible Teach Us about Bullying?”

akin to how abuse victims described their abusers. This can be seen in the Cain and Abel incident (Gen 4, which is also mentioned in 1 John 3:12), and in King Saul's life when he went after David's life (1 Sam 23:7–24:22). It can also be seen in the accounts of some of the kings in the Bible, such as Pharaoh's oppression of the Israelites (Exod 1:1–13:16), King Solomon and his son Rehoboam's burdensome task- or yoke-imposition upon the Israelites (1 Chr 10), and many more. This caused Israelites to split into the Northern and Southern Kingdoms (2 Kgs 12-16). This is merely a brief list; a couple of these people are covered in further length in the chapter's subheadings.

Around 590 B.C., soon before Jerusalem was destroyed, Ezekiel gave a prophecy. He illustrated how Israel treated the weak poorly due to turning away from loving the Lord. They turned to self-willed worship and displayed disrespect for both God and their neighbor by ignoring him and oppressing the helpless. Therefore, how bullying was perceived or characterised in the Old Testament is investigated in this section of the work, as well as how it impacted homes, a nation, relationships between masters and their subordinates, and outsiders, to name just a few.

In the Old Testament, Bible references speak against intimidation and harassment of others. For instance, Proverbs 6:16-19 reads: “There are six things that the Lord hates, seven that are an abomination to him: haughty eyes, a lying tongue, and hands that shed innocent blood, a heart that devises wicked plans, feet that make haste to run to evil, a false witness who breathes out lies, and one who sows discord among brothers.” These verses spoke about the core of the bully’s heart. Thus, it brought to the realization of the fact that God hates those tenets.¹⁰

¹⁰C. Arthur Ellis Jr. and Leslie E. Ellis, *Bible Bullies: How Fundamentalists Got the Good Book So Wrong* (Liverpool, UK: Gadfly Publishing, 2013), 15-20.

Examples of Bullying in the Old Testament

According to the Old Testament of the Bible, all acts of violence are sins against both God and humanity. The Bible is rife with condemnations of violence; it frequently linked it to evil and called it “detestable to the Lord” (Ps 11, Prov 3, 10). Bullying is described in several Old Testament passages, some of which are examined in the context as follows:

Bullying in the Home

Cain and Abel. When God accepted Abel's offering but rejected Cain's offering, this is favour based on obedience and the appropriate attitude, but this created anger, jealousy, resentment, and homicidal rage from Cain toward his brother Abel (Gen 4). The rest of the Bible contrasted Cain and Abel's personalities. The scripture described Cain as being wicked, a bullying trait that drove him to kill his brother, while Abel was referred to as being righteous. Jesus described him as upright Abel (Matt 25:35). Cain was judged for the murder of his brother, Abel.¹¹

God expelled Cain from his presence and cursed the ground again as part of his punishment. Adam's sin had already imposed a curse on the earth, and Cain added another. He went on to say that no matter where he goes, he will be a fugitive and wanderer. This first example is one of the divine favourites taken wrong.¹²

Esau and Jacob. Isaac and his wife Rebecca were pictured as those who showed preference in Genesis 25:28 over their children, Esau and Jacob. Favouritism is a poison that could strain and break up families. “Isaac ... loved Esau and Rebekah loved Jacob.” Rebecca liked Jacob because he was always at home to help, while

¹¹Don Stewart, “Why Did God Reject Cain’s Sacrifice?” Blue Letter Bible, accessed 16 August 2022, https://www.blueletterbible.org/faq/don_stewart/don_stewart_714.cfm.

¹²Ibid.

Isaac adored Esau because he was near to him. These caused the two sons to become rivals, and Jacob stole his brother's birthright by fooling their father and depriving him of the “firstborn blessings.” Esau became enraged as a result and vowed to kill his brother Jacob.¹³ Favoritism led to rivalry, conflict, and animosity between the two brothers, which resulted in a hatred that is still going strong more than 3,500 years later (Gen 25; 27). Favoritism may harm or ruin families, and parents should take note of this. Additionally, it might cause children to bully one another and develop hatred for one another.¹⁴

Jacob and favoritism. Jacob's wives and concubines harboured a great degree of animosity and plotting because he preferred Rachel (Gen 30). This led to conflicts between their sons as well. Jacob's fondness for Joseph made his half-brothers so jealous that they were ready to murder him (Gen 37). Instead, they “simply” sold him into slavery, informing their father that he had been torn to pieces by a wild beast. This caused the patriarch no end of pain. It cannot be disputed that Joseph's brothers behaved in a cruel and bullying manner because of jealousy and hatred.¹⁵

Hophni and Phinehas, sons of Eli. According to 1 Samuel 2:12, “Now the sons of Eli were sons of Belial; they knew not the Lord.” Belial means “worthless” or “wicked” in Hebrew. They possessed the characteristics of a bully. To get the best flesh for the sacrifices offered by the people, they used their position of power as priests to oppress (1 Sam 2:13–16). In essence, they were taking their portion before

¹³Lucey Candice, “Was Rebecca a God Mother to Jacob and Esau?” updated December 23, 2020, accessed 16 August 2022, <https://www.christianity.com/wiki/bible/was-rebekah-a-good-mother-to-jacob-and-esau.html>.

¹⁴Ibid.

¹⁵Fiona V. Smith, “Joseph and the Bully Boys,” posted November 12, 2018, accessed 16 August 2022, <https://spckpublishing.co.uk/blog/joseph-and-the-bully-boys.htm>.

giving a portion to God! They were also committing immoral acts with the women who gathered at the Tabernacle (1 Sam 2:22). Although Eli reprimanded his sons, Hophni and Phinehas disregarded their father's entreaties. Eli failed to remove them from the office since his warning came too late, and they kept up their terrible behavior. As a result, the Eli family as well as all of Israel suffered.¹⁶

Peninnah and Hannah. Peninnah was just briefly mentioned in the Bible, as most other female characters. She is mentioned in 1 Samuel 1:2–7. Despite all the love and attention their spouse Elkanah provided for her and her children, Peninnah treated Hannah in a way that exemplified the characteristics of bullies and haters.¹⁷

Peninnah harboured tremendous resentment for Hannah since, in her opinion, Elkanah "loved Hannah" more than her, and as a result, Hannah received twice as much from him as she did. Peninnah also despised Hannah because patriarchal cultural standards at the time dictated that a woman's worth was measured not only by her ability to bear children—preferably sons—through marriage but also by how much she was loved by her husband. As a result, Peninnah believed that Hannah, who at the time had no children, would have been the preferred wife because their husband loved her.¹⁸

This demonstrated why, (coincidentally), her provoking of Hannah (one of the characteristics of a bully) got worse around this time and why she would have felt slighted by the fact that “her competitor” would receive so much more than her at

¹⁶Paulo R. Grahll et al., posted June 2002, accessed 16 August 2022, <https://www.churchofjesuschrist.org/study/ensign/2002/06/eli-and-his-sons?lang=eng>.

¹⁷Faraboverubiescollection.com, “Lessons from Peninnah on the Nature of Bullies and Haters,” The Far Above Rubies Collection, posted February 26, 2017, <http://www.faraboverubiescollection.com/blog/lessons-from-penninah-on-the-nature-of-bullies-and-haters>.

¹⁸Ibid.

every offering season.¹⁹ According to a proverb, “hurting people, hurt people.” In essence, it means that people who have unresolved or deep-seated anguish often lash out at others, especially if that person embodies or has what they lack or what they wish they had. Jesus advised in Matthew 5:44 to “love our enemies, bless those who curse us, do kind to those who hate us, and pray for those who spitefully use us and persecute us.”²⁰

Haman and Prejudice. The story of Esther and the Jews in the Persia Empire is another scenario that depicted or showcased another bully in the person of Haman who plotted to wipe off the entire Jews as a nation because he felt he was not honoured enough by Mordecai, the uncle to Esther. His prejudice almost cost the lives of all the Jews living in the Persian Empire (Esther 3-8). Haman mercilessly plotted genocide against the Jews because of Mordecai whom he thought he could bully with his position as the next to King Artaxerxes. In the end, he pleaded for understanding, mercy, and forgiveness for his conspiracy. A typical bully, Haman could not feel for others until he faced his reckoning.²¹

Bullying of Foreigners

The Egyptians had welcomed the Hebrew foreigners from Canaan because they were family to Joseph who, even as a non-Egyptian, had risen to second-in-command next to Pharaoh by the end of the Genesis narrative, according to the commentator Dennis Olsen: "Israelites had achieved the most-favored immigrant status in the land

¹⁹Faraboverubiescollection.com, “Lessons from Peninnah on the Nature of Bullies and Haters.”

²⁰Ibid.

²¹Kirk Hunt, ‘When Bullies Are Pleading,’ posted July 17, 2017, accessed 13 August 2022, <https://www.cadremenpress.com/2017/07/17/when-bullies-are-pleading/>.

of Egypt" (Gen 41:37-45). Then, came the great disruption: Now a new king arose over Egypt, who did not know Joseph (Exod 1:8).

Pharaoh starts by attacking the Israelites and any potential threat they might represent. He has the Israelites work as slaves to construct Pithom and Rameses, two of Pharaoh's supply cities (v.11). The Israelites were subjected to abuse and made to serve the Egyptians as slaves by being placed under the control of slave masters. They were treated "ruthlessly" by the Egyptians, who also made their lives "bitter." (vs. 13-14).²² This demonstrated bully-like characteristics such as cruelty.²³ By bringing the Israelites out of the oppressor's land, God ultimately won the battle for the Israelites and freed them from their "bully," Pharaoh.

Bullying of a Nation

Philistines and Israel. Israel has a long history of resisting threats from bullies. To defend her territory and people, she needed an Iron Dome and an iron fist occasionally encased in a velvet glove. The Philistine giant Goliath was one of the earliest bullies to hurl insults and threats at Israel.

The Philistines were one of the Canaanite tribes left over from Israel's conquest of the Promised Land. They were powerful, warlike, and known for their expertise in metallurgy. They were idolaters, who worshipped the fish god Dagon.²⁴

Goliath's goal as a bully was to make Israel a servant nation to the Philistines, that was why he intimidated the Israelites with his words, stature, and confidence. He

²²Dennis Olsen, "Commentary on Exodus 1:8-2:10," posted August 24, 2008, <https://www.workingpreacher.org/commentaries/revised-common-lectionary/ordinary-21/commentary-on-exodus-18-22-21-10-3>.

²³Chosen Gen Discipleship Ministry, "What Does the Bible Say about Bullying?" posted July 08, 2019, <https://chosengenministry.org/stand-articles/what-does-the-bible-say-about-bullying>.

²⁴David Ben-Shlomo, "Philistine Cult and Religion according to Archaeological Evidence," *Religions* 10, no. 2 (2019): 1, <https://www.mdpi.com/2077-1444/10/2/74/htm>.

emerged from the Philistine lines and issued a challenge to battle the Israelites. He insulted them, called them cowards, and demanded that their toughest soldier engage him in combat. He displayed the traits of a bully. Goliath was a persistent bully who would not give up.²⁵

Samson and the Philistines. Another possibility is that the Philistines mistreated Samson. Samson was taken, prisoner. His eyes were torn out or removed, and he was taken to Gaza City. He was then bound with chains to prevent him from fleeing. He was imprisoned and required to grind grain (Judg 16:21). They made him go through humiliation and intimidation because they desired revenge back on him. Samson had been a ‘saviour’ to his nation, Israel, because the Philistines had tormented them for too long, for 40 years they suffered in their hands.²⁶

Ruler versus Subordinate. Naboth came from the native land of Jezreel and had a vineyard in proximity to King Ahab’s palace. Ahab contrived the death of Naboth so that he could take possession of his vineyard (2 Kgs 21:2-7).

Throughout history, people appeared unsatisfied with what they have. The rich and the influential always want to possess more and more at the expense of the poor and the less fortunate. But the word of God, has an unexpected strength, a perennial value that resonates today whenever injustice is perpetrated against the least, the poor, the exploited, and the hungry. Ahab and his wife bullied Naboth by scheming (one of the characteristics of a bully), plotting his death, and taking over his vineyard. This crime angered God, who sent prophet Elijah to King Ahab to inform him of His

²⁵Greg Gilbert, “David and Goliath Is about More than Having Courage,” posted September 28, 2018, <https://www.crossway.org/articles/david-and-goliath-is-about-more-than-having-courage/>.

²⁶James L. Crenshaw, *Samson: A Secret Betrayed, a Vow Ignored* (Louisville, KY: Westminster John Knox Press, 1979.)

judgment regarding Naboth's killing (vs. 17-19). God stepped in and exacted revenge on evil.²⁷

Bullying in the New Testament

A frequent form of violence in the New Testament is name-calling. The Jews are frequently called names, polytheists are also persecuted. For instance, the entire population of Crete is disparaged as “liars, ferocious brutes, sluggish gluttons” in Titus 1:12. The New Testament's emphasis on peace is one of its most baffling themes. There are many different facets of what peace looks like in the New Testament, but this section emphasizes nonviolence. Hence, this section looked at the accounts in the New Testament of some people who lived at the time of the New Testament who were wicked. It talked of how cruelly people treated Jesus, who was sent to earth to atone for humankind's sins, and how he handled it. It was also briefly noted that His disciples were brutally and wickedly murdered because of their faith. It also explored the story of the unforgiving servant and Saul of Tarsus, who persecuted Christians. This conversation also included Herod and Herodias, who terrorized John the Baptist.

Bullying by Those in Authority

Herod, Herodias, and John the Baptist. Herodias in the Bible is notorious for being the woman who desired John the Baptist's head on a platter. She was the unlawful wife of the tetrarch Herod Antipas and had formerly been the wife of

²⁷Harold S. Martin, “Ahab and the Vineyard of Naboth,” Bible Helps, accessed 26 July 2022, <https://biblehelpsinc.org/publication/ahab-and-the-vineyard-of-naboth/>.

Herod's brother, Philip. As the granddaughter of Herod, the Great, Herodias was herself a niece to both of her husbands, Philip, and Antipas.²⁸

In this narrative, Herod was seen wearing the mask of a bully to control others. A bully tries to control people and uses control to compensate for his or her insecurities and self-doubt. John was also a threat to Herodias, at least in her mind. When King Herod gave the oath to give his daughter anything she wanted, Herodias prompted her to ask for the head of John the Baptist. In this way, she thought she would maintain power through her husband as king. And in this way, John the Baptist lost his life.²⁹ It was the king's and Herodias's desire to secure their positions and powers, which is another trait of a bully. Jesus spoke about Herod by calling Antipas 'the fox' (Luke 13:32).³⁰

The strong versus the weak. The Parable of the Unforgiving Servant is written in Matthew 18:21-35. A parable is a story intended to teach a lesson. Jesus used the parable of the unforgiving servant lesson to teach his followers about forgiveness instead of being cruel to another. The story expressed the act of bullying which was evident in the character that was portrayed by the forgiven servant. He could not pay his master but battered the emotions of the one who could not pay him, he lacked forgiveness. The intervention is forgiveness, a virtue taught in this narrative. "Forgive us our debts as we forgive our debtors" (Matthew 6:12; Luke 11:4). Forgiveness begets forgiveness, this should be priced above any bullying acts.

²⁸Got Questions, "Who Was Herodias in the Bible?" accessed 14 August 2022, <https://www.gotquestions.org/Herodias-in-the-Bible.html>.

²⁹Troy Lacey, "Did Herod Want to Kill John the Baptist?" posted August 29, 2017, <https://answersingenesis.org/contradictions-in-the-bible/did-herod-want-to-kill-john-the-baptist/>.

³⁰Ibid.

Jesus and His disciples were bullied. Jesus was opposed by Gadarene men who did not want Him in their town because He had healed the demon-possessed man known as Legion because he had many demonic demons living inside of him (Mark 5). He suffered abuse and rejection from the locals. He was expelled from their neighborhood. Along with being beaten, spat on, spared by the side, and having a thorny crown placed on him, he also suffered from numerous more humiliations. Rather than taking revenge, Christ begged God to pardon His attackers, saying, “Father, forgive them since they know what they do.” (Luke 23:34). What a mentality we should all adopt toward bullies—prayers for behaviour modification.³¹

Similarly, many of Christ's followers who went on to become Apostles perished for their faith and their commitment to God. Some of them were brutally executed, which is a trait of a bully, using the sword, a saw blade, the crucifixion, and exile, to name a few methods. However, instead of retaliating, they found pleasure in being persecuted and killed for their Savior.³²

Saul as a bully. Saul, whose name was later changed to Paul, was born into a Jewish family in Tarsus (Turkey) around the year A.D. 8; he was a Roman citizen who was schooled as a Pharisee.³³ He was also a tent maker by trade, but he was most noted for his hatred for the Christians. Saul was one of those who planned and carried out the persecution of Christians.

³¹I. Gordon, “Jesus Encounters: Jesus and Legion - True Compassion,” accessed 26 July 2022, <https://jesusplusnothing.com/series/post/JesusAndLegion>.

³²Ryan Nelson, “How Did Apostle Die? What We Actually Know,” posted December 17, 2019, accessed 26 July 2022, <https://overviewbible.com/how-did-the-apostles-die/>.

³³Jack L. Arnold, “Church History: The Background, Conversion, and Early Work of the Apostle Paul: 3 B.C. to A.D. 46. Early Church History, Part 5,” *Thirdmill Magazine Online*, July 5-11, 1999, accessed 26 July 2022, https://thirdmill.org/magazine/article.asp/link/jac_arnold%5ECH.Arnold.CH.5.html/at/The%20Background,%20Conversion%20and%20Early%20Work%20of%20the%20Apostle%20Paul:%203%20B.C.%20to%20A.D.%2046.

He was given orders by the local religious leaders to hunt down and beat up any Christians he might find. Being a self-proclaimed expert, he was a natural choice for the position. He participated in the execution of Stephen, the first martyred Christian.

Saul assisted in the stoning of Stephen to death (Acts 7). However, God's ways are far wiser and more potent than those of any bully or arrogant expert. The transformation of Saul into Paul by God is one of the best examples (Acts 9).³⁴

Bullies in the Church

The concept of bullying can also be evident in organizations or institutions such as the church. Irrespective of how sacred and perfect the church is expected to be, the church however is a conglomeration of individuals with different characters and bullying is not absent. Thus, this section is considered an act of bullying in the church. The first Christian martyr and persecution of the church in Acts chapter 6 exemplify how bullying is used in persecution for righteous behaviour. The apostles were jailed and beaten because they taught in Jesus' name (Acts 5:40). More than 5,000 people were arrested, excluding women and children. In addition, Stephen was arrested and accused of testifying against Moses, God, and the Temple. This act of injustice rendered him a martyr for the truth (Acts 7).

Bullies on the Altar

In recent years, there has been a tragic trend of pastors being forced to resign because of bullying. At the beginning of 2019, Sam Allberry raised the issue: “How Do Churches End Up with Dominating Bullies for Pastors?” There, he criticised “a

³⁴Meg Bucher, “How Does Bad Company Corrupt Good Character,” updated April 07, 2021, accessed 26 July 2022, <https://www.crosswalk.com/faith/bible-study/how-does-bad-company-corrupt-good-character.html>.

sad trend” that has emerged in recent years. “Pastors have to quit because of bullying.”³⁵

Christians today often forget what scripture says about bullying behaviour as disqualifying for ministry. The Scriptures are quite clear, Sex and money are not the only issues. How shepherds (mis)treat their sheep is a key part of ministry qualifications.³⁶ The perspective of the Bible on why bullying should not be present among those who are called to serve God or who communicate the word of God was described below in the two verses discussed.

1. “Therefore, an overseer must be . . . not violent but gentle” (1 Timothy 3:3). While at first glance this qualification may seem to refer to physical abuse only, the Greek word for “violent” (πλήκτης, plēktēs meaning Striker or to strike) is more all-encompassing. The Holman Christian Standard Bible (HCSB) gets it right: “Not a *bully*, but gentle.”
2. “Shepherd the flock of God . . . not domineering over those in your charge but being examples to the flock” (1 Pet 1:3). Again, here, Peter recognized an inherent tendency in leaders to wield their authority wrongly, through domination, intimidation, or heavy-handed leadership. The Greek word here (κατακυριεύω) is literally “lord it over.” In contrast, the shepherd of God’s flock leads by example, not by force.

In summary, qualified leaders should be characterized as follows: Not a bully, but gentle. Not domineering but setting an example. Not lording it over but being a servant.

³⁵Sam Allberry, “How Do Churches End Up with Domineering Bullies for Pastors?” posted January 21, 2019, accessed 26 July 2022, <https://www.thegospelcoalition.org/article/domineering-bullies-pastors/>.

³⁶Ibid.

Not quarrelsome, but kind. While all shortcomings in a leader have the potential to harm the flock, there's something exponentially painful about bullying behavior. People are being hurt by the very people who are supposed to protect and care for them.³⁷

Biblical Mentoring: A Scriptural Perspective

Biblical mentoring represents a divinely inspired model of relational discipleship in which a spiritually mature believer guides, instructs, and nurtures another individual in faith, character, and service to God. This concept is deeply rooted in Scripture and reflects God's design for spiritual formation and growth within the Christian community. Mentoring in the biblical sense transcends mere instruction; it embodies a holistic process of transformation that integrates teaching, modeling, and spiritual accountability.

Mentoring as Discipleship

The foundation of biblical mentoring lies in the Great Commission, where Jesus commands His followers to "go and make disciples of all nations" (Matthew 28:19–20). This directive establishes mentoring as a practical expression of discipleship, emphasizing the transmission of faith and obedience to God's Word. Similarly, Paul's exhortation to Timothy—"And the things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others" (2 Tim 2:2)—illustrates the generational continuity of mentoring. Through this model, spiritual truths are preserved and propagated across successive generations of believers.

³⁷Michael, J. Kruger, "Standing Up to Bullying Pastors," posted January 1, 2021, accessed 26 July 2022, <https://www.thegospelcoalition.org/article/standing-up-to-bully-pastors/>.

Mentoring through Example

A critical dimension of biblical mentoring is the power of example. The Apostle Paul's invitation, "Follow my example, as I follow the example of Christ" (1 Cor 11:1), underscores the mentor's responsibility to embody Christlike character. This principle is further reinforced in Philippians 4:9, where Paul instructs believers to practice what they have learned, received, and observed in him. Mentoring, therefore, is not limited to verbal instruction but extends to the visible demonstration of faith in daily living. The mentor's life becomes a living testimony that inspires imitation and spiritual growth.

Mentoring in Wisdom and Guidance

Scripture also presents mentoring as a means of imparting wisdom and guidance. Proverbs 27:17 declares, "As iron sharpens iron, so one person sharpens another," highlighting the mutual refinement that occurs within mentoring relationships. This dynamic, fosters accountability, discernment, and moral development. In Titus 2:3–5, older believers are instructed to teach and guide the younger in matters of godliness, family life, and integrity. Such intergenerational mentorship ensures the transmission of moral and spiritual values essential for the stability and maturity of the faith community.

Mentoring in Leadership Development

Biblical narratives provide numerous examples of mentoring as a tool for leadership development. In Exodus 18:17–24, Jethro mentors Moses by offering practical counsel on leadership and delegation, thereby enhancing Moses' capacity to govern effectively. Similarly, Joshua's leadership was cultivated under Moses' mentorship, as seen in Joshua 1:1–9, where God commissions Joshua to continue the

mission initiated by his predecessor. These examples demonstrate that mentoring serves as a divine mechanism for preparing and equipping future leaders for God's work.

Mentoring in Encouragement and Faith

Another vital aspect of biblical mentoring is the ministry of encouragement. Acts 9:26–27 portrays Barnabas as a mentor who supports and advocates for Paul, facilitating his acceptance within the early Christian community. This act of encouragement not only strengthened Paul's faith but also advanced the mission of the Church. Likewise, Hebrews 10:24–25 exhorts believers to “spur one another on toward love and good deeds,” emphasizing the communal responsibility of nurturing faith through mutual support and exhortation. Mentoring thus functions as a means of sustaining spiritual vitality and perseverance within the body of Christ.

Counsels from Spirit of Prophecy on Character Formation of the Youth

Though Ellen G. White never singled out bullying specifically in her writings, she gave clear counsel on the character formation of young people. She said that one's character is most impressive in childhood and youth. The power of self-control should be acquired. Self-management is the capacity to observe and control one's feelings and actions in a way that supports motivation and the accomplishment of one's objectives.

As a result, respected leaders and mentors should constantly remind young people of this. The youth are subjected to stimuli that will have effects that will last forever. According to Ellen White, a young person's success or failure in the battle for his or her life will be determined by the habits they develop in their formative years.

“Youth is the sowing time,” she asserted. It chooses the character that will be harvested for both the present and the future.³⁸

A Christian’s Response to Bullying

Bullying isn't specifically addressed in the Bible, the concept of treating people harshly or disrespectfully is, and it doesn't mean we can't utilize biblical principles to solve the problem. The Bible exhorts us to treat people with respect and to love our neighbors as ourselves (Mark 12:31, Luke 6:31). The Christian faith forbids insulting or mistreating others.

Regardless of how they appear or behave, every individual was made in the likeness of God (Gen 1:26-27; Jas 3:9–10) and deserves the respect that God accords to all people.

Christians could even become a target for bullies since following Christ is frequently against the grain. Do not oppose an evil person, according to Matthew 5:39. The saying “If somebody strikes you on the right cheek, turn to them the other cheek also” does not exclude you from seeking God's assistance or asserting your rights.

Christians should follow biblical guidance to treat others fairly and with respect when reacting to bullying situations. Love your neighbor as yourself, according to Matthew 22:39. When someone speaks ill of you, makes fun of you, or puts you down, do not seek vengeance but respond in love, as it says in Romans 12:18, “If it is possible, as far as it relies on you, live at peace with everyone.” Love your adversaries, as stated in Matthew 5:44, and peacemakers will be blessed, as stated in Matthew 5:9.

³⁸Ellen G. White, *Mind, Character, and Personality* (Nashville, TN: Southern Publishing Association, 1977), 2:34.

The Bible even says in Luke 6:28, “Bless those who curse you, pray for those who mistreat you,” since God created everyone and appreciates them, how you treat others shows your relationship with Him. Bullies notice when you respond to them with love, and they may even alter their behavior toward you. A polite response turns away anger, but a harsh remark arouses wrath, according to Proverbs 15:1.

It's important to think about how one feels and behaves around bullies. Bullies are frequently vilified and viewed as hateful individuals. But this is not a godly disposition. Everyone needs Jesus' atoning work for sin since they are born sinners (Rom 3:23; 6:23). Christians should at the very least pray for the bully to change their mind and come to know God's redemption (1 Tim 2:1-4)

Bullies frequently behave in this way, though, because they have been injured. They may have experienced bullying in the past. It's possible that they are insecure and that ridiculing others is the only way they can feel good about themselves. To deal with their inappropriate behavior, they require understanding and an extension of God's compassion, love, and grace while upholding clear limits.

Whether bullying is driven by past hurt or simply a sinful nature, God is the one who can bring healing, restoration, and change. It is always appropriate to pray for both bullies and their victims. Similarly, when a Christian is a victim of bullying, he or she can go to God with his or her hurt and seek His reassurance and healing. God's wisdom is necessary for all instances of confronting bullying. Those who follow Christ have the Holy Spirit living within them. He helps us understand God's Word, guides us, and equips us to obey God in whatever situation we find ourselves in.

The Holy Spirit resides within those who follow Christ. He instructs us, leads us, and provides us with the tools we need to obey God in any circumstance. Strength

comes from God, who cares for all of creation and provides hope, not from oneself.

The persevering confidence is this. “I prayed to the Lord, and He heard me; He delivered me from all my anxieties”, according to Psalm 34:4-5.

Matthew 18:15-17 suggests pointing out the fault to the person if a fellow Christian is insulting or bullying one. Ask one or two people to approach the person if they won't listen. Bring the matter up at church if that has no effect. Whatever the circumstance, God offers solace and safety. God is our refuge and strength, an ever-present help in adversity, according to Psalm 46:1. His strength is the motivation (bullied) requires.

Conclusion

In conclusion, this study affirms that bullying is a real phenomenon reflected even within the biblical narrative. The Bible presents numerous examples of bullying through characters such as Peninnah, Goliath, King Ahab, and others, as well as through interactions between rulers and subjects, nations, and the church. These instances reveal how individuals have often sought to demean others for personal gain.

Furthermore, biblical mentoring emerges as a purposeful, relational, and spiritually transformative process modeled after Christ's example of discipleship. It involves teaching, guiding, modeling, and nurturing believers toward maturity and faithfulness. Through such mentoring, the Church fulfills its divine mission of developing disciples who live out their faith and serve effectively in God's kingdom.

The research highlighted that responding to bullies with love, rather than retaliation, aligns with Christ's teachings and can lead to transformation. Christ's mentorship of His disciples—some of whom exhibited traits associated with bullying—demonstrates the power of patient guidance and spiritual influence. Ellen

G. White also underscores the importance of mentoring young people in a world prone to bullying behaviors. Therefore, intentional and Christ-centered mentoring relationships can play a vital role in curbing bullying, especially among youth, by fostering empathy, character growth, and spiritual maturity.

CHAPTER 3

LITERATURE REVIEW

This chapter is a review of literature on various aspects of this project which is centered on bullying. It started by establishing a clear understanding of the concept of bullying and dispelling any misconceptions surrounding it. Facts about bullying are presented, including its prevalence and scope in different settings. It explores the different types of bullying to gain insight into how bullying can occur. To understand the dynamics of bullying, the chapter analyses the characteristics of both bullies and victims, recognizing the factors that contribute to their roles in this behaviour. It examines the harmful impact of bullying on schools and students, reviewing existing policies and interventions. Furthermore, cross-cultural studies also shed light on bullying in different contexts, while the role of parents in bullying prevention is explored. Finally, the researcher explores some strategies that could support and empower victims in their healing process.

Understanding the Concept of Bullying

Every day, hundreds of thousands of children fear going to school because they will have to deal with bullying, insults, jeers, and humiliation.¹ The dread of bullying that prevents children from attending school prompts the researcher to look at possible solutions. As the researcher considered writing about bullying and the best

¹Tara L. Kuther, "Understanding Bullying," accessed 20 February 2023, <https://www.aaets.org/traumatic-stress-library/understanding-bullying>.

strategies to deal with it, the commonly recognized types of verbal and physical abuse—punching, teasing, taunting, and mocking—came to mind. There are different definitions of bullying that can be found in literatures.

The physical or psychological intimidation that is repeated, designed to cause harm or discomfort to the victim, and results in a culture of abuse and harassment is referred to as bullying.² According to Adewale, “Bullying is a hostile behaviour used by a person to hurt another person or a group of people.”³ Furthermore, The definition that is most used today is that of Olweus, who submitted that “A person is being bullied when he or she is subjected repeatedly and over time to unfavorable acts on the part of one or more other people.”⁴ I concurred with the broad suggestions regarding definitions of bullying considered, which explains bullying as a pattern of negative behaviors directed over time towards a specific individual by one or more people who are more powerful than the victim. Hence, because they believe that their victims are members of a “weaker” culture, bullies use their authority and influence over them. The researcher understands each of these definitions as an attempt of harm aimed at making the existence of another person unpleasant, irrespective of whether the other person has done anything particularly wrong to warrant such severe treatment.

Bullying occurs in Nigerian schools in a variety of ways, just as it does outside the country. Bullying can take many different forms in Nigerian schools: it can be physical, verbal, emotional, sexual, cyber, or tribal. Like racial bullying, tribal

²Kuther, “Understanding Bullying.”

³A. A. Adewale, *Incidence of Bullying in Primary and Secondary Schools in Ogun State*. (Lagos, Nigeria: Successful Publishers, 2004), 1-3.

⁴D. Olweus, *Aggression in the Schools: Bullying and Whipping Boys* (Washington, DC: Hemisphere, 1978), 37.

bullying involves excluding someone based only on their tribe of origin.⁵ Through personal experience and observation of the researcher, bullying in Nigerian schools is done verbally and nonverbally. It is abundantly clear that teens continue to engage in non-verbal acts of bullying, such as pushing, kicking, slapping, punching, making faces, causing damage to property, and using disrespectful gestures. Likewise, verbal acts of bullying, such as making fun of others or threatening them are also common. Olweus further opined that the distinction between direct and indirect bullying is another one that is occasionally invoked when defining bullying. While social exclusion and open attacks on the victim are considered indirect and direct forms of bullying respectively.⁶

There is a wide range of literature written by scholars on bullying and its repercussions making it as one of the most significant anti-social behaviours which have caused concern around the world over the past 166 years.⁷ The findings of a study conducted by some Nigerian doctors in selected schools in Nigeria indicated that 50.6% of female students and 49.4% of male students have experienced bullying⁸; bullying perpetrators comprised 50.8% of the males and 49.2% of the females respectively; while bullying onlookers made up 42.9% of the females and 57.1% of the male students, while 11.2% of males and 12.4% of females have

⁵Justin, "Types of Bullying in Nigerian Secondary School and Primary Schools," *Superprof* (blog), January 25, 2022, accessed 20 February 2023, <https://www.superprof.ng/blog/categories-of-bullying-in-nigerian-schools/>.

⁶D. Olweus, "Bully/Victim Problems among School Children: Long-term Consequences and an Effective Intervention Program," in *Mental Disorder and Crime*, ed. S. Hodgins (Newbury Park, CA: Sage, 1993), 317-349.

⁷Thomas Hughes, "Tom Brown's School Days," accessed 28 February 2023, <https://www.britannica.com/topic/Tom-Browns-School-Days>.

⁸Donatus O. Owuamanam and Victoria I. Makinwa, "Prevalence of Bullying among Secondary School Students in Ondo, State, Nigeria," *European Scientific Journal* 11, no. 20 (2015): 326-333, <https://core.ac.uk/download/pdf/236412766.pdf>.

encountered bullying in all its forms.⁹ The results obtained from the study indicated that there was a statistically significant difference in bullying victimization, perpetration, or bystander problems between male and female students.¹⁰ According to the figures provided by Nigerian Doctors, the researcher equally submit that bullying affects both males and females, and because it persists and stays with the midst of students for a prolonged period, it has often been disregarded or taken for granted as a typical aspect of school life.

Although research indicates that most of the bullying happens in secret and that it can be difficult for parents to determine whether their children are involved, however, the researcher disagrees with this submission because most bullying occur in the presence of teachers today. Similarly, bullying behaviors like pinching and mocking others to send a negative message can still occur in the presence of adults. These days, some adults and other children justify bullying because victims are susceptible, cry a lot, or act differently with other children. When a victim displays these characteristics, adults and educators need to recognize that bullying is not a healthy coping strategy and act quickly to address it. Therefore, bullying serves as a warning indicator that a youngster needs to develop appropriate coping mechanisms for letting go of anger and frustration. It is the responsibility of parents and educators to assist children in developing more responsible and constructive interpersonal skills so that they can develop into kind and resourceful individuals.¹¹

⁹Owuamanam and Makinwa, "Prevalence of Bullying among Secondary School Students in Ondo, State, Nigeria," 326-333.

¹⁰Prince C. I. Umoke et al., "Bullying Experience of Pupils in Nigerian Primary Schools," *Medicine (Baltimore)* 99, no. 39 (2020): e22409, <https://doi.org/10.1097/MD.00000000000022409>.

¹¹Ibid.

According to Justin, bullying is a major problem in Nigeria right now and seems to be happening more often every year. The researcher concurs with Justin, citing the startling rate at which bullying is spreading to elementary schools, where students who are thought to be too young to engage in such behavior are.¹² To prevent a deadlock, certain measures were commonly adopted even though some individuals felt they were either imprecise or too lenient.¹³ Furthermore, awareness was not raised enough, and the individuals in charge of executing the sanctions were not rigorous enough. It is appropriate to say that bullying occurs in both primary and secondary schools, and it causes its victims to have mental health issues.¹⁴ Even though strategies for lessening this aberrant behavior have been proposed, it remains widespread in schools.¹⁵

Types of Bullying

Bullying can take many various forms, some of which are easy to identify while others may be more subtle. It can affect both children and adults. Some of the ways that bullying could occur are discussed below under many forms of bullying.¹⁶

According to Kwesi, he said that types of bullying include physical, social, verbal, cyber, and psychological bullying.¹⁷ A few illustrations of the various types of

¹²Justin, "Types of Bullying in Nigerian Secondary School and Primary Schools."

¹³Ibid.

¹⁴Umoke et al., "Bullying Experience of Pupils in Nigerian Primary Schools," e22409.

¹⁵Ibid.

¹⁶National Center against Bullying, "Types of Bullying," accessed 27 September 2023, <https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/>.

¹⁷Kwasi Otopa Antiri, "Types of Bullying in the Senior High Schools in Ghana," *Journal of Education and Practice* 7, no.36 (2016): 131-138.

bullying mentioned in literature are discussed below, and these include physical, social, verbal, cyberbullying, and psychological forms.¹⁸

Physical Bullying

Physical bullying entails overt physical acts that might injure, hurt, or inconvenience the victim. Physical assaults and acts of violence against the victim include striking, punching, kicking, shoving, slapping, tripping, spitting, and other similar behaviours. Regarding physical bullying, Justin in 2022 concurred with earlier scholarship by Lee, Coloroso, Salmivalli, Kaukiainen, and Lagerspetz, affirming that physical bullying encompasses behaviours beyond merely hitting or kicking. They pointed out that physical bullying is the most blatant and, hence, the most identifiable type of bullying.¹⁹ I agree with Lee and other advocates that physical bullying is not limited to direct physical contact; physical bullying may also include utilizing one's body and eyes to physically indicate an action. However, it was further opined that less than one-third (29%) of the other bullying instances (71%) that children describe involve physical bullying, though. One of the problems identified with schools is physical bullying, which makes it challenging to keep a safe and effective learning environment.²⁰

¹⁸Justin, "Types of Bullying in Nigerian Secondary School and Primary Schools."

¹⁹C. Lee, *Preventing Bullying in Schools: A Guide for Teachers and Other Professionals* (London: Paul Chapman Publishing, 2004); B. Coloroso, *The Bully, the Bullied, and the Bystander*, 2nd ed. (New York: Harper Collins, 2008); C. Salmivalli, A. Kaukiainen, and K. M. J. Lagerspetz, "Aggression in the Social Relations of School-aged Girls and Boys," in *Children's Peer Relations*, ed. P. T. Slee and K. Rigby (London: Routledge, 1998), 60-75.

²⁰Ibid.

Social Bullying

The researcher observed that social bullying, also known as relational or aggressive bullying, which aims to harm an individual's social reputation or relationship with others,²¹ occurs in high schools. However, certain Nigerian literature has never identified social bullying as one of the most common types of bullying in Nigeria. Still, it may be as harmful as physical and verbal bullying.²² According to a study conducted in four secondary schools in Nigeria, social bullying accounts for 42.3% of bullying cases, verbal bullying accounts for 42.5%, and physical bullying accounts for 37.9% of cases. According to this claim, social bullying is visible in Nigerian schools.²³

Coloroso, opined in 2008 that relational bullying, sometimes referred to as social bullying, also encompasses psychological injury and social system manipulation.²⁴ There may be instances where the offender backbites, spread rumours, or leaves the victim out of their circle of friends; this is called social bullying which are found among Nigerian students.

Verbal Bullying

I concurred with Lee and Coloroso's submission that verbal abuse is among the most prevalent forms of bullying used by both boys and girls. It is a typical occurrence for kids to verbally harass one another using insults in their dialects these days. Results of findings indicate that verbal bullying accounts for 70% of recorded

²¹Justin, "Types of Bullying in Nigerian Secondary School and Primary Schools."

²²Ibid.

²³Bede C. Akpunne, F. Lanre-Babalola, and Folake S. Alo, "Classroom Size as a Predictor of Bullying Behaviour among Secondary School Adolescents in Nigeria," *Asian Journal of Education and Social Studies* 3, no. 4 (2019): 4.

²⁴Coloroso, *The Bully, the Bullied, and the Bystander*.

incidents, and this type of abuse can have rapid consequences..²⁵ According to Olweus, verbal bullying includes name-calling, mocking, and verbal threats.²⁶ Justin agrees that in Nigerian schools, verbal bullying occurs in settings like elementary schools when children enjoy calling themselves derogatory names or spreading rumours.²⁷ This is undeniably true, as shown by the incidents of bullying that the researcher has dealt with in the past.

Cyberbullying

This type of bullying is highly facilitated by social media and is closely related to social bullying. Cyberbullying is when someone hurts another person either online or using a mobile device. According to George and Odgers, cyberbullies frequently employ insults, jokes, mobility, and fictitious aliases in addition to the use of profanity to convey their wrath.²⁸

When a message, picture, or video is taken once and emailed to several people, who then transmit it to other people or post it online, cyberbullying can be seen as repetitive.²⁹ In Nigeria, bullying has evolved from face-to-face physical altercations to more emotionally destructive interactions in schools. According to Ada and other contributors in 2016, bullying is a significant issue in postsecondary

²⁵Lee, *Preventing bullying in schools*, 3.

²⁶Ibid., 3.

²⁷Justin, "Types of Bullying in Nigerian Secondary School and Primary Schools."

²⁸M. J. George and C. L. Odgers, "Seven Fears and the Science of How Mobile Technologies May Be Influencing Adolescents in the Digital Age," *Perspectives on Psychological Science* 10, no. 6 (2015): 832-851.

²⁹J. Juvonen and E. F. Gross, "Extending the School Grounds? Bullying Experiences in Cyberspace," *Journal of School Health* 78, no. 9 (2008): 496-505.

institutions in Nigeria since it happens indirectly through electronic media.³⁰ The researcher observed that this is prevalent, initially it was not but now this has taken toll on students, hence, this is so common, addressing it desires a holistic approach.

Psychological Bullying

Psychological bullying is when someone, or a group of people, repeatedly and intentionally use words or actions to cause psychological harm to an individual. The psychological bully is the one who intimidates another to make him or her uncomfortable, disturbed and destabilized in mind. Intimidation, manipulation, and stalking are popular examples of psychological bullying.³¹ According to Lee, people in popular groups or cliques have been observed to have higher tendencies to bully other people they consider different. This could take the form of gossip, misrepresentation, exclusion, labeling, or even xenophobic attacks.³² I agree with this, but I also observed that they are prominent in the other forms of bullying earlier discussed. A study by Boulton, Trueman, and Flemington reveals that the leading types of bullying are physical bullying with a 47.5% rate of the total feedback derived: verbal bullying (37.2%), and social bullying (8.1%). Psychological bullying and cyberbullying account for 4.1% and 3.1% of the total incidence.³³ None of these

³⁰M. J. Ada et al., "Prevalence, Causes and Effects of Bullying in Tertiary Institutions in Cross River State, Nigeria," *Journal of Education and Practice* 7, no. 29 (2016): 98-110; R. Agnew, "Foundation for a General Strain Theory of Crime and Delinquency," *Criminology* 30, no. 1 (1992): 47-88.

³¹H. Cowie and D. Jennifer, *New Perspectives on Bullying* (Berkshire, UK: Open University Press, 2008).

³²Lee, *Preventing Bullying in Schools*.

³³M. J. Boulton, M. Trueman, and I. Fleming, "Associations between Secondary School Pupils' Definitions of Bullying, Attitudes towards Bullying, and Tendencies to Engage in Bullying: Age and Sex Differences," *Educational Studies* 28, no. 4 (2002): 353-370.

forms of bullying are new, and Nigeria is not an exception. They have all taken root in classrooms.

Misconceptions about Bullying

This section addresses common misconceptions about bullying. It is well known that bullying can be very damaging to its targets, yet regrettably, because of some adults' casual attitude, bullying is sometimes condoned as acceptable conduct in our culture. We'll talk about a number of these prevalent myths around bullying below:³⁴

1. “Bullies experience a lack of self-worth.” However, there is no proof that bullies have poor self-esteem when they are identified in ways other than self-report (e.g., based on teacher or peer ratings).³⁵ According to recent research, bullies are less unhappy, apprehensive in social situations, and lonely than socially adjusted children who are not bullied.³⁶ Further study discovered that many bullies have above-average self-esteem. They truly lack empathy.³⁷ However, it is not always their fault; many bullies come from families with aggressive parents who lack dispute resolution skills. Because these parents fail to teach their children how to empathise with others, some bullies lack the insight to understand the depth of the harm

³⁴Pacer's National Bullying Prevention Center, “Common Views and Myths about Bullying,” accessed 27 September 2023, <https://www.pacer.org/publications/bullypdf/bp-1.pdf>.

³⁵Desy Santi Rozakiyah and Amika Wardana, “Common Disagreements and Misconceptions of Bullying amongst Teachers: The Case Study at Mu'allimin Muhammadiyah, Yogyakarta,” in *Proceedings of the 2nd International Conference on Social Science and Character Educations (ICoSSCE 2019)*, ed. Amika Wardana, Aman Aman, and Alifi Nur Prasetya Nugroho (Dordrecht, Netherlands: Atlantis Press, 2020), 62-64.

³⁶Family Lives, “Bullying Myths and Facts,” accessed 4 September 2023, <https://www.familylives.org.uk/advice/bullying/general-advice/bullying-myths-and-facts>.

³⁷Anna Kaminsky, “Debunking 5 Common Myths about Bullying,” posted April 18, 2020, accessed 4 September 2023, <https://www.psy-ed.com/wpblog/myths-about-bullying/>.

they are causing. Building on these findings, many anti-bullying programs now prioritise teaching empathy skills over increasing the bully's self-esteem. These strategies have significant potential for reducing the severity of bullying.³⁸

2. “Ignore bullying because it's a common occurrence in childhood.”³⁹ This is a misconception, and I completely agree with Anna Kaminsky, when she says that the contrary of the saying is usually true, because ignoring a bully will provoke him and escalate his actions.⁴⁰ Why? What the bully wants is a sense of control (not attention), and he'll go to tremendous measures to get it.⁴¹ When a child is encouraged to “just ignore” a bully, the victim often suffers in silence. As a result, when children are bullied, they should be encouraged to seek consistent adult involvement. This may be an effective long-term strategy than simply ignoring it.⁴² To help put a stop to it, it is crucial to confide in someone who can be trusted, like a parent or teacher. It is a fact that bullying can damage confidence and sense-worth of an individual.⁴³
3. “Punching back a bully stops him from further bullying.”⁴⁴ This assumption paints bullies as timid—as cowards who flee when you stand

³⁸Kaminsky, “Debunking 5 Common Myths about Bullying.”

³⁹Family Lives, “Bullying Myths and Facts.”

⁴⁰Ibid.

⁴¹Ibid.

⁴²Ibid.

⁴³Ibid.

⁴⁴Ibid.

up to them. This may not be true in all circumstances, but bullies take advantage of a power imbalance between themselves and their victims when they believe they have the upper hand.⁴⁵ As long as their victims act alone, they will continue to torment them, confident that they will succeed. The only way to rectify this power imbalance is for bullied youngsters to seek outside help from authorities. Victims of bullying often benefit from peer support groups. Interacting with those who have been bullied can help them feel less isolated and vulnerable.⁴⁶

4. “Bullies frequently imitate the behavior of those around them or act out in response to harassment from others.” This is untrue as well, and I disagree with this because research findings reveal that many victims of bullying suffer from psychological adjustment issues such as depression and low self-esteem, which may lead them to turn within rather than outward.⁴⁷ Hence, children should be taught the proper way to behave. For this reason, people who should act as mentors to children must provide them with wise counsel.
5. “A bully can be identified by appearance and behavior.”⁴⁸ This is untrue since bullying does not have a distinct manner of acting or appearing. Findings reveal that there are no rules regarding behavior or attire.⁴⁹

⁴⁵Kaminsky, "Debunking 5 Common Myths about Bullying."

⁴⁶Ibid.

⁴⁷Family Lives, "Bullying Myths and Facts."

⁴⁸ Ibid.

⁴⁹Ibid.

6. When talking about common misconceptions among educators, Rozakiyah and Wardana mentioned that some educators think that “Bullies lose their aggressive behavior with time.”⁵⁰ I disagree with this view, but I agree with Anna's comment that bullying represents something deeper, more problematic, and cannot be remedied with time. It indicates a lack of empathy towards others. Without proper intervention, most bullies' lack of empathy will become the norm. Bullying in the workplace and violent relationships are both prevalent expressions of unresolved childhood violence. Bullying evolves with age, and it becomes more deceptive and sophisticated, but it seldom goes away on its own. It is recommended that people take all cases of bullying seriously and seek assistance, whether through an anti-bullying program or one-on-one therapy with a mental health specialist.⁵¹

Teenage Bullying

Teenage bullying occurs when an adolescent intentionally and repeatedly threatens, intimidates, or injures another individual, typically one who is in their age group, by threatening their property, reputation, or social status. This involves making nasty remarks, threatening someone, or calling them names. Furthermore, you can spot this in teenagers when they willfully avoid or make fun of people, tell offensive jokes or spread rumors, punch, stumble, or shove someone, or steal or cause damage to someone else's property.⁵² I concurred with this accurate statement; the researcher's

⁵⁰Rozakiyah and Wardana, “Common Disagreements and Misconceptions of Bullying,” 62-64.

⁵¹Kaminsky, “Debunking 5 Common Myths about Bullying.”

⁵²Justin, “Types of Bullying in Nigerian Secondary School and Primary Schools.”

observations showed that teenagers commit a lot of horrible things in classes, on walkways, and in residence halls, especially when no one is looking.

Teenagers are significantly impacted by bullying, which can happen to anyone. In Nigeria, almost two-thirds of students in the high schools, report having been bullied at some point.⁵³ A teenager's choice to harass others in school could be impacted by many factors. Typical motivations for leading such a lifestyle include feeling strong and in control, managing feelings of despair or wrath, coping with peer pressure, lacking empathy for others, and overcoming issues related to confidence and self-worth. It may be difficult to pinpoint the root reasons for negative bullying behaviors among teenagers, though. Therefore, it's important to keep an open mind while trying to understand why someone could exhibit behaviors that seem bullying-like because sometimes it's a combination of many different elements that might be difficult to explain. Additionally, in my opinion I think that a lot more may be going on that was not apparent to the adults, such as senior students waking up juniors in the middle of the night to forcefully collect some of their beverages, and when the juniors refused, they looked for a method to make them pay a heavy price for it. Bullies therefore can bring discomfort and misery into the lives of those who are less fortunate. Bullying can be seen from a variety of angles, leading to differing opinions on it. Consequently, to address bullying occurrences involving teenagers, it is necessary to investigate the underlying causes of their behavior and devise more effective approaches for each. It could be required to use a different approach for each category.

⁵³Justin, "Types of Bullying in Nigerian Secondary School and Primary Schools."

Teenage Bullying in High School

Bullying is now widespread in schools across the world, because recent data showed that 20.2% of students, or one in every five, reported experiencing bullying.⁵⁴ Numerous disparaging nicknames are used to humiliate, pick on, and demoralize thousands of children. Bullying at schools is a significant issue for teenagers in Nigeria as a whole. Despite this, no school ever minimizes or dismisses this threat. A careless handling of the matter could have a detrimental impact on the school's overall atmosphere as well as the kids' capacity to learn in a fear-free environment. Bullies and people who are bullied may suffer negative long-term consequences as a result of their actions.

Adolescents who encounter bullying at school could feel helpless and alone. It may be difficult for teenagers to be honest with their teachers about what is going on because they feel like they are betraying them.⁵⁵ In my opinion, it is inappropriate to avoid talking to or listening to youngsters, but one must do so when they are discovered in such circumstances. This makes it possible for educators, parents, and school officials to get more information about the circumstances and to be informed about potential courses of action and solutions. It is crucial to point out that there are a few widespread misunderstandings regarding bullying and its various manifestations, which will make this work more in-depth.

⁵⁴Pacer's National Bullying Prevention Center, "Common Views and Myths about Bullying."

⁵⁵Orti Javier, "Empowering Teenagers Suffering through Bullying — What Should You Do When Your Child Is Being Bullied?" posted October 23, 2019, <https://helpingkids.co.uk/empowering-teenagers-suffering-through-bullying/>.

Characteristics of Bullies and Victims

Most bullies share a few traits. According to Bosworth, Espelage, and Simon, most bullies are male, popular, and frequently athletic. Bullies may possess a strong psychological foundation and may be well-liked by their peers.⁵⁶ Although there are numerous additional ways to abuse a fellow student, in general, I agree with this fact because a bully is someone who taunts and intimidates other students. It's a popular misconception that bullies come from dysfunctional homes, but this isn't always the case. There are homes where the parents don't get along or have arguments, but their kids still behave well because they go to morally taught schools. Numerous surveys have demonstrated that bullies are driven by impulses; they feel the urge to dominate others and do not have any compassion for the victim.⁵⁷ On the other hand, bullying victims are said to be more apprehensive, watchful, and insecure than other students in general. Despite not being confrontational, they have a poor view of themselves. According to Olweus, victims of bullying frequently do not have friends in the classroom or at school.

Moreover, long-term bullying can cause students to perceive the school environment as hostile and frightening, and they may spend a significant amount of their academic career feeling anxious and insecure.⁵⁸ The researcher thinks this is very true, as many people who are intimidated use illness as a justification for skipping classes because they think a particular student will bully them. Bullying victims' strong dependence on their family members can also be explained by their

⁵⁶K. Bosworth, D. L. Espelage, and T. R. Simon, "Short-Term Stability and Prospective Correlates of Bullying in Middle-school Students: An Examination of Potential Demographic, Psychosocial, and Environmental Influences," *Violence and Victims* 16, no. 4 (2001): 411-426.

⁵⁷*Ibid.*, 412.

⁵⁸Olweus, "Bully/Victim Problems among School Children," 317-349.

vulnerability and other security concerns. In terms of physical attributes, victims are weaker than non-victims.

According to Bosworth, Espelage, and Simon, 30% to 40% of bullies exhibit some degree of despair, and their bullying frequently functions as a cry for help.⁵⁹ Also, according to earlier study, bullying victims typically exhibit poorer self-esteem and higher levels of sadness, according to Hedrih.⁶⁰ Victims typically have lower statures than other children, are more sensitive, sad, cautious, apprehensive, silent, and withdrawn.⁶¹ Olweus asserted that “passive” or “submissive” victims best describe most bullied individuals. They often lack confidence and assertiveness, and when they are assaulted by other students, they withdraw and cry. The researcher believe that they do not only cry but try to avoid anything that can bring about contact with the one considered as a bully. They are therefore more likely to become victims because bullies are aware that they will not receive any backlash. The “provocative victim” is a less frequent trait that has also been mentioned.⁶² These students occasionally incite classmates to bully them by their overactive and irritable behaviour, according to Olweus, who described them as having a combination of nervous and aggressive qualities.⁶³

⁵⁹Bosworth, Espelage, and Simon, “Short-Term Stability and Prospective Correlates of Bullying in Middle-school Students,” 411-426.

⁶⁰Vladimir Hedrih, “Male School Bullies and Their Victims Are More Likely to Commit Violent Offenses as Adults,” posted November 2, 2022, <https://www.psypost.org/male-school-bullies-and-their-victims-are-more-likely-to-commit-violent-offenses-as-adults/>.

⁶¹B. J. Byrne, “Bullies and Victims in a School Setting with Reference to Some Dublin Schools,” *The Irish Journal of Psychology* 15, no. 4 (1994): 574–586. <https://doi.org/10.1080/03033910.1994.10558031>.

⁶²Olweus, “Bully/Victim Problems among School Children,” 317-318.

⁶³*Ibid.*, 318.

Findings in Nigeria reveal according to Ugochukwu that younger students in school are obviously more physically restricted than older students, making them an excellent “target” for bullies.⁶⁴ In their study on secondary school students in Nigeria's Benin metropolitan, I agree with Aluede and Fajoju who said that the majority of respondents (62.4%) had experienced bullying while (29.6%) admitted to bullying others during the academic year.⁶⁵ This confirms the fact that was earlier opined by other authors.

Findings reveal that bullying has a significant effect on students' anxiety levels and peer isolation, while no significant impact was found on school absenteeism and possession of weapons. The study utilized a self-constructed questionnaire and included a sample of 270 respondents from Education District II of Lagos State, Nigeria. By shedding light on the impact of bullying on the psychosocial adjustment of school-aged children, the study highlights the need for educators and policymakers to develop strategies to address this issue effectively. The findings emphasize the detrimental effects of bullying, particularly in terms of anxiety and peer isolation, providing valuable insights for interventions and support systems.⁶⁶ Although the study underscores that bullying has become a pressing concern today with significant psychosocial implications for its victims, it focuses on a specific geographic area.

⁶⁴E. O. Ugochukwu, “Bullying in Nigerian schools: Prevalence study and implications for counselling,” *Journal of Social Sciences* 14, no. 1 (2007): 65-71.

⁶⁵A. S. Fajoju, “School Bullying and Academic Performances of Secondary School Students in Edo State” (PhD diss., Ambrose Alli University, Ekpoma, Nigeria, 2009), 5.

⁶⁶O. B. Olabiyi, “Impact of Bullying on Psychosocial Adjustment of School-Aged Children in Nigeria,” *Electronic Journal of Social and Strategic Studies* 2 (2021): 229-241.

Gender Differences in Bullying

The study of gender differences in bullying behaviours is a complex and fascinating aspect of the broader issue of bullying. Research shows that both boys and girls engage in bullying. After studying the prevalence of bullying among boys and girls in a few Nigerian elementary schools, Umoke and his associates in 2019 arrived at this conclusion. According to the results, 50.8% of female students and 51.4% of male students said they have experienced bullying. It was discovered that 49.5% of women and 51.8% of men were bullying others. Bystanders to bullying included 42.9% of females and 39.6% of males. 11.2% of men and 12.4% of women have encountered bullying in all its forms, compared to 35.1% of men and 34.1% of women who have experienced bullying in any two of the categories.⁶⁷ The findings indicate a non-significant difference in bullying victimization between male and female students, but the methods, motivations, and outcomes can vary significantly. Boys are more likely to use overt forms of bullying, such as physical aggression and confrontation, while girls tend to employ relational aggression, including social exclusion and spreading rumors. Girls try to make friends to obtain information that they can use to harm their intended victim later on. The motivations behind bullying also differ between genders, with boys seeking to assert control and display physical strength, while girls may bully to establish social dominance or compete for popularity.⁶⁸

⁶⁷Umoke et al., "Bullying Experience of Pupils in Nigerian Primary Schools," e22409.

⁶⁸Sherri Gordon, "Bullying: Do Girls and Boys Bully Differently?" accessed 21 November 2023, <https://www.verywellfamily.com/do-girls-and-boys-bully-differently-460494>.

It is insightful to consider the research done by Smith et al. on gender variations in bullying rates across five sizable international databases.⁶⁹ The study reveals that men are more likely to bully others and experience bullying more frequently than women across surveys and time points. The research is based on data from five international polls and indicates persistent gender inequalities in bullying across nations and cultures. Most bullies are men, and this trend holds consistently in the surveys. Additionally, males tend to be bullied more frequently across age groups and surveys. The findings have implications for gender-specific interventions and understanding variations in bullying between nations and survey data comparability. However, the report does not provide insights into the potential underlying factors contributing to the observed gender variations in bullying rates. Understanding the reasons why men are more likely to bully others and experience bullying more frequently than women is crucial to developing effective interventions and policies to address this issue.

Gender differences significantly impact how individuals respond to bullying, with boys tending to use physical retaliation and girls internalizing emotions. Understanding these distinctions is crucial for effective intervention. By adopting a holistic approach, schools and communities can tailor preventive efforts and create a safer and more inclusive environment for everyone. Studying gender differences in bullying provides valuable insights to combat this issue collectively and foster a society that values respect and kindness for individuals of all genders.

⁶⁹P. K. Smith et al., "Consistency of Gender Differences in Bullying in Cross-Cultural Surveys," *Aggression and Violent Behaviour* 45 (2019): 33-40.

Effects of Bullying

Bullying behaviours continue to hurt both the bully and the victims, according to the US Department of Health and Human Services. The Center for the Study and Prevention of Violence asserts that bullying has both immediate and long-term effects on victims, bullies, and the culture of the school. Bullying victims frequently feel unpleasant and embarrassing reactions, which can cause distress, uncertainty, and general dissatisfaction.⁷⁰ Ross opines that low self-esteem is one long-term effect of bullying on victims. Bullying and poor mental health are strongly correlated among students. These children frequently exhibit introversion, worry, and nervousness in new situations. Bullying victims have few if any, close relationships and are frequently lonely. Bullying victims frequently quit school because they do not enjoy it. They forgo their education in favour of daily solace from their tormentors because the conditions at school are unbearable. Later in life, bullied individuals frequently experience higher levels of depression than their non-victimized counterparts. In extreme circumstances, bullied individuals experience depression, which can lead to violent behaviour or suicide.⁷¹

While the study of Ross mentions that bullying has both immediate and long-term effects on victims, it primarily focuses on the negative consequences experienced by victims. While it is important to highlight the serious impact of bullying on victims' mental health and well-being, a comprehensive critique should

⁷⁰W. B. Roberts Jr. and Allan Adolph Morotti, "The Bully as Victim: Understanding Bully Behaviors to Increase the Effectiveness of Interventions in the Bully-Victim Dyad," *Professional School Counseling* 4, no. 2 (2000): 148-156.

⁷¹D. M. Ross, *Childhood Bullying, Teasing, and Violence: What School Personnel, Other Professionals and Parents Can Do* (Alexandria, VA: American Counseling Association, 2003), 90.

also consider the potential long-term consequences for bullies themselves and the overall school culture.

Bullying behaviours also have an impact on and alter the social climate of the school. Many students find the school setting unsettling. This hostile climate is one reason why school dropout and truancy rates are rising. Bullying victims may not feel happy at school, which may raise the rates of dropout and absenteeism.⁷² Numerous bullied individuals also suffer from low self-esteem, anxiety problems, and insecurities. The inability to feel secure typically affects a person's ability to focus and study. Ultimately, safety concerns prevent bullied individuals from learning. These people struggle academically and frequently sabotage their learning by skipping classes and having poor attendance because they feel unsafe and threatened.

Frequently, sufferers experience psychosomatic symptoms like headaches and stomach aches that make it difficult for them to routinely attend class.⁷³ Bullying has been consistently associated with an increase in mental health issues, emphasizing the urgent need to address this harmful practice. Research conducted by Ttofi and Farrington has revealed that bullying experienced during school years is linked to higher rates of violence in adulthood. These detrimental long-term effects underscore the importance of implementing measures to curb bullying.

One concerning aspect of bullying is the peer isolation experienced by victims, as highlighted by Garbarino and de Lara.⁷⁴ Victims of bullying often find themselves cut off from the social mechanisms that typically foster a sense of belonging and

⁷²Roberts Jr. and Morotti, "The Bully as a Victim," 148-156.

⁷³Ross, *Childhood Bullying, Teasing, and Violence*.

⁷⁴United Nations Educational, Scientific, and Cultural Organization, *School Violence and Bullying: Global Status and Trends, Drivers and Consequences* (Paris: UNESCO, 2018), 3.

support. The findings of their study indicate that peer isolation can take various forms, such as being ignored, publicly excluded, or purposefully isolated by other children. This isolation is often initiated through name-calling and the spreading of rumours. As a result, victims of bullying frequently face feelings of loneliness and depression, stemming from the profound sense of being isolated by their peers. However, the weakness of this study is that it does not include information about the demographic characteristics of the participants, which could be relevant in understanding how peer isolation may vary among different groups.

Therefore, given the profound negative impact of bullying, proactive measures must be taken to address this issue. Creating safe and supportive environments in schools and communities requires prioritizing the eradication of bullying. Education and awareness programmes should promote empathy, respect, and inclusivity among students. Effective intervention strategies must support both victims and perpetrators, emphasizing healthy relationships and conflict resolution. Addressing bullying is crucial for fostering mental well-being and empowering individuals to thrive. It is essential to understand that bullying is not acceptable or normal, that is why it is important to necessitating concerted efforts to prevent and address this harmful behaviour. Even if several measures that either had no effect on bullying or reduced it had been utilized in the past. Incorporating mentorship into the educational system may result in a long-term resolution to this detrimental issue.

Exploring Bullying Prevalence: A Global Perspective and Regional Variations

A recent report published by the United Nations Educational, Scientific, and Cultural Organization (UNESCO 2018) proposes that creating educational spaces that are free from violence and safe learning environments for all children remains a

global priority.⁷⁵ Bullying prevalence can vary across continents due to cultural, social, and contextual factors. Using international self-report data (e.g., Health Behaviour of School Children survey; HBSC), this report suggests that reports of bullying victimization are highest in regions such as the Middle East (41.1%), North Africa (42.7%), and sub-Saharan Africa (48.2%). Additionally, reports of bullying victimization were comparatively low in North America (31.7%) and lowest in Europe (25%), the Caribbean (25%), and Central America (22.8%). Based on the findings above, the Middle East, North Africa, and sub-Saharan Africa are regions where reports of bullying victimization are relatively high. This indicates a significant concern regarding bullying experiences among children in these areas. Reports of bullying victimization were comparatively lower in North America, Europe, the Caribbean, and Central America. While bullying still occurs in these regions, the prevalence appears to be relatively lower compared to other continents. The weakness of the study reported above is that it relies solely on self-report data, specifically the Health Behaviour of School Children survey (HBSC). Self-report data can be subject to biases and may not always accurately reflect the true prevalence of bullying.

However, the study of Biswas et al. confirms the findings above.⁷⁶ Data from the Global School-based Student Health Survey (GSHS) of school children aged 12-17 years, between 2003 and 2015, in 83 low to high-income countries in the six World Health Organization (WHO) regions were used. The study estimates the prevalence of bullying victimization among adolescents across low to high-income countries and its association with peer and parental support. It found that bullying

⁷⁵United Nations Educational, Scientific, and Cultural Organization, *School Violence and Bullying*, 6.

⁷⁶Tuhin Biswas et al., “Global Variation in the Prevalence of Bullying Victimization amongst Adolescents: Role of Peer and Parental Supports,” *EClinicalMedicine* 20 (2020): 100276.

victimization is prevalent globally, particularly in the Eastern Mediterranean and African regions, and parental and peer support are protective factors against bullying victimization.

Since the GSHS is a cross-sectional survey, it may not provide insights into the long-term trends or changes in bullying prevalence over time. While the study offers valuable insights into the global prevalence of bullying victimization and the potential protective factors of parental and peer support, the use of secondary data sources limits the researchers' ability to control for confounding variables and may affect the overall validity and generalizability of the findings.

Specifically in Nigeria, Asiyai's study offers valuable insights into the prevalence and effects of bullying in Nigerian secondary schools while also identifying effective strategies for its management, providing guidance for school administrators and policymakers.⁷⁷ The study on bullying in Nigerian secondary schools found that hitting/flogging and extortion are the most common forms of bullying. Bullying is more prevalent among boys and is more prominent in boarding schools compared to day schools. The negative effects of bullying include students disliking school, feeling isolated, and experiencing fear. The study suggests effective strategies for managing bullying, such as implementing school rules, having anti-bullying oaths, and providing empathy education for students, which can create a safer and more supportive learning environment.

While the solutions mentioned in the study above aim to create a safer and more supportive learning environment through general interventions, this present

⁷⁷R. I. Asiyai, "Exploring Bullying in Nigerian Secondary School and School Administrators Strategies for Its Management Department of Educational Administration and Policy Studies," *Journal of Educational and Social Research* 5, no. 2 (2015): 305.

study focuses on how mentoring can be utilized to address bullying on an individual level.

School Policies and Interventions on Bullying

By implementing comprehensive policies and evidence-based interventions, schools can create safe and inclusive environments where bullying is actively prevented and effectively addressed. Ola, Adetunde, and Agboola conducted a study to assess the effectiveness of empathy training among students in preventing bullying behaviour in selected secondary schools in the Alimosho Local Government Area of Lagos State.⁷⁸ The researchers employed a survey technique and administered a questionnaire to gather data from the field, aiming to examine the impact of empathy training on bullying prevention. A total of 376 copies of the questionnaire were randomly distributed among students in four secondary schools, resulting in 330 retrieved and utilized for analysis. The findings of the study suggest that empathy training, coupled with encouraging victims to promptly report incidents of bullying, plays a vital role in mitigating bullying and its consequences in secondary schools. The paper emphasizes the importance of concerted efforts by teachers, school administrators, and the government to create a safe school environment where all forms of bullying are unequivocally condemned. The study highlights the need for proactive measures and intervention strategies to address bullying effectively, promoting empathy and fostering a culture of reporting incidents to ensure the well-being and safety of students within the school setting. While Ola, Adetunde, and

⁷⁸G. T. Ola, C. Adetunde, and O. V. Agboola, "Empathy Training as a Means of Preventing Bullying in Selected Secondary Schools: Alimosho Local Government Area, Lagos, Nigeria," Proceedings of SOCIOINT 2022- 9th International Conference on Education & Education of Social Sciences, 13-14 June 2022, 272-278, Online Conference, PDF file, https://www.ocerints.org/%20socioint22_e-publication/papers/Oluwamumibori%20Victoria%20Agboola.pdf.

Agboola support taking action to solve this phenomenon, I insist on exploring innovative methods such as mentorship to ensure that it is minimized, if not completely abolished.

Smith, Ananiadou, and Cowie reviewed school-based interventions to reduce bullying and the outcomes of large-scale intervention projects. It emphasized the importance of a whole-school policy and involving students in tackling bullying.⁷⁹ The study noted that schools should involve students themselves in tackling bullying to encourage action by most pupils who do not like bullying. Also, policymakers should focus on improving relationships within the school to reduce bullying. School tribunals, playground improvement, curriculum work, and transformative justice are some of the strategies suggested in the study to address the cases of bullying. I agree as well, since it will be simpler for authorities or those charged with keeping an eye on the frequency of incidents to identify and investigate the harder-to-find cases if students are trained to report bullying incidents.

The study discusses various interventions and programmes implemented in different countries to address bullying in schools. Several countries have implemented anti-bullying programmes with varying outcomes. In England, the Sheffield Anti-Bullying Project implemented a whole-school policy that resulted in decreased victimization and bullying rates, along with an increase in students reporting bullying to teachers. In Canada, an anti-bullying programme in Toronto led to a decrease in children reporting being bullied but an increase in those bullying others. In Germany, an intervention showed a decrease in direct bullying until grade 10 but an increase in grades 11 and 12, accompanied by increased social exclusion. In the US, an

⁷⁹P. K. Smith, K. Ananiadou, and H. Cowie, "Interventions to Reduce School Bullying," *The Canadian Journal of Psychiatry* 48, no. 9 (2003): 591-599.

intervention in South Carolina's rural communities initially reduced bullying rates but did not maintain significant differences after two years. Belgium's project saw a decrease in bullying in treated primary schools, but no significant changes in victimization or positive interactions. In Spain, the SAVE project showed decreases in victimization and bullying rates, a decrease in the proportion of bullies to victims, and improved peer relationships. Lastly, a bullying prevention programme in Switzerland focused on improving teachers' abilities and resulted in decreased victim nominations in the intervention group compared to significant increases in the control group.

Mentoring as a Concept

A mutually agreed-upon cooperation between a mentor and mentee in which they cooperate to attain predetermined goals that would advance the mentee's abilities, knowledge, and/or thinking is known as mentoring.⁸⁰ Greek mythology serves as the historical source for the word mentor. Before embarking on his epic journey, Ulysses entrusted Mentor, an old and trusted friend, with the care and guidance of his son Telemachus. Mentor, for whom we now use the name mentor and the verb “to mentor,” gave Telemachus guidance and advice. In terms of contemporary development, mentorship typically involves a one-to-one, reciprocal interaction.⁸¹

Consequently, the words “Mentor” and “Mentee” can be derived from the concept of mentoring. A mentor is someone who imparts their knowledge, expertise, and/or experience to advance another individual or group of people. In a traditional mentoring relationship, a mentor would direct a mentee. However, a mentee is a

⁸⁰PushFar, “What Is Mentoring? - Definition, History and Guide,” accessed 27 September 2023, <https://www.pushfar.com/article/what-is-mentoring-definitions/>.

⁸¹Ibid.

person who obtains knowledge, expertise, experience, and advice from a mentor to advance. This advancement can be provided at any point in a person's life, though it is frequently in professional and career development, such as taking on a new role or job. The term “mentee” may occasionally be used interchangeably with the term “mentoree.”⁸²

Effect of Mentoring on Teenage Bullying

Mentors are trustworthy adults who can assist young people in developing critical life skills, trust, and new relationships.⁸³ Youth have role models outside of their families in the form of mentors. Mentors can help young people gain self-awareness, stress-management techniques, and emotional awareness and control. Mentors might also pick up on changes in a child or adolescent that others miss. Mentors can keep an eye out for early indicators of bullying, including as low self-esteem, a sense of helplessness, destructive conduct, and unexplained injuries.⁸⁴

Teenagers who so frequently feel alone now have someone to turn to, thanks to mentoring. Positive and encouraging interactions with a reliable adult provide children the confidence they need to take on difficulties and grow as individuals. According to research, one of the main benefits of teen mentoring is that it boosts the self-confidence of children of various ages and socioeconomic backgrounds.⁸⁵ A non-

⁸²PushFar, “What Is Mentoring?”

⁸³Elems Ugochukwu, *Mentoring Young People: Theology, Prospects and Challenges* (Lagos, Nigeria: Jamiro Press, 2021), 1-8.

⁸⁴Speak Loud Incorporated, “How Mentorship Can Help the Fights against Teen Bullying,” accessed 27 September 2023, <https://speakloudinc.org/mentorship-and-teen-bullying/>.

⁸⁵Ibid.

parental mentor's emotional and interpersonal support can truly transform someone's life.⁸⁶

It is known that the primary causes of bullying among teenagers are insecurity, jealousy, or childhood trauma. The best way to address these core problems is through teen mentoring, which is one effective strategy for reducing bullying. Insecure teenagers can feel more at peace in themselves and are less likely to succumb to peer pressure with the support and perspective of a mentor. A young child who is lonely can be helped when an attentive listener pays attention, and this will make a huge difference.⁸⁷

Mentoring is a mutually beneficial relationship; both the victim and the bully can benefit from it. In the same way that the bully needs assistance to quit bullying behavior, the victim of bullying must realize that it is not their fault and that they should not feel guilty for asking for support to get over their fear and anguish. Many people know how much of a difference it would have made to have had a mentor to confide in if they had experienced bullying in middle or high school.

Roles of Parents in Addressing Bullying

Parents play a crucial role in addressing bullying and promoting a safe and respectful environment for their children.⁸⁸ Lindstrom, Waasdorp, Gaias, and Bradshaw identified some critical roles parents can play in combating bullying to

⁸⁶Speak Loud Incorporated, "How Mentorship Can Help the Fights against Teen Bullying."

⁸⁷Ibid.

⁸⁸Sarah Lindstrom Johnson et al., "Parental Responses to Bullying: Understanding the Role of School Policies and Practices," *Journal of Educational Psychology* 111, no. 3 (2019): 475.

secure safety of their children, and some of these significant responsibilities are covered in this work.⁸⁹

Open communication. Parents should establish open lines of communication with their children, creating a safe and non-judgmental space for them to share their experiences. Regularly talking to children about their day, friendships, and any concerns they may have can help parents detect signs of bullying early on. Just as Eli guided Samuel to listen and respond to God's voice in 1 Samuel 3, parents can create an environment where children feel comfortable sharing their experiences, including instances of bullying. Through open communication, parents can provide guidance, support, and intervention when their children face bullying situations.

Education, awareness, and courage. Parents should educate themselves about the signs, types, and effects of bullying. By understanding bullying dynamics, they can recognize when their child may be involved in bullying, either as a victim or as a perpetrator, and take appropriate action.

Empathy and respect for others. Parents can teach their children empathy and respect for others. By fostering a sense of kindness and understanding, parents can help their children develop positive relationships and discourage bullying behaviour. In 1 Samuel 17, David, a young shepherd boy, stood up against the giant warrior Goliath who was bullying the Israelite army. David's courage and faith in God's power enabled him to overcome the intimidating bully. This story teaches parents the importance of equipping their children with confidence, faith, and resilience to face bullies

⁸⁹Johnson et al., "Parental Responses to Bullying," 475.

Setting clear expectations and boundaries. Parents should establish clear expectations and boundaries regarding behaviour, both in person and online. They can discuss with their children what constitutes acceptable and unacceptable behaviour and the consequences of engaging in bullying. **Self-esteem and Resilience:** Parents can help build their child's self-esteem and resilience by providing emotional support and promoting a positive self-image. By nurturing their child's confidence, they can help them better cope with bullying situations and reduce the impact of bullying on their well-being. In Genesis 37-50, Joseph's brothers were jealous of him and bullied him, eventually selling him into slavery. Their father, Jacob, displayed favouritism and his failure to address these issues contributed to the breakdown of their family relationships. This highlights the importance of setting clear expectations and boundaries within the family. Parents should establish and enforce rules that promote mutual respect, kindness, and empathy among siblings.

Teaching conflict resolution skills. Parents can teach their children effective communication and conflict-resolution skills. By guiding how to handle conflicts assertively and non-violently, children can learn to resolve issues peacefully and prevent them from escalating into bullying situations.

Collaboration with school. Parents should maintain regular communication with their child's school and teachers. Reporting any bullying incidents and working with the school to address the issue can lead to more effective interventions and support for the child.

Being a positive role model. Parents should model respectful and inclusive behaviour themselves. Children often learn by observing their parents' actions, so

demonstrating kindness, empathy, and respectful behaviour toward others can positively influence their child's behavior.⁹⁰

Encouraging reporting. Parents should encourage their children to report any incidents of bullying witnessed or experienced. Assuring them that they will be supported and that the issue will be addressed can help children feel empowered to speak up against bullying.

Supporting and empowering bullying victims in the healing process. In the fight against bullying, parents and teachers are essential, and they must be clear that bullying will not be tolerated. Adults can demonstrate to children that they are not powerless victims of an unchangeable situation by refusing to allow bullying. This can significantly reduce the emotional stress of victims.⁹¹ If a child has been the victim of bullying for some time, it is crucial to mitigate the impact of that bullying because the child must have suffered major harm that could have impacted their sense of self-worth and self-esteem. The victim needs assistance in developing a strong, flexible, and resilient self that will enable them to handle problems in life without giving up or sensing the same lack of control established during childhood bullying to recover from harm. To avoid feeling hopeless and worthless, individuals must learn to trust themselves enough to believe they can achieve whatever goals they set.⁹²

Referral. For children or adolescents to develop socially and morally, as well as academically, a society that includes households, schools, and the public is essential. The schools strive for behavioural norms based on the fundamental values

⁹⁰Jered B. Kolbert, Danielle Schultz, and Laura M. Crothers, "Bullying Prevention and the Parent Involvement Model," *Journal of School Counseling* 12, no. 7 (2014): 7.

⁹¹Frederic Bhuruss Skinner, *The Behaviour of Organisms: Mental Analysis* (Oxford: Oxford University Press, 1965), 23.

⁹²*Ibid.*, 24.

of integrity, respect, consideration, and responsibility.⁹³ Bullying in schools is rarely addressed by the judicial system. This is for very excellent reasons. Bullying that is not as severe should be handled in the school or household where it occurred.⁹⁴ The development of efficient or quick reaction skills by parents, teachers, students, and other members of the larger school community is essential. But occasionally, either as a last resort or because the incident is so serious, it may be essential to call the police. Anyone can report bullying to the police.

Prevention. It is interesting to consider the huge increase in anti-bullying research when trying to determine the best course of action to take in bullying situations. For instance, there were just 8 articles in 1975 that used the word “bully.” Between 1996 and 2005, there were 1,546 publications that included “bullying,” while between 2006 and 2015, there were 8,251 such pieces. A significant portion of the study on bullying and anti-bullying has shed light on the most efficient proactive and reactive anti-bullying tactics.⁹⁵ Hence, bullying practices are so common in today's schools, and it is necessary that each one must create a proactive, ongoing prevention and intervention programme to deal with bullying.

It is necessary that bullying situations should ideally be stopped before they start, but it is also important to act when they do. It is crucial to include a non-punitive intervention technique, such as applying sanction on the erring one. In addition to enforcing penalties for bullying behaviours, it is important to include a counseling component that provides bullies with the skills to adopt new behaviours. Since many

⁹³Skinner, *The Behaviour of Organisms*, 24.

⁹⁴Ibid., 2.

⁹⁵James Ward, “What Is the Best Way to Respond to Bullying in Schools?” accessed 29 September 2023, <https://www.openvieweducation.co.uk/bullying-in-schools/>.

bullying behaviours are learnt, bullies must learn a new set of pro-social behaviours that do not negatively affect those around them. Bullying can have a negative impact on a child's academic success as well as their physical and emotional health at home and at school. Preventing bullying from occurring is the best method to deal with the problem. The following are some actions school employees can take to make schools safer.

Assessment. To find out how frequently bullying occurs, where it occurs, how students and adults intervene, and whether prevention initiatives are effective, assessments at school should be conducted.

Parents and Youth Involvement

When parents and young people in the community attempt to work together, it could send a strong message against bullying. Organizing a campaign or raising awareness about bullying could be a great method to inform the community, parents, and school on how to deal with this phenomenon.⁹⁶

Safe Environment

Create an environment of acceptance, tolerance, and respect at school. A healthy school atmosphere can be created using staff meetings, assemblies, classroom and parent meetings, mailing to families, the school website, and the student handbook.⁹⁷ Staff and Student education should be done regularly, to always create awareness of the dangers in bullying. It might be important to incorporate lessons on

⁹⁶Skinner, *The Behaviour of Organisms*, 24.

⁹⁷Stopbullying.gov, "Prevention at School," accessed 22 February 2019, <https://www.stopbullying.gov/prevention/at-school/>.

bullying prevention into the curriculum and extracurricular activities. Regular training of teachers and staff on the school's regulations and policies should occur.⁹⁸

Policies and Rules should seriously be put in place to punish the offender. Schools, parents, and policymakers are to create a mission statement, a code of conduct, school-wide rules, and a bullying reporting system to checkmate bullying in schools and at home. These will establish a climate and send signals round that bullying is not acceptable, and this should be disseminated widely.

The Conceptual Framework

The conceptual framework for this study, “Mentoring Teenagers to Reduce Bullying in Adeleke University High School, Ede, Osun State, Nigeria,” is anchored in an integrative model that draws upon Biblical Mentoring, Social Learning Theory, and the Positive Youth Development (PYD) Theory.⁹⁹ This hybrid framework provides a multidimensional lens for understanding how mentoring can serve as a strategic intervention for mitigating bullying among adolescents.

Biblical Mentoring offers the spiritual and moral foundation for youth development, emphasizing holistic growth through teaching, correction, accountability, and character formation modeled after Christ-like virtues. It underscores the mentor’s role as a spiritual guide who nurtures moral integrity, empathy, and respect for others—qualities essential for cultivating a non-violent and compassionate school culture.¹⁰⁰

⁹⁸Stopbullying.gov, “Prevention at School.”

⁹⁹A. Bandura, *Social Learning Theory* (Englewood Cliffs, NJ: Prentice-Hall, 1977), 78.

¹⁰⁰J. R. Clinton and P. D. Stanley, *Connecting: The Mentoring Relationships You Need to Succeed in Life* (Colorado Springs, CO: NavPress, 1992).

Social Learning Theory provides the psychological underpinning of the framework, positing that human behavior is learned through observation, imitation, and reinforcement. Within the school context, mentors act as salient role models whose prosocial behaviors can be observed and internalized by mentees. Through consistent exposure to positive behavioral patterns, students learn to replace aggressive or bullying tendencies with constructive interpersonal skills, empathy, and self-regulation.¹⁰¹

Positive Youth Development (PYD) Theory complements these perspectives by emphasizing the developmental assets that promote thriving among adolescents. PYD highlights the significance of supportive adult–youth relationships, opportunities for skill-building, and the cultivation of competence, confidence, connection, character, and caring—the “Five Cs” of youth development. By fostering these attributes, mentoring relationships can enhance resilience, social responsibility, and emotional well-being, thereby reducing the likelihood of bullying behaviors.

Collectively, these three theoretical pillars—spiritual grounding from Biblical Mentoring, behavioral modeling from Social Learning Theory, and relational empowerment from PYD—form a comprehensive framework for understanding and addressing bullying. The integration of these perspectives suggests that effective mentoring interventions should not only correct negative behaviors but also nurture the moral, emotional, and social dimensions of adolescent development. This holistic approach positions mentoring as a transformative tool for promoting a safe, respectful, and value-driven school environment.

¹⁰¹Bandura, *Social Learning Theory*, 56.

Summary

This chapter explored various definitions of bullying as described by several authors in the literature they have written or co-written. Based on the definitions discovered during the study, bullying is characterized as the act of intimidating another individual through various methods, such as physical, verbal, social, textual, or other forms of communication. It was noted that all of these could have harmful effects on the victim, potentially leading to shyness, poor academic performance, or total withdrawal from school.

The literature review indicated that while tactics like prevention and enforcing measures have been utilized previously to diminish or eradicate bullying, parents play a crucial role in managing bullying and providing their children with a secure environment. Engaging in open dialogue with their children, educating themselves on the dynamics of bullying, fostering empathy and respect, establishing clear expectations and boundaries, nurturing resilience and self-esteem, instructing on conflict resolution strategies, collaborating with the school, acting as positive role models, promoting the reporting of incidents, and assisting and empowering victims of bullying in their recovery are just a few essential roles that parents can assume.

Moreover, it is essential for the broader community—which encompasses legislators, parents, and educational institutions—to participate actively in the prevention and fight against bullying. Implementing educational programs and training for faculty and students, instituting policies that promote a zero-tolerance approach to bullying, engaging parents and young people in disseminating an anti-bullying message, conducting evaluations to assess the extent of bullying and identify effective intervention methods, and creating a secure and inclusive atmosphere within schools should all be components of this engagement. Ultimately, addressing bullying

in schools requires a comprehensive approach that involves all stakeholders. Incidents of bullying have increased in severity and occurrence, which poses risks to both safety and academic performance. Beyond hindering a child's learning, bullying negatively affects their mental health and overall well-being. To foster a respectful and encouraging learning environment, successful policies and interventions need to implement a comprehensive approach that involves parents, administrators, staff, teachers, and students acting as role models and mentors for children.

CHAPTER 4

METHODOLOGY AND STRATEGY DESIGN

Bullying in schools poses significant threats to students' mental, emotional, and intellectual well-being. In response to this concern, the present study examined the methodologies and strategic interventions for addressing bullying among students at Adeleke University High School, Ede, Osun State, Nigeria. Adopting a quantitative research design, the study enabled the collection of measurable data and subsequent statistical analysis. Data were primarily gathered through questionnaires administered to students, complemented by insights from administrators, teachers, and parents, whose contributions enriched the research process.

This chapter provides a detailed overview of the research procedures, including the study population, sampling techniques, and the instruments used for data collection. It also discusses the reliability and validity of the research instruments, the methods of data collection and analysis, and the ethical considerations observed throughout the study.

A pre-post descriptive research design was employed within the quantitative framework. The study sought to identify the prevalence and types of bullying experienced by students, as well as to assess the impact of bullying on their mental health and academic performance through statistical analyses. The findings are expected to offer valuable insights into the correlation between bullying and student well-being, underscoring the urgent need for effective intervention strategies within educational environments. Moreover, the study aims to inform policymakers and

educators about the importance of fostering a supportive school climate. By analysing the data, the research provides actionable recommendations for school-based interventions and support systems.

Questionnaires were administered to 200 selected students—150 from Junior Secondary School (JSS 1–3) and 50 from Senior Secondary School (SSS 3). Data collection occurred in two phases: the pre-test and the post-test. During the first phase, a pre-test questionnaire was distributed to assess the nature and extent of bullying within the school. The responses were analysed to design an intervention tailored to the identified issues. The pre-test also served as a pilot study to evaluate the suitability of the questionnaire, leading to minor adjustments before the main administration.

Following a 12-week intervention period, the same questionnaire was re-administered as a post-test to evaluate the effectiveness of the implemented strategies. The data collected during this phase were analysed to identify changes in students' responses and to measure the impact of the intervention.

The findings from both phases informed the recommendations presented in Chapter Six of this research. The pre-post descriptive design facilitated a clear comparison of the situation before and after the intervention. The methodology encompassed key components such as population, sample size, data collection procedures, ethical considerations, data analysis and interpretation, discussion of findings, strategy design, implementation, and evaluation.

Research Approach/Methodology

Quantitative research is one method of scientific exploration. This approach is utilised to collect numerical data, which is then evaluated to draw statistical

conclusions about the mentoring program's effectiveness.¹ The issue within the sample population was then assessed.² This strategy enabled the researcher to collect and examine the numerical data gathered. These methods assisted in creating and studying cause-and-effect linkages, and generalising results to larger groups.³

The key characteristic of the quantitative research approach is the ability to convey results in numerical format. This approach enables predicting the future of a product or service, identifying causal linkages (referred to as Causal Research), and implementing appropriate adjustments following rigorous data collection and analysis.⁴ Furthermore, quantitative research utilises inferential statistics to draw conclusions that can be applied to a broader population. The primary objective of quantitative research is to analyze numerical data.⁵

Research Design

The research design employed in this study is a pre-post descriptive design. Data on bullying incidents and perceptions of mentorship among students at Adeleke University High School were collected at two separate time points: before the implementation of the mentorship program (pre-intervention) and after its implementation (post-intervention).

¹John W. Creswell and David J. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 6th ed. (Thousand Oaks, CA: SAGE Publication, 2022), 43-50.

²Douglas Ezzy, *Qualitative analysis: Practice and innovation* (London: Routledge, 2002), 15-18.

³Pritha Bhandari, "What Is Quantitative Research? Definition, Uses & Methods," published June 12, 2020, accessed 22 February 2019, <https://www.scribbr.com/methodology/quantitative-research/>.

⁴QuestionPro, "Quantitative Research: What It Is, Practices & Methods Quantitative Research," accessed 18 June 2024, <https://www.questionpro.com/blog/quantitative-research/>.

⁵Ibid.

According to Dulock, the aim of descriptive research is to describe characteristics of a population or phenomenon, exploring variables, their relationships, and distributions. This research design is a blueprint, outlining the plan to answer a research question and control variance. Dulock highlights the use of descriptive statistical techniques to describe variables, their relationships, and distributions, including measures of central tendency and variability.⁶ As a result, the researcher's goal in this study is to characterise the traits and trends noticed among the population under consideration. By employing these statistical tools, the researcher hopes to present a comprehensive perspective that will aid in a deeper understanding of the dynamics at work and inform prospective future investigations.

Rational for the Study

The rationale for this study was driven by ethical considerations, as research entails “exposing researchers to emotionally challenging situations while collecting and analysing data, which may be mentally demanding.”⁷ As a result, in this study, the researcher was ethically required to ensure that neither the participants nor the researcher caused undue harm.⁸ The study primarily focused on students disclosing their long-held knowledge about bullying and how it has affected them in one way or another. This process was classified as social science because of its non-threatening objectives and emphasis on avoiding ethical risks for participants. Thus, the

⁶QuestionPro, “Quantitative Research.”

⁷Lee Ann Fenge et al. “The Impact of Sensitive Research on the Researcher: Preparedness and Positionality,” *International Journal of Qualitative Methods* 8 (2019): 7.

⁸Kathleen Baird and Theresa Mitchell, “Issues for Consideration by Researchers Conducting Sensitive Research with Women Who Have Endured Domestic Violence during Pregnancy,” *Evidence-Based Midwifery* 11, no. 1 (2013): 21.

researcher carefully analysed the overall ethical implications to guarantee that no harm was done.

Furthermore, the study attempted to determine whether the mentoring strategy may assist to reduce or eliminate bullying in schools. As a result, this part gave a full description of the methods used in the study, with the goal to create a database of interventions and policies that may be implemented to reduce bullying and its negative impacts on secondary school students. As a result, the primary purpose is to describe bullying situations in Nigerian schools, especially at Adeleke University High School in Ede, Nigeria, and develop a prevention method that can be used to educate guidance counsellors, instructors, or mentor trainees in Nigerian high schools or youth-orientated churches, as well as in other sectors. This prevention method is focused on fostering a supportive environment, promoting awareness of the signs of bullying, and equipping educators and mentors with the necessary tools to effectively address and prevent such behaviour. By implementing these strategies, a safer and more inclusive atmosphere is aimed to be created for all students, ultimately enhancing their overall educational experience.⁹

Target Population

Defining the population is a critical step in research design as it sets the boundaries and scope of the study's findings.¹⁰ The research population, also known as the target population, is the entire group or set of individuals, objects, or events that have specified characteristics and are of interest to the researcher. It refers to the

⁹Ezzy, *Qualitative Analysis*, 15-18.

¹⁰J. Meredith, "Building Operations Management Theory through Case and Field Research," *Journal of Operations Management* 16, no. 4 (1998): 441-454, [https://doi.org/10.1016/S0272-6963\(98\)00023-0](https://doi.org/10.1016/S0272-6963(98)00023-0).

larger population from which a sample is obtained.¹¹ As a result, this study's target population consists of students from Adeleke University High School in Ede, Osun State, Nigeria.

Population of the Study

According to the official logbook of Adeleke University High School, as confirmed by the school principal, the institution had a total enrollment of 500 students at the time of the study. This information provided a reliable basis for determining the sampling frame and ensuring that the selected participants accurately represented the school's student population. The confirmation from the principal also enhanced the credibility of the data source and supported the validity of the sampling process.¹² From this demographic, 200 students were chosen from JSS 3 and SSS 1 - 3. Hence, the respondents for this study were selected from the 500-student population of Adeleke University High School. The sample included teenagers, encompassing various grades to ensure a diverse representation of experiences and perspectives regarding bullying.

The researcher chose the classes listed below (see Table 1) based on their considerable educational experience (at least three years) and knowledge on bullying. As a result, the respondents' feedback supported the study procedure's validity and possibility for replication. In JSS 3, there are three categories of classes (A, B, and C), and the same applies to SSS 1 to 3, with each having three categories of classes as well (A, B, and C).

¹¹Fenge et al., "The Impact of Sensitive Research on the Researcher," 1.

¹²Student Enrollment in 2018, as recorded in Adeleke University High School Logbook.

Table 1 presents the distribution of students selected from each class for the study. It also indicates the number of participants who successfully completed and returned their questionnaires.

Table 1. Number of Students Chosen

Classes	Classes	Number in Classes.
JSS 3	JSS 1	40
	JSS 2	40
	JSS 3	40
SSS 1	SSS 1	40
	SSS 2	40
	SSS 3	40
SSS 2	SSS 1	35
	SSS 2	35
	SSS 3	35
SSS 3	SSS 1	35
	SSS 2	35
	SSS 3	35

Sampling Technique

A stratified random sampling method was employed in this research to ensure representation across different grades, ages, and genders. The sample was stratified as follows:

Gender: Two groups—male and female participants

Age: Two age groups—13–15 years (junior school) and 16–18 years (senior school)

Class:

Junior School: JSS 1–3, with 40 students in each class (covering a total of 3 classes)

Senior School: SSS 1–3, with 35 students in each class (covering a total of 9 classes).

Both boys and girls were included in the respective groups and classes, ensuring diverse and representative participation.

This technique ensured that the study captured diverse experiences and perspectives related to bullying among students, recognizing that these experiences

may differ according to grade level and gender. By stratifying the sample, the research aimed to provide a comprehensive understanding of the nuances and differences in how bullying is perceived and experienced by students across various grades and between genders. This approach increases the validity and representativeness of the study's findings, allowing for more meaningful comparisons and insights into the dynamics of bullying within the school community.¹³ The students engaged, 110 were male, accounting for 55% of the selected students, and 90 were female, accounting for 45% of the selected population aged 12 to 18. (See Table 2)

Table 2 presents the demographic characteristics of the study participants who completed the questionnaire. A total of 200 respondents were surveyed, with their distribution analysed across two key demographic variables: age and sex.

The age distribution reveals that participants ranged from 12 to 18 years old, representing both Junior Secondary School (JSS) and Senior Secondary School (SSS) students. The majority of respondents (55%) were 12-year-old JSS students, while the remaining participants were distributed across older age groups, with progressively smaller proportions in the 15-18 age range. This age profile reflects the typical secondary school population structure.

Regarding sex distribution, the sample showed a relatively balanced composition, with males comprising 55% (n=110) and females representing 45% (n=90) of the total respondents. This near-equal gender representation enhances the generalisability of the findings across both male and female secondary school students.

¹³ Creswell and Creswell, *Research Design*, 43-50.

Table 2. Frequency Distribution of Demographics for Questionnaire

Variable		Categories	Number	%
Age	12	JSS	60	55
	13	JSS	30	15
	14	JSS	30	15
	15	SSS	40	20
	16	SSS	20	10
	17	SSS	10	5
	18	SSS	10	5
Sex	Male		110	55
	Female		90	45

The purpose for this is to deal with ages and their frequencies, then there is need to calculate the mean age using weighted average.

To find Total Number of Students:

$$\text{Total} = 60 + 30 + 30 + 40 + 20 + 10 + 10 = 200$$

Then, multiply Each Age by Its Number (Age $\times$ Frequency)

$$\text{- } 12 \times 60 = 720$$

$$\text{- } 13 \times 30 = 390$$

$$\text{- } 14 \times 30 = 420$$

$$\text{- } 15 \times 40 = 600$$

$$\text{- } 16 \times 20 = 320$$

$$\text{- } 17 \times 10 = 170$$

$$\text{- } 18 \times 10 = 180$$

$$\text{Sum} = 720 + 390 + 420 + 600 + 320 + 170 + 180 = 2800$$

Finally calculate the Mean Age

$$\text{Mean age} = (\text{Sum of [Age} \times \text{Frequency]}) \div \text{Total number}$$

$$\text{Mean age} = 2800 \div 200 = 14$$

The mean age is 14 years.

Sample Procedures

The sample size was determined using statistical power analysis to ensure it would be sufficient to detect significant effects of the mentoring program on bullying outcomes. A minimum of 200 students, including both males and females, were selected for participation in this study to achieve an adequate level of statistical power. This sample size enables a comprehensive assessment of the program's impact and ensures that the findings are robust and generalizable to a broader student population. To allow for a more detailed analysis of the mentoring program's effects across different student groups, participants were further stratified by key demographic variables such as grade level and gender. This stratified random sampling procedure enhances the ability to explore potential differences in outcomes and provides a nuanced understanding of the program's effectiveness across diverse subgroups.¹⁴

Inclusion Criteria

- i. Students enrolled at Adeleke University High School during the study period.
- ii. Students who willingly consent to participate in the research after their selection.
- iii. Students who have experienced bullying behaviors within the school environment.

¹⁴The Economic Times, "What Is Random Sampling," accessed 20 June 2024, <https://economictimes.indiatimes.com/definition/random-sampling>.

Exclusion Criteria

- i. Students who do not provide informed consent.
- ii. Students who have not been in the school for at least one academic term (to ensure familiarity with the school culture and environment).

Table 3 below presents the gender distribution of the study respondents. A total of 200 participants were surveyed, comprising secondary school students aged between 12 and 18 years.

The gender composition shows a relatively balanced representation, with males constituting the slight majority at 55% (n=110), while females accounted for 45% (n=90) of the sample. This distribution indicates an approximately equal participation of both genders, with only a 10-percentage-point difference between male and female respondents. The near-equal gender representation is important for ensuring that the study findings reflect the perspectives and experiences of both male and female students within the 12-18 age range, thereby enhancing the validity and applicability of the research outcomes across gender groups.

Table 3. Gender of Respondents

Gender	Number	Ages	Percentage
Male	110	12-18	55%
Female	90	12-18	45%
Total	200		100%

Calculating the Mean Number of Respondents per Gender. There are two groups (male, female), with a total number of 200 respondents.

Mean = Total number of respondents ÷ Number of groups

Mean = $200 \div 2 = 100$

So, the mean number of respondents per gender is 100.

To find the mean age, you would need the sum of all respondent ages, divided by their number. But with the data provided, the mean number per gender is what we can calculate.

To calculate standard deviation for the number of respondents:

- Your numbers: 110 (Male), 90 (Female)
- Mean = 100 (from above)

Deviation from mean:

- Male: $110 - 100 = 10$
- Female: $90 - 100 = -10$

Square the deviations:

- $10^2 = 100$
- $(-10)^2 = 100$

Sum of squared deviations: $100 + 100 = 200$

Variance: (Sum of squared deviations) $\div$ (Number of groups)

Variance = $200 / 2 = 100$

Standard Deviation = $\sqrt{\text{Variance}} = \sqrt{100} = 10$

Hence:

- Mean number per gender: 100
- Standard deviation: 10

During the study, the population was chosen, using stratified random sampling.¹⁵ This sample approach was appropriate due to Adeleke University's student population variability. Adeleke University High School offers a diverse student body with various ethnicities, genders, grade levels, and bullying experiences.

¹⁵The Economic Times, "What Is Random Sampling."

Stratified random sampling allows one to divide the population into multiple subgroups (strata) based on their characteristics, ensuring that each segment is properly representative. This representation is crucial for gathering accurate data on the prevalence of bullying and its impact across different demographics. By employing this method, researchers can gain insights that are more nuanced and reflective of the entire student population, leading to more effective interventions and support programs.¹⁶ Hence, every third student was picked out of every five of the 30 or 40 students in each class. Though, each sample has the same possibility of getting chosen.¹⁷ The goal of a stratified random selection was to provide an objective picture of the total population.

The researcher went on to split the sample of 200 students from JSS 3 into three groups of forty (40) and one group of thirty (30), while SSS 1 - 3 was grouped into two groups of twenty-five (25) each. The researcher then sent them to six different classrooms and gave them each a questionnaire to complete. Each class's students were carefully and randomly chosen; for JSS 3, there were 50 girls and 100 boys, while SSS 1 - 3 had 20 girls and 30 boys. This was part of the study's efforts to maintain impartiality throughout the monitoring procedure.

Furthermore, junior and senior students were mixed to prevent putting friends or peers of the same class together, which could influence their responses to the questionnaire. The study was carried out at Adeleke University High School in Ede, Nigeria, with participants chosen randomly. This selection of students was made due to the school's enormous student body; the selected students were chosen to provide information based on their experiences at the school over the years. The aim was to

¹⁶The Economic Times, "What Is Random Sampling."

¹⁷Ibid.

gather a diverse range of perspectives that accurately reflected the school's environment. By ensuring a mix of juniors and seniors, the researchers hoped to minimise bias and gain insights that could lead to a better understanding of the student experience at Adeleke University High School.

Data Collection Instrument

The main support system for this study was data collection through a Quantitative research method. Data was collected through a structured questionnaire designed to measure:

- i. The prevalence of bullying behaviors experienced by students.
- ii. The perceived effectiveness of the mentoring program.
- iii. Students' demographic information (age, gender, class, etc.).

The reliability and validity of any tool used to collect Data are critical ideas for assuring the quality and credibility of any research study, particularly those aimed at mentoring teenagers to reduce bullying. Here is how these apply to the questionnaire used to collect data for this study:

Reliability of the Instrument

Reliability in research refers to the ability of a measurement tool, such as a questionnaire, to produce consistent and stable results when used repeatedly under the same circumstances. When a questionnaire is reliable, it means that similar responses are obtained each time it is administered to people with comparable characteristics and in similar settings.¹⁸ This consistency demonstrates that the instrument can be trusted to accurately capture the information it is designed to measure.

¹⁸Creswell and Creswell, *Research Design*, 67.

In this study, the questionnaire was used as the instrument to collect data about the research topic. To ensure its reliability, the same questionnaire was administered to a group of participants with characteristics similar to those of the main study population. The responses obtained during the initial administration were then compared to responses collected in a subsequent administration (or compared across similar groups), and the results showed very little variation. This consistency in responses provided evidence that the questionnaire is stable and dependable as a measurement tool.

A standardised questionnaire was conducted among a different group of students from Adeleke University High School, Ede, who were not part of the main study sample. These students were selected from the same geographic area to ensure that they shared similar environmental conditions, cultural backgrounds, and educational experiences as those who participated in the actual study. This approach ensured that the pilot group was comparable to the main study population while preventing any overlap between the two groups, thereby maintaining the integrity and independence of the research data.

Testing the questionnaire in this context helped identify any ambiguous or unclear questions and allowed for adjustments to ensure that all items were easily understood by the target population. By doing so, the researchers ensured that the instrument would accurately and consistently measure the intended constructs during the actual study. Conducting the pilot test in the same area therefore strengthened the reliability and practical application of the questionnaire to the main research setting. In summary, the consistent responses obtained from using the same questionnaire in

comparable groups, and the careful piloting in the same study area, demonstrate that the instrument is reliable and suitable for collecting trustworthy data in this research.¹⁹

Validity of the Instrument

Validity refers to the extent to which a measurement tool, such as a questionnaire, accurately measures what it is intended to measure. In the context of this study, the validity of the questionnaire addresses how well the instrument captures the key constructs and concepts relevant to the research objectives. A valid questionnaire ensures that the data collected reflect the actual attributes or phenomena being studied, rather than unrelated or extraneous factors.

To establish the validity of the questionnaire, deliberate attention was devoted to the design and content of each item to ensure methodological rigor. The instrument comprised demographic questions and Likert scale questions, both of which are standardised and structured to yield quantifiable data suitable for statistical analysis. The demographic questions were designed to capture essential background information about respondents, while the Likert scale items measured attitudes, perceptions, and levels of agreement on key constructs relevant to the study.²⁰ The development of these items was guided by an extensive review of scholarly literature and, where applicable, adapted from validated instruments previously employed in related research contexts. Each question was critically examined to ensure clarity, relevance, and appropriateness for the target population, thereby enhancing the overall content validity of the instrument.

¹⁹Rhissa Briones Robinson, "Validity and Reliability," *Encyclopedia of Crime & Punishment*, accessed 17 March 2025, <https://onlinelibrary.wiley.com/doiabs/10.1002/9781118519639.wbecpx040>.

²⁰E. Babbie, *The Practice of Social Research*, 15th ed. (New York: Cengage Learning, 2021), 109.

Content validity was further enhanced by consulting with subject-matter experts, including researchers and practitioners familiar with the topic and the researcher's supervisor. Their feedback was used to refine the wording of questions, eliminate ambiguity, and ensure comprehensive coverage of all necessary aspects of the research topic. This process helped to verify that the questionnaire would capture the intended information effectively. Moreover, to further support the validity of the instrument, a pilot test was conducted with respondents from the same area as the main study. This direct pre-testing allowed the researchers to gather input from participants who share the same context and background as the final study sample. The responses and feedback from the pilot test helped identify any misunderstandings or misinterpretations of the questions, allowing for modifications to ensure each item accurately reflects the intended construct.

By carefully designing the questionnaire, seeking expert input, and conducting pilot testing in a representative environment, the study established strong content and face validity for the instrument.²¹ This rigorous process provided confidence that the questionnaire is an effective and trustworthy tool for collecting data that truly represents the variables and issues explored in this research.²² This phase allows researchers to assess the clarity and relevance of the questionnaire by gathering input from participants who represent the target population. By refining the questionnaire based on feedback from the pre-test, the researcher enhances the validity and effectiveness of the instrument, ultimately leading to more reliable data collection and analysis.

²¹D. A. Dillman, *Mail and Internet Surveys: The Tailored Design Method*, 2nd ed. (New York: John Wiley & Sons, 2000), 41.

²²Robinson, "Validity and Reliability."

The expert guaranteed that the questionnaire items effectively addressed mentoring and bullying at Adeleke University High School in Ede, Nigeria. The researcher allowed a psychology and bullying mentorship specialist to assess the instrument and verified that it addressed the study's intention.

In establishing the reliability and validity of the questionnaire used in the study of mentoring teenagers to minimise bullying at Adeleke University High School, the researchers may be confident in the data collected and the conclusions drawn from the questionnaire responses. This, in turn, increased the reliability and trustworthiness of the research findings, adding to the study's effectiveness and potential influence on reducing bullying among teenagers.

The conclusions, recommendations, and findings of this study are meant to be grounded in reliable data gathering. Ensuring the validity of the study, an essential part of the entire research process, required the use of the proper data collection tool, which, in this instance, was a questionnaire. If the wrong tools were utilised, it could result in faulty data, flawed assessments, and, ultimately, incorrect or illogical conclusions and suggestions. Pretests were performed on the data collection equipment to help build a strong data-gathering strategy that incorporated a variety of data collection methods while keeping ethical considerations in mind. The researcher developed the questionnaire, which was approved by the research supervisor.

Data Collection Procedures

The data collection process for this study followed a structured pre-test and post-test design to assess the effectiveness of the intervention program on bullying behavior among students. The procedure was carried out in five main stages as outlined below:

Step 1: Define the Sample

The study sample consisted of students from Junior Secondary School (JSS) classes 1 to 3 and Senior Secondary School (SSS) classes 1 to 3 at Adeleke University High School, Ede, Osun State, Nigeria. The participants were selected using a purposive sampling technique to ensure representation across gender, age, and class levels. The total number of participants was determined based on the school's enrollment record and the study's inclusion criteria, which required that participants be within the age range of 12 to 18 years and have prior experience or awareness of bullying incidents within the school environment.

Step 2: Pre-test (O₁)

Before the intervention, a structured questionnaire was administered to the selected participants to gather baseline data on their experiences and perceptions of bullying. The questionnaire consisted of four sections:

Section A: Demographic Information (age, gender, class/grade, duration of study, and previous experience with bullying).

Section B: Experience with Bullying (types, frequency, and perceived seriousness of bullying incidents).

Section C: Mentoring Program Participation (awareness, participation frequency, and perceived effectiveness).

Section D: Overall Perceptions (general experiences and suggestions for improvement).

The questionnaire included Likert scale items, Yes/No questions, multiple-choice questions, and open-ended responses. The pre-test data provided a baseline understanding of the bullying situation and students' awareness of the mentoring program before the intervention.

Step 3: Implement the Intervention (X)

Following the pre-test, a 12-week mentoring and anti-bullying intervention program was implemented. The program involved structured mentoring sessions, awareness campaigns, peer support activities, and counseling designed to reduce bullying behaviors and promote positive peer relationships. Teachers and trained mentors facilitated the sessions, ensuring consistency and engagement throughout the intervention period.

Step 4: Post-test (O₂)

After the 12-week intervention, the same questionnaire used in the pre-test was re-administered to the same group of participants. This post-test aimed to measure any changes in students' experiences, attitudes, and perceptions regarding bullying and the effectiveness of the mentoring program. The consistency of the instrument allowed for direct comparison between pre-test and post-test responses.

Step 5: Data Analysis

The data collected from both the pre-test and post-test were coded and analyzed using appropriate statistical techniques. Descriptive statistics (such as frequencies, percentages, and means) were used to summarize the data, while inferential statistics, such as paired sample t-tests, were employed to determine significant differences between pre-test and post-test scores. This analysis helped to evaluate the impact of the intervention on students' experiences with bullying and their perceptions of the mentoring program.

Through this systematic pre-test and post-test procedures, the study effectively measured the changes resulting from the intervention and provided evidence-based

insights into the effectiveness of the mentoring program in addressing bullying among students.

Data Analysis

In the study aimed at reducing bullying at Adeleke University High School, Ede, Nigeria, data analysis was based on responses obtained from a structured questionnaire administered to a total of 200 students. The sample comprised 110 male and 90 female participants, selected from Junior Secondary School Three (JSS 3) and Senior Secondary School classes (SSS 1, SSS 2, and SSS 3). The questionnaires were distributed across six mixed-gender classrooms, each containing approximately 40 students, to ensure adequate representation and diversity within the study population.

Upon completion of data collection, all returned questionnaires were carefully examined for completeness, consistency, and accuracy. Each instrument was assigned a unique identification code to facilitate proper data management and confidentiality. The validated responses were subsequently entered into the Statistical Package for the Social Sciences (SPSS) for analysis. This process ensured systematic organization, accurate computation, and reliable interpretation of the data collected.

Since a descriptive analysis approach was employed, the primary purpose was to summarize the data and obtain a clear picture of bullying patterns and perceptions within the school. The following descriptive statistics were used:

Frequencies and Percentages: These described the number and proportion of students who reported experiencing or witnessing various forms of bullying (e.g., physical, verbal, cyberbullying). The data were also disaggregated by gender (male, female) and class level (JSS 3, SSS 1-3).

Mean and Standard Deviation: These measures helped determine the average frequency of bullying incidents and the variability within responses, providing insight into central tendencies and data dispersion.

Cross-tabulation: This technique was used to examine relationships between variables, such as the prevalence of bullying by gender or by class level, offering a closer look at specific groups that may be more at risk.

The analysis included presenting findings in the form of tables, bar charts, and pie charts to visually represent the distribution of responses. These presentations highlighted, for example, which class or gender reported higher incidents of bullying or which types of bullying were most common. By applying descriptive statistics, the research provided a comprehensive overview of the bullying situation in Adeleke University High School. This analysis facilitated the identification of key trends and issues that require targeted interventions, and informed recommendations for effective bullying prevention strategies tailored to the school's unique student makeup.

Ethical Considerations

The study is primarily focused on ethics, playing a crucial role in its implementation. The researcher guarantees that ethical research standards are followed throughout the study, highlighting the necessity of thoroughly evaluating ethical aspects. Ethical research principles, including respect, justice, honesty, academic freedom, informed consent, ethical approval, and researcher competencies, form the foundation of this study.

As stated by McMillan and Schumacher (2001:196), ethics pertains to “beliefs about what is morally right or wrong, suitable or unsuitable, and beneficial or detrimental.” The research subjects were granted the autonomy to use their own discretion and make decisions as a sign of respect. Each subject was provided with

sufficient information and the opportunity to either participate or decline after receiving an overview of the study. Disregarding or assuming any response was considered unacceptable. The researcher continued to regard them as important and valuable. Throughout this study, the researcher made sure to maintain ethical standards by being meticulous about accuracy. Prior to participating in the research project, everyone provided comprehensive information about their involvement. The researcher thoroughly explained the mission, including the specific tasks expected from the students. With a background as a former Conference and current Union Youth Director, a member of the Seventh-day Adventist Youth Ministry, and an Adventist pastor, the researcher had a deep understanding of the importance of ethical and moral behavior, as well as the significance of maintaining confidentiality in all aspects of life. All these aspects were taken into account during the research process. Before beginning the research, the researcher sought ethical clearance and approval from the AUA Research Ethics Committee. As a result, authorization was received from the Adventist University of Africa (AUA) Research Ethics Committee to conduct the study at the selected school. (see Appendix C)

The principal approved the researcher's request to conduct the research at the school (Refer to Appendix C). A total of twenty (20) teachers, randomly chosen, including eight (8) women and twelve (12) men, were informed about the study and were given the chance to take part. They cooperated fully when the time came and provided support to ensure the research's success. The participants were guaranteed that any written information they provided would be kept confidential, and this promise was honored. To safeguard their rights, the participants were requested to propose suitable days and times for the interviews. The researcher informed the respondents that their answers would only be recorded with their permission.

Teachers participating in the interviews were required to sign a consent form (see Appendix C) indicating their willingness to be part of the study. The principal was informed that the research project was legitimate and that his identity would be kept confidential.

Prior to the administration of the questionnaire and intervention, both the respondents and the parents of the participating students provided both informed verbal and signed consent (see Appendix C). An extensive presentation was carried out to ensure that the respondents comprehensively understood the primary objectives of the study, thereby guaranteeing high-quality responses.

Conclusion

In summary, the methodology and strategy design adopted for this study on reducing bullying at Adeleke University High School were carefully crafted to ensure the collection of reliable and meaningful data. A descriptive research method and survey design were chosen to capture students' experiences and perspectives efficiently. Stratified random sampling enabled fair representation of both genders and all relevant class levels, while the use of a well-structured questionnaire as the research instrument facilitated systematic data gathering. Careful attention was paid to the reliability and validity of the instrument through pre-testing and expert review, ensuring that the results accurately reflect the realities within the school. Data analysis was approached descriptively, providing clear insights into patterns and trends in bullying. Throughout the research process, ethical considerations—including informed consent, confidentiality, and voluntary participation—were strictly observed to protect respondents' rights and welfare. Collectively, these methodological choices and strategies contribute to the study's rigor, laying a solid foundation for actionable recommendations in the fight against bullying.

CHAPTER 5

DATA ANALYSIS AND PROGRAMME IMPLEMENTATION

This chapter presents a comprehensive account of the procedures and outcomes associated with the data analysis and the implementation of the anti-bullying intervention programme at Adeleke University High School. The chapter commences with a description and analysis of the pre-test, which was administered to establish the baseline prevalence and forms of bullying among students prior to any intervention efforts. The insights gained from the pre-test informed the design of a targeted anti-bullying programme, which was subsequently implemented with the aim of promoting more positive student interactions and reducing bullying behaviors.

Following the implementation phase, a post-test was conducted to assess changes in students' attitudes and experiences regarding bullying, as well as the overall effectiveness of the intervention strategy. The chapter further details the methodology employed in analyzing both pre- and post-test data, providing a clear comparative perspective of the programme's impact. Finally, notable findings and patterns that emerged from the data are described, offering evidence-based insights to guide future anti-bullying initiatives within the school.

Through a systematic presentation of each stage—from pre-test to intervention, and from programme implementation to post-test analysis—this chapter elucidates the measurable effects of the intervention and highlights its implications for fostering a safer, more inclusive learning environment.

Pretesting

This examined the first questionnaire administered to the selected students at Adeleke University High School in Ede, Osun State, Nigeria. Using a quantitative research method, the study sought to investigate the effectiveness of mentoring as an intervention in reducing bullying among teenagers. The analysis was based on background research findings and discussed the necessity of pretesting in survey design, the role of mentoring in bullying interventions, and appropriate feedback-gathering approaches.

Pretesting is an important step in creating a valid tool for assessing the effectiveness of mentoring in reducing bullying. As a result, the objectives of pretesting include assessing clarity and understanding. Pretesting also included having respondents complete the questionnaire and providing feedback to determine whether the questions are clear and easy to understand. This phase was critical in this study in ensuring that the intended audience correctly interpreted each survey item about bullying experiences and mentoring interventions.

Studies revealed that before conducting the main survey, the data collection tool be pre-tested with a small group of participants from the general community. If any flaws are discovered during the pre-test, the same problems will likely arise during the full-scale administration.¹ As a result of the use of this in this study, and considering the increasing frequency of bullying in schools worldwide, it is clear that particular treatments are required to address this issue. This study focused on the preliminary testing of a survey distributed to 30 students at Adeleke University High

¹SAGE Publications, "Pretesting and Pilot Testing," 2016, PDF file, accessed 24 March 2025, https://us.sagepub.com/sites/default/files/upm-assets/68507_book_item_68507.pdf.

School to determine the presence of bullying and develop an intervention program to reduce bullying in the school.

This research sought to answer the question: “What is the prevalence and nature of bullying at Adeleke University High School, and what intervention strategies would be most effective in reducing it?” It is clear that pretesting instruments such as questionnaires are crucial for ensuring data validity and reliability. This process helps to identify and correct measurement errors before full deployment, leading to more accurate and actionable data.

Therefore, a Pre-testing involves the Administration of questionnaire to a small, representative sample of the target population to test its effectiveness and make necessary adjustments. From the above submission the researcher could underscore the fact that pretesting is an essential step to assess the impact of a mentoring program that was designed to combat bullying among teenagers at Adeleke University High School, because when the pretest was evaluated, the researcher obtained valuable insights that informed the mentoring approach while laying the groundwork for a robust evaluation of its effectiveness. The quantitative data gathered ultimately contributed to creating a safer, more supportive educational environment for all students (see Table 4).

Table 4 and Figure 1 present the findings from the pre-testing questionnaire administered to stakeholders at Adeleke University High School, including students (n=30), teachers (n=2), and parents (n=1). Both the tabular and graphical representations illustrate key perceptions regarding bullying prevalence, types, and awareness of intervention programs within the school community. The data reveals that an overwhelming majority (88%) of respondents have witnessed bullying incidents, with verbal bullying identified as the most prevalent form. Additionally, the

responses highlight a significant gap in awareness regarding existing mentoring programs designed to address bullying, particularly among teachers and parents. Together, these complementary presentations provide a comprehensive overview of the baseline data collected during the pre-testing phase of the study.

Table 4. Sample of the Questions Asked in the Questionnaire for the Pre-testing Exercise

Variables	Responses	Students (30)	Teacher (2)	Parents (1)	%
Have you ever witnessed any form of bullying in Adeleke University High School?	Yes	26	2	1	88
	No	3			9
	Maybe	1			3
In your opinion, what is the primary form of bullying observed?	Verbal	18	1		
	Physical	8	1		
	Social/relational	2			
	All of them	2			
Are you aware of any mentoring programs aimed at addressing bullying at the school?	Yes	28			
	No	2	2	1	

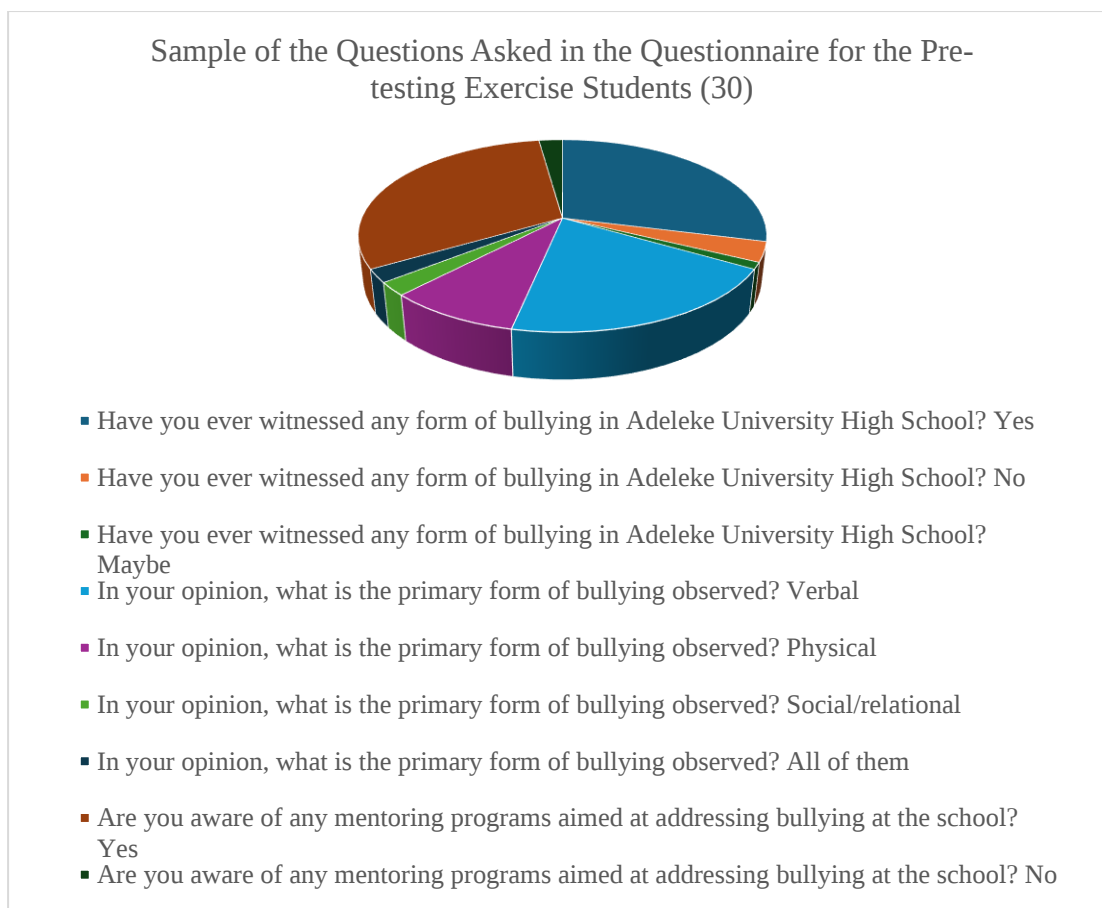


Figure 1. Sample of the Questions Asked in the Questionnaire for the Pre-testing Exercise

Table 4 and Figure 1 showed that the researcher spent time with 30 students picked from JSS 3 and SSS 1-3 of the school, as well as 2 teachers and 1 parent, while using the instrument. The researcher met with them at various times when it was observed that these groups of people were less busy, and they were engaged one-on-one to be asked about their observations on bullying in the school through a well-designed questionnaire; this was done on purpose to enlighten the researcher better.

They were met on October 16, 2019, and the outcome was analysed as an objective, clear, and truthful report of what they had personally witnessed or observed in the school among the students as they interacted with them (see Table 4). The findings highlighted various perspectives on the prevalence and impact of bullying, showcasing the need for targeted interventions. The insights gained from these

discussions served as a foundation for developing effective strategies to foster a more supportive and inclusive school environment.

Further investigation was conducted to confirm the occurrence of bullying at Adeleke University High School in Ede, Nigeria, and that an intervention is required to curb or mitigate the impact of this on students (see Table 5). This questionnaire's respondents included one administrator (Respondent 1), two instructors or teachers (Respondent 2), and two parents (Respondent 3). Their expected reactions are as follows: (SA) Strongly agree. (A) Agree. (SD) Strongly disagree. The findings from the questionnaire indicated a significant level of concern regarding bullying within the school environment. Respondents expressed a consensus on the need for comprehensive strategies to address this issue, highlighting the importance of creating a safe and supportive atmosphere for all students (see Table 5).

Table 5 presents the responses from key stakeholders regarding the existence, nature, and management of bullying at Adeleke University High School. The table captures feedback from three respondents across six critical dimensions: the presence of bullying in the school, frequency of incident reporting, prevalence of physical and verbal bullying, vulnerability of junior students, availability of mentoring programs, and the perceived effectiveness of existing interventions. Responses are categorised using a Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD), with an additional Uncertain (U) option. Notably, all three respondents strongly agreed (SA) across all questions, indicating unanimous recognition of bullying issues and the need for effective mentoring interventions within the school environment.

Table 5. Responses

Questions	Responses	Respondents		
		1	2	2
Do bullying exists at Adeleke University High School?	SA A D SD U	1	2	2
Do students report bullying incidents, frequently?	SA A D SD U	1	2	2
Are physical and verbal forms of bullying prevalent in the school?	SA A D SD U	1	2	2
Are junior students mostly affected by bullying?	SA A D SD U	1	2	2
Are there any mentoring programs aimed at addressing bullying at the school?	SA A D SD U	1	2	2
If yes, how effective do you think these mentoring programs are?	SA A D SD U	1	2	2

Table 5 clearly showed that bullying occurred at Adeleke University High School in Nigeria, and there was no mentoring program in place to address this issue. This lack of support likely contributed to a hostile environment for many students, exacerbating feelings of isolation and distress. Implementing a mentoring program could foster a culture of empathy and resilience, ultimately reducing instances of bullying in the school.

The key findings from the pre-test, conducted among 30 students as well as through supplementary investigations involving the school administrator, two teachers, and two parents, are presented in Tables 4 and 5. As shown in Table 4, approximately 88% of the selected students from JSS 3 and SSS 1–3 acknowledged that bullying is a prevalent issue within the school. Table 5, which summarizes the responses from the administrator, teachers, and parents (labeled as Respondents 1–3), further reveals unanimous agreement—100% of these adult stakeholders—on the presence of bullying in the school environment. The data also indicate that the nature of bullying experienced by students varies: 63.3% reported being subjected to verbal bullying, while 33.3% reported experiences of physical bullying, making these the most commonly encountered forms.

Additionally, the pre-test process highlighted issues with under-reporting, as some questionnaire items proved unclear to respondents. Based on this feedback, the questionnaire was refined to improve clarity and response accuracy. These findings collectively underscored the urgent need for intervention to address bullying in the school. As a result, a mentorship intervention programme was adopted in an effort to mitigate the problem and support affected students.

The respondents' unequivocal agreement highlights the critical necessity for schools to develop strong anti-bullying policies and support mechanisms. It also emphasises the need for providing a secure and inclusive environment in which all children can prosper academically and socially.

Intervention Programme Design

Goal: The goal of this intervention program is to reduce instances of bullying among students at Adeleke University High School through mentorship, fostering a safe and supportive school environment.

Target Group: Fifty students at Adeleke University High School, consisting of forty male students and ten female students.

Mentor Team: A team of ten trained mentors, comprising six male mentors and four female mentors.

Program Components

1. Selection and Training of Mentors:

- Identify and recruit a diverse group of mentors with varying backgrounds and experiences to effectively cater to the needs of the student population.
- Provide comprehensive training for mentors on effective mentorship techniques, conflict resolution, communication skills, and identifying signs of bullying.

2. Matching Mentors with Mentees:

- Pair each student with a mentor based on compatibility, interests, and needs.
- Establish a trusting and supportive relationship between mentors and mentees to foster open communication and trust.

3. Mentorship Sessions:

- Conduct regular mentorship sessions with small groups of students, focusing on building self-esteem, promoting positive social interactions, and addressing issues related to bullying.

- Provide a safe space for students to share their experiences, seek guidance, and receive support from their mentors.

4. Skill-Building Workshops:

- Organize workshops and activities designed to enhance social and emotional skills, conflict resolution strategies, and promote empathy and understanding among students.
- Encourage active participation and engagement from both mentors and mentees to foster a collaborative learning environment.

5. Monitoring and Evaluation:

- Regularly assess the progress of the mentorship program through feedback from mentors, mentees, and school staff.
- Evaluate the impact of the program on reducing instances of bullying, improving school climate, and enhancing the well-being of students.

Mentorship Programme Implementation

Implementing a mentorship programme is a proven and proactive approach to addressing bullying in secondary schools. Mentorship, in this context, involves pairing students with trained peer or adult mentors who offer guidance, emotional support, and positive role modeling. For secondary students, mentorship fosters healthy peer relationships, provides a safe channel for discussing personal challenges, and empowers both victims and perpetrators of bullying to develop empathy, resilience, and constructive social skills.²

²D. L. DuBois et al., "How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence," *Psychological Science in the Public Interest* 12, no. 2 (2011): 57-91, <https://doi.org/10.1177/1529100611414806>.

At Adeleke University High School in Ede, this mentorship intervention was carefully tailored to fit the unique needs of the school's students. Selected mentors—trained and designated staff—were matched with mentees identified through the pre-test as being involved in bullying, either as victims or perpetrators, or those at risk. The mentorship sessions included regular one-on-one meetings, group discussions, and interactive workshops focused on developing empathy, improving self-esteem, and equipping students with conflict resolution skills. Through these activities, mentees were encouraged to share their experiences in a confidential and supportive setting, while mentors acted as approachable guides, facilitators, and positive role models.

The intervention at Adeleke University High School was designed to not only provide immediate support for students affected by bullying but also to build a lasting culture of kindness and inclusion. By creating strong mentor-mentee relationships and promoting open dialogue, the programme aimed to reduce bullying incidents, foster student connectedness, and boost overall well-being within the school community.

Program Implementation

This section described the step-by-step process for designing the mentorship program. It stressed the need to set clear objectives, select suitable mentors and mentees, and build a well-organized structure for their interactions. The section also discussed strategies for assessing the program's effectiveness and implementing changes based on participant feedback. It provided thorough procedures, including:

Recruitment and Training of Mentors

The mentorship program implemented at Adeleke University High School (AUHS) in Ede, Nigeria, was designed to link students exhibiting bullying behaviours

with qualified adult mentors for character development support. To this end, volunteers were recruited from among the school's personnel, resulting in the selection of ten participants—six male and four female teachers, including both the male and female school counsellors—following an initial meeting with the researcher. All volunteers were thoroughly briefed on the aims of the study and their expected roles within the intervention. Each mentor committed to actively contributing their perspectives to promote a nurturing and supportive environment for their assigned mentees. Prior to the program's commencement, the volunteers participated in targeted training sessions to enhance their capacity to address bullying behaviours effectively. The mentors then worked collaboratively with students to foster a school climate characterized by empathy, respect, and mutual understanding. This collective initiative not only empowered the mentors but also cultivated a stronger sense of community within the school. Ultimately, students reported increased confidence in discussing their difficulties and seeking support, which contributed to a marked decline in bullying incidents.

A week before the mentorship initiative began, all ten volunteers participated in a training session delivered by a professor from the University of Ibadan's Department of Social Sciences and a psychologist. Ibadan is located in the southwest of Nigeria. The training covered bullying dynamics, communication skills, conflict resolution, confidentiality, and reporting procedures. The program sought to provide volunteers with the tools they needed to help the children they were mentoring. The session also emphasised the importance of building trust and rapport with the mentees, as well as recognising the signs of emotional distress. By the end of the training, the volunteers felt better equipped and more confident to face the challenges that lay ahead in their mentoring roles. The volunteers' feedback showed that the

training was both instructive and empowering. Many expressed a desire for continuous training to help them develop their talents and have a bigger influence in the school community. This enthusiasm reflected a shared desire to build a culture of respect and kindness among students. As a result, the management of AUHS began arranging a series of follow-up workshops to capitalise on this momentum and address specific difficulties at the school.

Student Recruitment and Matching

Students were recruited using personal information collected from the school counsellor, the chairman of the disciplinary committee, school-wide announcements made by the principal, teacher referrals, or self-referrals. Using these methods, fifty pupils (50) were identified as bullies, and they later comprised the core of those who were mentored. These students participated in a structured programme designed to address their behaviour, foster empathy, and promote positive social interactions. Through a combination of workshops, one-on-one mentoring, and peer support groups, the initiative aimed not only to reduce bullying but also to enhance the overall school climate. The researcher further matched the fifty students to the mentors; there were four female mentors and six male mentors, making ten of them. Their distribution was based on interests, personality, and gender. This careful pairing aimed to maximise compatibility and enhance the students' learning experiences, ensuring each mentee received tailored guidance suited to their individual needs.

Table 6 and Figure 2 illustrate the successful recruitment and organisational structure of the mentoring program, which engaged 50 students in a targeted intervention initiative. The program strategically deployed 10 dedicated mentors—6 male and 4 female—to work with participants identified as exhibiting bullying behaviors. With 40 male and 10 female students enrolled in the program, the

mentoring framework demonstrates a comprehensive approach to addressing behavioural challenges across gender lines. The balanced mentor representation ensures that students can connect with role models who understand their experiences, while the substantial participant enrollment reflects the program's wide reach and potential for meaningful impact. Figure 2 provides a clear visual overview of this distribution, showcasing the program's scope and the foundation for positive behavioral transformation.

Table 6. Distribution in the Mentoring Program

No of students Recruited	No of Male Mentors	No of Male Bullies	No Female Mentors	No of female bullies
50	6	40	4	10

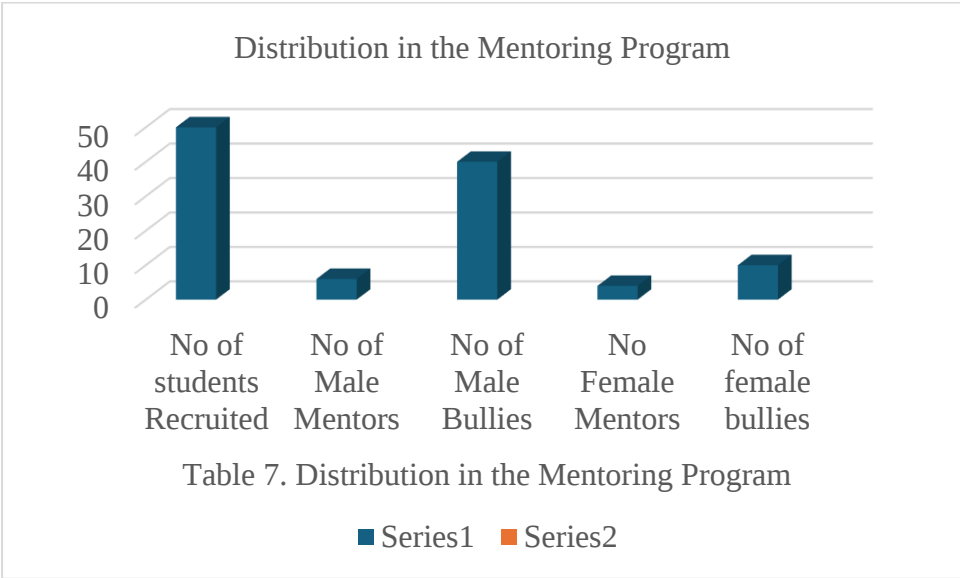


Figure 2. Distribution in the Mentoring Program

Table 6 and Figure 2 showed that six male mentors had forty students and four female mentors had ten students. However, during the distribution, six male mentors were not given the same number of students due to the number of students assigned to male mentors, so four mentors had seven students, and the remaining two male

mentors had six. Furthermore, two of the four female mentors had two students, while the other two mentors had three each. This resulted in a total of fifty students being mentored, highlighting a disparity in student allocation between genders. Such discrepancies raised important questions about the process of assigning students and whether it adequately reflects the mentors' capacities and the needs of the students. Addressing these concerns could lead to a more balanced system that better aligns mentorship opportunities with both mentor expertise and student requirements. Ultimately, a fair distribution of students among mentors is essential for fostering an inclusive and effective learning environment.

Program Structure and Activities

The structure of this mentoring program was primarily to interact with and role-model the teenagers. The program ran for twelve weeks out of thirteen, which is equivalent to a term in an academic session of a secondary education system in Nigeria. The meetings were held twice a week, on Monday and Friday. The session lasted one and a half hours per meeting. The meeting hours per week were three hours. The total number of meeting hours for each group was thirty-six for the entire period. The entire period spanned over twelve weeks, during which each group focused on the objectives of why they were being mentored. This consistent schedule allowed for thorough discussions and progress tracking, fostering collaboration between the mentors and the mentees. As a result, participants were able to establish strong connections, share valuable insights, and develop skills that would benefit them in their future endeavours. The structured approach not only facilitated personal growth but also enhanced the overall effectiveness of the mentoring programme.

In the first two weeks of the intervention program, the following activities took place:

Peer Mentoring Programme

Pairing: Match the student bullies with the students who had been bullied before to interact and relate together. This approach aimed to foster empathy and understanding, allowing both groups to share their experiences and learn from one another. Additionally, workshops were conducted to equip students with conflict-resolution skills and strategies for effective communication.

Activities

Weekly meetings to discuss experiences, challenges, and strategies for positive social interactions. Group activities designed to build trust and collaboration, such as team-building exercises and community service projects. By engaging in these shared experiences, students could develop stronger relationships and create a supportive environment that discourages bullying behaviour. During the mentoring sessions, the mentors and mentees engaged in detailed talks regarding bullying, role-playing, problem-solving, skill-building activities, and sharing experiences. Compiled case studies in the form of stories were utilised to demonstrate that everyone can overcome bullying. These stories served as powerful reminders of resilience and the importance of support systems. As the sessions progressed, both mentors and mentees found themselves inspired to foster a more inclusive environment, where empathy and understanding became the cornerstones of their interactions.

Goals

- Help student bullies in the program to understand the impact of their actions.
- To help them develop empathy and remorsefulness.

- To help them build positive relationships and social skills.
- To create a supportive environment for both the mentors and mentees.

Venue

The sessions took place in the enabling setting of Adeleke University High School, Ede, Nigeria; some mentors chose classrooms, some chose open fields, and some chose their offices. Each location provided a unique atmosphere that fostered creativity and collaboration among the mentors and the mentees. The diverse environments encouraged participants to engage freely, allowing for a rich exchange of ideas and experiences.

Monitoring and Supervision

The researcher monitored and supervised the mentoring program to ensure that it was consistent with the study goals and the guest speaker at the mentor orientation workshop. He came in around twice because he lived far away from the intervention site. The supervision included regular check-ins with mentors and mentees, as well as observations of mentoring sessions and feedback forms. The feedback forms provided valuable insights into the effectiveness of the mentoring relationships and highlighted areas for improvement. Overall, the researcher aimed to create a supportive environment that fostered growth and development for both mentors and mentees throughout the program.

Timeline of Implementation

The intervention lasted 12 weeks, with each week featuring an activity that ultimately benefitted the mentees. The program began in April 2019 and concluded in July 2019. Each month for three months, evaluation and review were conducted to learn about the progress of the intervention on the mentees. These evaluations

provided valuable insights, allowing the mentors to make necessary adjustments to the activities based on the feedback received. As a result, the mentees reported significant improvements in their confidence and skills by the end of the programme.

Mentor-Mentee Discussion Guide

After their training and workshops prior to the start of the mentoring intervention, mentors collaborated with researchers to develop the following questions to help them during the intervention program's sessions. This they used during their sessions with their mentees. These questions aimed to facilitate deeper discussions and encourage critical thinking, ensuring that mentees felt supported and engaged throughout the process. By fostering an open dialogue, mentors could better address the unique needs and challenges faced by each individual mentee.

1. Which grade are you in? Which academic subjects are you most and least interested in?
2. How do you spend your leisure time?
3. Which food is your favorite?
4. Do you have a favorite television program or film?
5. What genre do you enjoy listening to?
6. Do you participate in any extracurricular activities? Which ones?
7. Apart from where you are living currently, have you lived anywhere else?
8. Are there any siblings that you know of?
9. Do you own any pet?
10. What month is your birthday?
11. What football team is your favorite?
12. What favorite spot do you enjoy visiting?
13. What hobbies do you enjoy?

14. Describe your ideal teacher and why.
15. What are your favourite memories?
16. Can you share with me what might be going on in your life that is leading to your behaviour towards others?
17. How do you feel when you engage in bullying behaviour?
18. Have you ever been a victim of bullying yourself? How did it make you feel?
19. What do you hope to achieve by bullying others? Is there a better way we can address those needs?
20. Do you understand the impact your actions have on others? How would you feel if someone treated you the way you treat others?
21. How do you think your behaviour is affecting your relationships with your peers, teachers, and family members?
22. Have you ever thought about alternative ways to handle conflicts or express your feelings?
23. What are some positive qualities about yourself that you can focus on instead of resorting to negative behaviour?
24. How can we work together to help you change your behaviour and make amends with those you've hurt?
25. How can I support you in making positive changes in your interactions with others?

Outlines of Activities during the 12 Weeks of Mentorship Intervention

Week 1:

- Introduction session: The mentor and mentees met for the first time to introduce themselves and establish rapport.
- Discussion on bullying: The mentor explained what bullying is and its impact on individuals and the school community.
- Icebreaker activities: Mentors participated in activities with their mentees, such as name games, two truths and a lie, or a scavenger hunt, to assist students in getting to know one another and feel more at ease around their mentor and peers, thereby building trust and creating a comfortable environment for free conversation.

Week 2:

- Understanding bullying behaviours: The mentor educated the mentees on the different forms of bullying and how to identify them.
- Group discussion: Mentees were encouraged to share any personal experiences or observations related to bullying.
- Role-playing scenarios: Mentors acted out potential bullying situations and discussed appropriate responses.

Week 3:

- Empathy and respect: Mentors discussed the importance of empathy and respect towards others, and those who may be different from them.
- Team-building activities: Mentors and mentees engaged in activities such as problem-solving challenges which promoted teamwork and collaboration among mentor and mentees.

- Establishing trust: Mentors encouraged an open and honest communication between them and their mentees.

Week 4:

- Developing communication skills: Mentees were taught effective communication strategies for resolving conflicts and expressing feelings.
- Guest speaker: A psychologist was invited to talk about the psychological effects of bullying and the importance of seeking help.
- Goal setting: Mentees were encouraged to set personal goals for the mentorship program and beyond.

Week 5:

- Building self-esteem: Strategies were discussed to boost self-esteem and confidence in dealing with bullying situations.
- Peer support network: Concept of peer support was introduced, and mentees were encouraged to seek help from friends or trusted individuals.
- Self-care: A Talk-show was organised about the importance of self-care and mental well-being in tackling bullying issues.

Week 6:

- Cyberbullying awareness: Though this component of bullying was not common at Adeleke University High School because students were not permitted to bring phones or laptop computers, a session was designed to educate mentees on the presence and impact of cyberbullying in the digital era.
- Online safety tips: Guidance was provided on how to stay safe online and handle cyberbullying incidents in case they faced one.

- Social media responsibility: Discussion on the role of responsible online behaviour in preventing and addressing cyberbullying was held with the mentees.

Week 7:

- Conflict resolution: Conflict resolution skills and strategies for peacefully resolving disputes was taught.
- Mediation practice: Role-play mediation scenarios were created where mentees can practice resolving conflicts with each other.
- Positive reinforcement: Positive feedback was provided and encouragement was given to mentees for their progress in the program.

Week 8:

- Anger management: Ways to manage anger and frustration was discussed constructively to prevent aggressive behaviour.
- Stress management: Mentees were taught coping mechanisms to deal with stress and anxiety related to bullying experiences.
- Relaxation techniques: Relaxation exercises to help mentees calm their minds and bodies during stressful situations was introduced.

Week 9:

- Assertiveness training: Mentees were empowered to assert their rights and express themselves confidently in challenging situations rather than hitting or verbally abused others or those who wronged them.
- Boundaries and consent: Discussion on the importance of personal boundaries and respecting others' consent in interactions was made during week 9.

- Peer advocacy: Mentees were encouraged to speak up against bullying and support their peers in standing up against bullies.

Week 10:

- Community outreach: During one of the school's co-curricular activity days, a school community event was hosted in the hall to raise awareness about bullying prevention and the impact of the mentoring program.
- Reflection session: The event's programme progress was examined, and participants offered their comments on personal growth and learning experiences.
- Peer appreciation: Mentors and mentees expressed gratitude to each other for the support and commitment shown throughout the mentorship journey.

Week 11:

- Peer-to-peer mentoring: Opportunity was given to mentees by the mentors to facilitate mentoring exercise on their peers in implementing anti-bullying strategies and promoting a positive school culture.
- Action planning: Mentors and mentees worked together to create action plans that included regular communication between mentors and mentees through meetings, record keeping of strategic implementation, capacity building through workshops and training, celebration of successes, and ongoing advocacy on the dangers of bullying. This was done to continue anti-bullying activities beyond the mentorship program.
- Award ceremony: Mentees were celebrated for participating and their achievements in the program with certificates.

Week 12:

- Closure session: A reflection on the overall mentorship experience was taken, and discussion on any concerns or questions that may still be unattended to.
- Future support: The researcher and the mentors ensured that mentees have access to ongoing support and resources for addressing bullying issues.
- Evaluation and feedback: Feedback was harvested from mentees on the program's effectiveness and areas for improvement to inform future initiatives.

Evaluation of Mentorship Programme after Twelve Weeks

To evaluate the effectiveness of the mentorship programme in mitigating bullying at Adeleke University High School, a structured questionnaire comprising ten carefully developed items was administered. The instrument was distributed to a purposive sample of thirty students drawn from Junior Secondary School 3 (JSS 3) as well as Senior Secondary School levels 1 through 3 (SSS 1–3), as detailed in Table 6. Importantly, these respondents were distinct from those who participated in the pretest, thereby minimizing the potential for response bias and enhancing the validity of post-intervention findings. Data collection was conducted immediately following the completion of the twelve-week mentorship intervention.

The questionnaire was designed to capture students' perceptions of bullying prevalence, the visibility and impact of the mentorship programme, and any perceived changes in peer interactions and school climate. The data obtained provided empirical insight into the programme's influence on bullying behaviour and the broader psychosocial environment within the school. This approach enabled an objective

assessment of the intervention's outcomes and informed recommendations for future iterations or similar interventions in comparable educational settings.

The purposive sampling for this post-intervention assessment comprised the following breakdown: ten students (six males and four females) who had previously participated as mentees in the mentorship programme; eight students from Junior Secondary School 3 (five males and three females); and ten students from Senior Secondary School Levels 1 to 3 (six males and four females). Additionally, two staff members—one male and one female—were included, bringing the total number of respondents to thirty.

Table 7 presents the ten questionnaire items used to assess students' perceptions and experiences of the school mentorship programme. The items cover four key dimensions: awareness and participation (items 1, 7, 8), behavioral outcomes (items 2, 3, 5, 10), perceived safety and well-being (item 4), mentor effectiveness (item 6), and academic impact (item 9). These items were designed to capture both the direct effects of the mentorship intervention on school climate and students' willingness to engage with the programme.

Table 7. Example Questionnaire Items

S/N	Questionnaire Item
1	I am aware of the school mentorship programme
2	The mentorship programme has improved student behavior at my school
3	Cases of bullying have noticeably reduced since the mentorship programme started
4	I personally feel safer in school after the mentorship intervention
5	I have observed peers showing more respect to each other
6	The mentors are approachable and supportive
7	I would recommend the mentorship programme to other students
8	I am willing to participate again in the mentorship programme
9	The mentorship programme has positively affected my academic life
10	There is less conflict among students since the mentorship programme began

Table 8 summarises the response distribution from 30 participants across the ten questionnaire items assessing the school mentorship programme. The results are categorized into three response options: “Yes,” “No,” and “Not Sure.” The data reveal participants' levels of awareness, perceived behavioural and safety improvements, satisfaction with mentor support, and willingness to continue engagement with the programme. These findings provide quantitative insight into the overall reception and perceived effectiveness of the mentorship intervention among the student population.

Table 8. Results

S/N	Questionnaire Item	Yes	No	Not Sure
1	I am aware of the school mentorship programme	27	0	3
2	The mentorship programme has improved student behavior at my school	27	0	3
3	Cases of bullying have noticeably reduced since the mentorship programme started	27	0	3
4	I personally feel safer in school after the mentorship intervention	27	0	3
5	I have observed peers showing more respect to each other	27	0	3
6	The mentors are approachable and supportive	27	0	3
7	I would recommend the mentorship programme to other students	27	0	3
8	I am willing to participate again in the mentorship programme	27	0	3
9	The mentorship programme has positively affected my academic life	27	0	3
10	There is less conflict among students since the mentorship programme began	27	0	3

Summary Interpretation

Out of the 30 students surveyed, 90% (27 respondents) expressed affirmative feedback by selecting 'Yes' across all ten items, indicating a positive perception of the mentorship programme's effectiveness in reducing bullying and improving school climate. Approximately 10% (3 respondents) were uncertain, indicating 'Not Sure', and no respondents indicated a negative response.

Post-Test

Upon completion of the intervention, a post-intervention questionnaire was administered to 30 students to assess the effectiveness of the intervention. The same validated questionnaire previously administered prior to the intervention was utilized as a post-test measure. This approach enabled the evaluation of changes across the

same set of variables: bullying incidents, academic performance, behavioral changes, and school engagement. By comparing the post-test data to the pre-test results, the researcher was able to quantitatively assess the impact of the intervention. Employing identical measurement instruments at both time points enhanced the reliability and validity of detecting changes attributable specifically to the intervention.³

Furthermore, the post-test, which is administered after the intervention, helps researchers determine whether any observed changes are due to the treatment or other factors. By analyzing the data collected from both the pretest and posttest, researchers can assess the effectiveness of the intervention and draw conclusions about the impact of the treatment on the participants.⁴ Overall, the pretest-posttest research design is valuable for evaluating the effectiveness of interventions or treatments and determining the causal relationship between the treatment and any changes in the participants' outcomes.⁵

Hence, a post-test was used to assess the effectiveness of the mentorship program in reducing bullying among students at Adeleke University High School. The major variable was the level of bullying among AUHS students before and during the mentorship program. A survey or questionnaire was prepared (see Table 8) to examine the components related to bullying behaviour in the school, which included questions about students' experiences, perceptions, and bullying-related behaviours. The data collected from the survey provided valuable insights into the prevalence and nature of bullying incidents. By comparing the pre- and post-program results, the

³Pajo Bora, *Introduction to Research Methods: A Hands-on Approach*, 2nd ed. (Los Angeles, CA: SAGE Publications, 2022), 35-40.

⁴Ibid.

⁵Ibid.

researchers aimed to determine whether the mentorship program had a significant impact on reducing bullying behaviours within the student population.

Sample of the Questions

Table 9 presents student responses to key questions assessing their perceptions of safety, support systems, and preparedness regarding bullying in school. Each variable represents a specific aspect of the anti-bullying environment, with responses measured on a five-point scale: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D), and Neutral (N). The percentage column reflects the combined proportion of positive responses (SA + A) for each statement, providing insight into the overall effectiveness of the school's anti-bullying initiatives and students' confidence in available support mechanisms.

Table 9. Sample of the Questions

Variables	SA	A	SD	D	N	%
I feel safe in School now	10	15	1	3	1	85.7
I know who to talk to if I am being bullied	5	23	0	1	0	93.3
I believe my teachers will help me if I am bullied	0	27	1	2	0	90
I believe my peers will support me if I am bullied	12	15	3	0	0	90
I understand the consequences of bullying	5	10	7	7	1	50
I feel confident in my ability to stand up for myself	2	5	10	5	8	23.3
I am aware of the school's anti-bullying policies	4	10	6	4	6	46.6
I have been trained on how to deal with bullying situations	7	13	5	4	1	66.6
I have learned how to be a good mentor for others	12	13	1	2	2	83.3

The Table 9 showed:

Increased Sense of Safety and Support in School:

- A large majority of respondents (85.7%) agreed or strongly agreed (“SA” + “A”) that they feel safe in school now.
- 90% believe their teachers will help them if bullied, and 90% believe peers will support them if bullied.
- 93.3% know who to talk to if being bullied.

The intervention appeared to have positively impacted students' sense of safety and their perceived availability of support from both teachers and peers.

Moderate to High Awareness and Training:

- 66.6% agreed they have been trained on how to deal with bullying situations.
- 46.6% reported being aware of the school’s anti-bullying policies.
- 83.3% believe they have learned how to be a good mentor for others.

Most students feel adequately trained and see themselves capable of mentoring, though there is a notable gap in explicit awareness of school anti-bullying policies.

Room for Growth in Personal Confidence and Policy Awareness:

- Only 23.3% felt confident in their ability to stand up for themselves.
- Awareness of anti-bullying policies were under 50% (46.6%).

While overall perceived safety and support are high, personal confidence to confront bullying and knowledge of specific policies remain lower and may need reinforced focus in future interventions.

Mixed Understanding of Consequences: Only 50% agreed that they understand the consequences of bullying.

Half of the students may not fully grasp the seriousness or repercussions related to bullying, indicating a need for clearer education on this aspect.

The results in Table 9 suggest that after the intervention, students generally feel safer at school, know who to turn to for help, and trust that adults and peers will support them. Most students also feel prepared to help others and handle bullying situations, though personal confidence to confront bullies and knowledge of specific anti-bullying policies are relatively low. There is also an opportunity to further reinforce students' understanding of the consequences of bullying. Overall, the intervention was effective in fostering a supportive and safer school climate, but targeted improvements are needed in building individual assertiveness and policy awareness. It also showed a substantial difference in students' confidence levels between pre- and post-tests. As a result, it is easy to suggest that the mentorship scheme was effective in reducing bullying. Furthermore, the positive impact of the mentorship program extended beyond just confidence levels, as evidenced by the significant decrease in reported incidents of bullying among participants. This suggested that fostering supportive relationships can create a safer and more inclusive school environment. The results indicated a significant decrease in reported incidents of bullying, tremendous positive academic report, as well as a notable shift in students' attitudes towards seeking help. Additionally, the data suggested that participants in the mentoring program experienced a greater sense of community and support within the school environment.

A comparative analysis of the prevalence of bullying at Adeleke University High School, as presented in Table 8, revealed a statistically significant reduction in bullying incidents following the intervention. This notable positive change

underscores the effectiveness of the implemented program in addressing and mitigating bullying behaviors among the students.

Table 10 and Figure 3 present a comparative analysis of student responses before and after the implementation of the anti-bullying mentoring program at Adeleke University High School (AUHS). Examining six key indicators across 30 participating students, the table quantifies percentage improvements ranging from 5.4% to 8.4% in areas including bullying prevalence, program awareness, perceived safety, reporting comfort, and peer empathy. Figure 3 visually reinforces these findings through a bar chart comparing “Yes” responses before the intervention (blue bars) with positive responses after implementation (green bars), clearly illustrating the programme's measurable impact on student experiences and the school environment.

Table 10. Comparison of before and after the Implementation

Questions	No of students Involved before and after.	Responses before Yes	Responses after No	Percentage improvement
Have you ever witnessed any form of bullying in Adeleke. University High School?	30	26	28	8.4%
Have you witnessed any case of verbal bullying recently at AUHS?	30	26	18	5.4%
No mentoring programs aimed at addressing bullying at AUHS?	30	24	28	8.4%
Do you feel safe and respected in your school environment now compared to before the mentoring program?	30	24	28	8.4%
How comfortable do you feel speaking up about bullying incidents?	30	8	26	5.4%
Have you noticed an increase in empathy and understanding among students towards each other?	30	5	26	5.4%

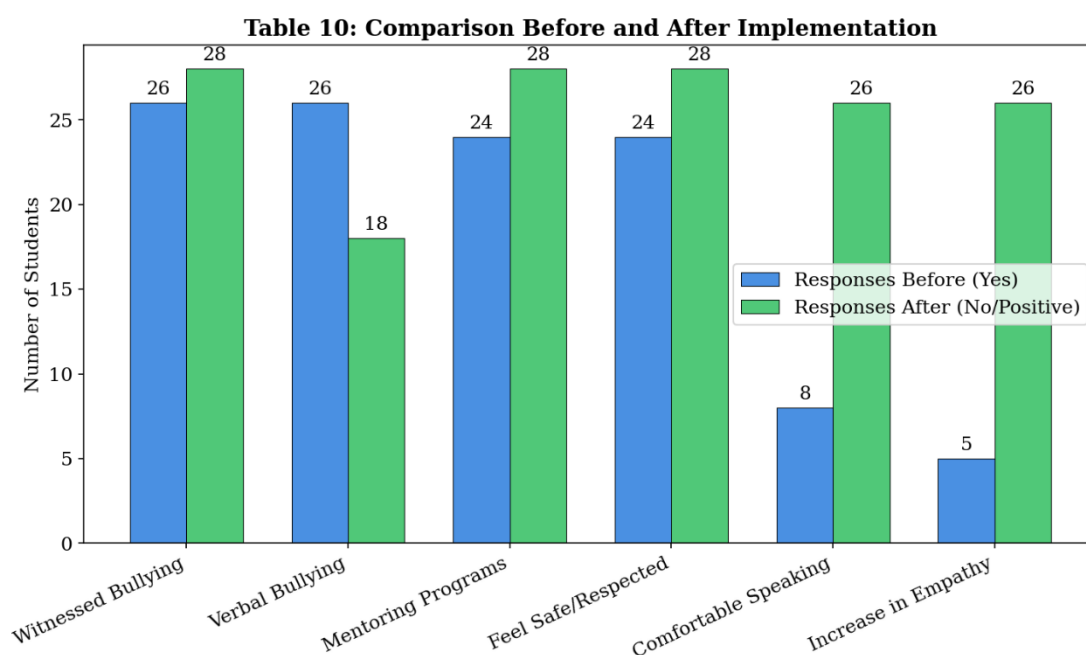


Figure 3. Comparison of before and after the Implementation

Table 10 and Figure 3 presented the findings from the post-intervention survey conducted among 30 students, using the same questionnaire that had been administered during the pretest phase. The purpose of this comparison was to evaluate the effectiveness of the intervention in reducing bullying behaviour and improving students' attitudes.

During the pretest, 18 students responded “Yes” to a particular question, indicating the presence of certain bullying tendencies or attitudes before the intervention. However, in the post-test, 28 students responded “No” to the same question, signifying a substantial behavioural shift following the intervention. This change represents an 8.4% success rate (28 out of 30 students), demonstrating the strong positive impact of the program.

Similar patterns of improvement were observed across other questions in the table, where the proportion of positive responses increased notably after the intervention. The percentages presented in Table 10 therefore underscore the overall

success and significant behavioural transformation achieved during the intervention period.

The results clearly indicate that the intervention produced a meaningful and measurable change among the participants. This suggests that when such programs are implemented effectively, they can lead to substantial improvements in student behaviour and attitudes. The positive outcomes not only affirm the effectiveness of the mentoring programme but also imply that similar strategies could be successfully replicated in other educational contexts to promote safer and more supportive learning environments.

Furthermore, these findings highlight the importance of supportive relationships and structured guidance in shaping positive student behaviour. They also open avenues for further research to examine the long-term effects of such interventions on students' well-being, social interactions, and academic performance.

Summary

The study conducted at Adeleke University High School, Ede, Nigeria, investigated the impact of a structured mentorship program on bullying prevention and reduction. The findings revealed that between 85% and 90% of the students, as presented in Table 8, affirmed that mentorship played a crucial role in minimizing bullying within the school. The 12-week mentorship intervention led to a significant decline in reported bullying incidents, an increase in peer intervention, and improved utilization of reporting mechanisms. Students also demonstrated positive shifts in attitudes toward bullying, showing greater empathy, awareness, and willingness to take a stand against such behaviors.

The mentorship program fostered a more inclusive and supportive school climate, where students felt safer, more connected, and more confident in reporting

bullying incidents. This enhanced sense of belonging contributed to improved emotional well-being and academic engagement. The empowerment of mentors and the active involvement of the wider school community—including teachers, parents, and local organizations—further strengthened the program’s effectiveness and sustainability.

Beyond reducing bullying, the mentorship initiative promoted the development of essential life skills such as empathy, conflict resolution, and cooperation. These skills not only improved interpersonal relationships among students but also laid the foundation for responsible citizenship and harmonious coexistence. The study concludes that sustained mentorship programs can serve as powerful tools for fostering respect, resilience, and positive social behavior, ultimately shaping a safer and more compassionate school environment.

CHAPTER 6

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Findings

The findings of this study are presented in alignment with the four research questions that guided the investigation into the prevalence, nature, and reduction of bullying among students at Adeleke University High School, Ede, Nigeria.

Research Question 1: What is the prevalence of bullying amongst students at Adeleke University High School, Ede, Nigeria?

The pre-test results revealed that bullying was a prevalent issue within the school environment, with a significant proportion of students reporting experiences of bullying either as victims or witnesses. Incidents were most frequently observed during break periods, in walkways, and in unsupervised areas. However, following the 12-week mentorship intervention, there was a statistically significant reduction in the number of reported bullying incidents. Students indicated a noticeable decline in both the frequency and intensity of bullying behaviors, suggesting that the intervention effectively reduced the overall prevalence of bullying within the school.

Research Question 2: What type or types of bullying are often experienced by the students of Adeleke University High School, Ede, Nigeria?

Analysis of the pre-test data identified four major forms of bullying experienced by students: physical bullying (e.g., hitting, pushing), verbal bullying (e.g., name-calling, teasing), social or relational bullying (e.g., exclusion, rumor-spreading), and cyberbullying (e.g., online harassment). Verbal and social bullying

were found to be the most common types. Post-test findings indicated a marked reduction in all forms of bullying, particularly in verbal and social bullying, which had been the most prevalent. This reduction was attributed to increased awareness, peer intervention, and improved communication channels established during the mentorship program.

Research Question 3: What intervention strategy can be designed to mitigate the effect of bullying on the students of Adeleke University High School, Ede, Nigeria and how effective is it?

The intervention strategy implemented was a structured 12-week mentorship program that combined peer mentoring, counseling sessions, and awareness campaigns. The program emphasized empathy building, conflict resolution, and positive peer relationships. Findings showed that this strategy effectively mitigated the negative effects of bullying by fostering a supportive environment where students felt safe to report incidents and seek help. Mentors reported being better equipped with the skills and resources necessary to identify and address bullying promptly, contributing to a more proactive and preventive approach within the school.

Furthermore, the study identified several effective strategies that contributed to the reduction of bullying and improvement of students' mental well-being. These included:

Peer Intervention: A significant increase in peer-led efforts to prevent and de-escalate bullying incidents, reflecting a more empathetic and cooperative student body.

Enhanced Reporting Mechanisms: Greater utilization of reporting channels such as suggestion boxes, hotlines, and direct communication with mentors, indicating increased trust in the school's response system.

Positive Attitude Shifts: Students demonstrated improved awareness, empathy, and willingness to stand against bullying, contributing to a more inclusive school culture.

Improved School Climate: The overall school atmosphere became more positive, with reduced fear and anxiety among students, leading to enhanced feelings of safety and belonging.

Community Engagement: Active participation of parents, teachers, and local organizations strengthened the sustainability of anti-bullying initiatives and reinforced a culture of respect and understanding.

Collectively, these findings demonstrate that the mentorship program significantly reduced bullying behaviors, improved students' mental health, and fostered a safer, more inclusive learning environment. The success of the intervention underscores the importance of continuous mentorship, community involvement, and institutional support in sustaining anti-bullying efforts within educational settings.

Research Question 4: How can biblical principles of mentorship be applied to reduce bullying among teenagers at Adeleke University High School, Ede, Osun State, Nigeria?

Applying biblical principles of mentorship served as a transformative approach to reducing bullying among teenagers at Adeleke University High School, a Christian institution guided by the Seventh-day Adventist philosophy of education. This philosophy promoted the balanced development of students' physical, mental, spiritual, and social faculties, preparing them for service to God and humanity. Mentorship rooted in biblical values—modeled after Christ's example of compassion, humility, and love—encouraged teachers and senior students to act as role models who nurtured empathy, respect, and moral responsibility. By fostering relationships

grounded in love and accountability, as seen in the mentorship between Paul and Timothy, students learned to value others as creations of God, discouraging behaviors that demeaned or harmed.

Furthermore, the mentors integrated the programme into the school's spiritual and academic life during the 12 weeks of mentorship through devotional sessions, Bible studies, and service-oriented activities, which reinforced values of kindness, forgiveness, and cooperation. This Christ-centered approach promoted restorative discipline, guiding offenders toward repentance and transformation rather than punishment. Ultimately, applying biblical mentorship principles cultivated a culture of empathy, accountability, and service, effectively reducing bullying and nurturing students who reflected Christlike character in their interactions.

Conclusion

This study examined the prevalence, nature, and reduction of bullying among students at Adeleke University High School, Ede, Osun State, Nigeria, with a focus on evaluating the effectiveness of a structured mentorship program as an intervention strategy. The findings revealed that bullying was a significant issue within the school, occurring in various forms—physical, verbal, social, and cyberbullying—with verbal and social bullying being the most common.

The implementation of a 12-week mentorship program resulted in notable improvements across several key areas. There was a significant decline in reported bullying incidents, an increase in peer intervention, and greater utilization of established reporting mechanisms. Students demonstrated enhanced empathy, awareness, and a stronger willingness to stand against bullying, contributing to a more positive and inclusive school climate. The sense of safety, belonging, and trust among

students also improved, reflecting the program's effectiveness in fostering a supportive learning environment.

Additionally, the mentorship program enhanced the mentors' ability to identify, prevent, and manage bullying incidents effectively by drawing on the knowledge of God founded on love, compassion, and patience. The active participation of parents, teachers, and community stakeholders further reinforced the program's sustainability and amplified the impact of its anti-bullying initiatives.

In conclusion, the study affirms that structured mentorship programs are powerful tools for reducing bullying and promoting emotional well-being among students. When systematically implemented, mentorship fosters empathy, inclusivity, and mutual respect, thereby transforming the school environment into one that supports both academic success and holistic personal development.

Recommendations

Below are the recommendations from this study,

1. **Institutionalization of Mentorship Programs:** Schools should formally integrate mentorship programs into their student support systems. Regular mentoring sessions should be conducted to promote positive peer relationships, emotional intelligence, and conflict resolution skills.
2. **Capacity Building for Mentors and Teachers:** Continuous training should be provided for mentors, teachers, and school counselors to equip them with the knowledge and strategies required to identify and address bullying effectively.
3. **Strengthening Reporting and Support Mechanisms:** Schools should maintain confidential and accessible reporting channels such as suggestion

boxes, hotlines, and digital platforms to encourage students to report bullying without fear of retaliation.

4. **Parental and Community Involvement:** Anti-bullying initiatives should extend beyond the school environment by involving parents, guardians, and community organizations in awareness campaigns and intervention programs to ensure a holistic approach to bullying prevention.
5. **Integration of Anti-Bullying Education into the Curriculum:** Lessons on empathy, respect, and digital citizenship should be embedded into the school curriculum to promote positive behavior and discourage bullying from an early age.
6. **Regular Monitoring and Evaluation:** Periodic assessments should be conducted to evaluate the effectiveness of mentorship and anti-bullying programs. Data-driven adjustments should be made to ensure continuous improvement and sustainability.
7. **Promotion of a Positive School Climate:** Schools should foster an environment that values inclusivity, respect, and open communication. Recognition and reward systems can be introduced to encourage students who demonstrate exemplary behavior in promoting peace and cooperation.
8. **Future research** should include a follow-up study to assess the effectiveness of the intervention on both teachers and students. This will help determine whether the strategies implemented have produced lasting changes in teaching practices, student engagement, and overall academic performance. Evaluating the long-term impact will provide valuable insights into the sustainability and adaptability of the intervention across different educational settings. Additionally, such a follow-up study would

help identify areas that may require further improvement or modification. By examining the outcomes over time, researchers can better understand the factors that contribute to the success or limitations of the intervention. This evidence-based approach will strengthen the validity of the findings and guide policymakers, educators, and stakeholders in making informed decisions for future educational programs.

APPENDICES

APPENDIX A

CONSENT FORMS

Staff Consent Form

ADVENTIST UNIVERSITY OF AFRICA,

NAIROBI, KENYA.

Doctor of Ministry Program in Youth Ministry with Emphasis in Youth and Young Adults.

Consent Form

MENTORING TEENAGERS TO REDUCE BULLYING IN
ADELEKE UNIVERSITY HIGH SCHOOL, EDE, OSUN STATE OF NIGERIA

I _____, agree to participate in the research project titled “Mentoring Teenagers to Reduce the Impact Of Bullying in Adeleke University High School, Ede, Osun State of Nigeria”, conducted by Abiodun Olaoye who has discussed the research project with me.

I have received, read and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks and methods of this research.

I consent to participate in the research project and the following has been explained to me:

The research may not be of direct benefit to me my participation is completely voluntary my right to withdraw from the study at any time without any implications to me the risks including any possible inconvenience, discomfort or harm as a consequence of my participation in the research project the steps that have been taken to minimise any possible risks, public liability, and insurance arrangements (if there is any need) what I am expected and required to do whom I should contact for any complaints with the research or the conduct of the research I am able to request a copy of the research findings and reports security and confidentiality of my personal information.

In addition, I consent to:

Audio-visual recording of any part of or all research activities (if applicable)
publication of results from this study on the condition that my identify will not
be revealed.

Name: _____

Signature: _____

Date: _____

Parents' Consent Form

ADVENTIST UNIVERSITY OF AFRICA, THEOLOGICAL SEMINARY

Informed Consent Form

Title:

Mentoring Teenagers to Reduce Bullying at Adeleke University High School, Ede, Osun State, Nigeria.

Purpose of the Study: I understand that this research is to investigate how effective mentoring programme could be in reducing instances of bullying among teenagers at Adeleke University High School. The findings will be used for academic research purposes and may contribute to the development of anti-bullying strategies within educational institutions.

Inclusion Criteria: In order to participate, I recognize that I must be a parent of a student at Adeleke University High School, Ede, Nigeria. I must ensure that my child/ward must be of sound mind, not being coerced or be put under duress.

Risk and Discomforts: I have been informed that there are no physical or emotional risks to my child/ward's involvement in this study. There might be minor discomfort from the questions pertaining to certain personal and background questions such as age, background, and educational performance in class.

Benefits/Results: I accept that I will receive no remunerations for my child/ward's participation, but by my child/ward's participation, will help the researcher contribute to the existing body of knowledge about bullying. This information may be beneficial to social workers, counselors and school teachers who work with students, and also to policy makers who enact laws and regulations that speak against bullying. The information may also be beneficial to newly arrived students in the school.

Voluntary Participation: I understand that my child/ward's involvement in this survey is voluntary and that my child/ward may withdraw participation at any time without any pressure, embarrassment, or negative impact on him/her as I deem fit. I understand that my child/ward's name or other personal information that could identify him/her will not appear in any published document.

Contact Information: In the event that I may have any question, or concern with regard to my child/ward's participation in this research project, I may contact either the researcher, Abiodun Olaoye at olaoyeabiodun77@gmail.com ((234) 8062168604), or his advisor, Prof. Baraka Muganda at mugadab@hotmail.com +1((301) 3326913. I have been given a copy of this form for records.

Date: _____

Signature of subject _____

APPENDIX B
QUESTIONNAIRES



ADVENTIST UNIVERSITY OF AFRICA,
NAIROBI, KENYA.

Doctor of Ministry Program in Youth Ministry with Emphasis in Youth and Young Adults.

Bullying Survey—Student Date Administered _____

Read the following statements concerning bullying at school, and respond based on your direct knowledge as a student. In addition, please provide the personal information regarding gender and grade level.

Male _____ Female _____ Grade Level _____

Please answer the questions using the following definition for bullying.

Bullying is the repeated, negative behaviors between one or more individuals together with aggression or intentional harm (physical or emotional). Incidents of bullying include an imbalance of power between perpetrator (the bully) and the victim. The imbalance of power may be in one or more of the following areas: Social power, Athletic power, Financial power, Intellectual power, and Physical power.

1. I have observed classmates being bullied at school during the past 12 months.
Agree Unsure Disagree

If the answer to question 1 is Agree, on average, how many times have you observed this behavior?

1. Once a day
2. Several times a day
3. Once a week
4. Several times a week
5. Only a few times in the 12 months

2. I have been the victim of Verbal bullying by another student during the 12 months.

Agree Unsure Disagree

If the answer to question 2 is Agree, on average, how many times have you been victimized?

1. Once a day
2. Several times a day
3. Once a week
4. Several times a week
5. Only a few times in the past 12 months

3. I have been the victim of cyber bullying by another student during the 12 months. Agree [] Unsure [] Disagree []

If the answer to question 3 is Agree, on average, how many times have you been victimized?

1. Once a day
2. Several times a day
3. Once a week
4. Several times a week
5. Only a few times in the past 12 months

4. I have been the victim of physical bullying like name-calling, pushing, kicking and other related forms of physical bullying by another student during the 12 months. Agree [] Unsure [] Disagree []

If the answer to question 4 is Agree, on average, how many times have you been victimized?

1. Once a day
2. Several times a day
3. Once a week
4. Several times a week
5. Only a few times in the past 12 months

5. I have been the victim of sexual bullying by another student during the 12 months. Agree [] Unsure [] Disagree []

If the answer to question 5 is Agree, on average, how many times have you been victimized?

1. Once a day
2. Several times a day
3. Once a week
4. Several times a week
5. Only a few times in the past 12 months

6. I have observed one or more of my friends being bullied during the past 12 months. Agree [] Unsure [] Disagree []

7. The teachers at this school try to reduce bullying.

Agree [] Unsure [] Disagree []

8. The administrators at this school try to reduce bullying.

Agree [] Unsure [] Disagree []

9. The counselors at this school try to reduce bullying.
Agree [] Unsure [] Disagree []
10. If I were bullied at school, I would tell a teacher or other staff member.
Agree [] Unsure [] Disagree []
11. If I were bullied at school, I would tell my parents.
Agree [] Unsure [] Disagree []
12. I believe there is a need for a bullying prevention program at my school.
Agree [] Unsure [] Disagree []
13. Bullying is addressed in the student handbook.
Agree [] Unsure [] Disagree []
14. I believe there is adequate adult supervision of students at school.
Agree [] Unsure [] Disagree []
15. Counselors at my school are involved in bullying prevention.
Agree [] Unsure [] Disagree []
16. I believe teachers in this school are consistent and fair in their approach when bullying is observed or reported.
Agree [] Unsure [] Disagree []
17. I believe the principal or other administrators in this school are fair and consistent in their approach when bullying is observed or reported.
Agree [] Unsure [] Disagree []
18. I have personally observed students participating in bullying behaviors in the following locations. Please circle all that apply.
Student Common Room /Walkways /Restrooms /Playground/Recess Time
/Classroom /Extracurricular Activities Time /School Bus /Cafeteria /Locker
Rooms /Physical Education Class /On the Way to or From School.
19. I have observed classmates being bullied or harassed online.
Agree [] Unsure [] Disagree []
If the answer to question 16 is Agree, I told (circle all that apply):
No one [] My parent [] Another student []
A teacher or other adult at school
20. I have been harassed or bullied online.
Agree [] Unsure [] Disagree []
If the answer to question 17 is Agree, I told (circle all that apply):
1. No one []
2. My parent []
3. Another student []
4. A teacher or other adult at school []
21. I have observed bullying at school,
Agree [] Unsure [] Disagree []
22. Bullying should be addressed
Agree [] Unsure [] Disagree []

Post Test Questionnaires

ADVENTIST UNIVERSITY OF AFRICA,
NAIROBI, KENYA.

Doctor of Ministry Program in Youth Ministry with Emphasis in Youth and Young Adults.

QUESTIONNAIRE

MENTORING TEENAGERS TO REDUCE THE IMPACT OF BULLYING IN
ADELEKE UNIVERSITY HIGH SCHOOL, EDE, OSUN STATE OF NIGERIA

Introduction

This questionnaire is designed to collect data from administrators, teachers, and parents regarding their perceptions and experiences related to bullying in schools, as well as their insights on mentoring programs aimed at reducing its impact. Your responses will contribute to a better understanding of the issue and the effectiveness of mentoring initiatives. Please answer all questions honestly. Your responses will remain confidential.

Section 1: Demographic Information

(Please tick the appropriate box.)

1. Role:

☐ Administrator ☐ Teacher ☐ Parent

2. Gender: ☐ Male ☐ Female ☐ Other

3. Age: ☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56 and above

4. Level of Education:

- ☐ High School
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate
- ☐ Other: _____

Section 2: Experience with Bullying

5. Have you witnessed any incidents of bullying at Adeleke University High School?

☐ Yes ☐ No

6. If yes, how frequently do you observe bullying incidents?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Rarely

7. In your opinion, what is the primary form of bullying observed?

- ☐ Physical
- ☐ Verbal
- ☐ Social/Relational
- ☐ Cyberbullying
- ☐ Others: _____

8. Who do you believe is most affected by bullying?

- ☐ Students who are different (e.g., minority, LGBTQ+)
- ☐ Students with low self-esteem
- ☐ All students equally
- ☐ Others: _____

Section 3: Mentoring Programs

9. Are you aware of any mentoring programs aimed at addressing bullying at the school? ☐ Yes ☐ No

10. If yes, how effective do you think these mentoring programs are?

- ☐ Very effective
- ☐ Effective
- ☐ Neutral
- ☐ Ineffective
- ☐ Very ineffective

11. What aspects of mentoring do you think are most beneficial? (Select all that apply)

- ☐ Emotional support
- ☐ Social skills development
- ☐ Conflict resolution skills
- ☐ Academic support
- ☐ Others: _____

12. How important do you believe mentoring is in reducing the impact of bullying?

- ☐ Very important
- ☐ Important
- ☐ Neutral
- ☐ Unimportant
- ☐ Very unimportant

Section 4: Suggestions and Comments

13. What suggestions do you have for improving the mentoring programs related to bullying?

14. Any additional comments or insights regarding bullying and mentoring at Adeleke University High School:

Thank you for your participation!

Your input is valuable in helping reduce the impact of bullying and creating a supportive environment for students.

Please return this questionnaire to the designated collection point.

Post-Test for "Mentoring Teenagers to Reduce Bullying on Adeleke University High School Students, Ede, Osun State, Nigeria" (Quantitative Approach)

Questionnaire for Students (Post-Test)

This post-test uses a quantitative approach to assess the impact of the mentoring program on reducing bullying at Adeleke University High School. It focuses on measuring changes in specific variables related to bullying and its perception.

Instructions: *Participants are asked to circle the number that best reflects their experience, attitude, or behavior.

Section 1: Demographic

1. Gender:

- 1 - Male
- 2 - Female

2. Age:

- 1 - 13-14 years old
- 2 - 15-16 years old
- 3 - 17-18 years old

3. Grade Level:

- 1 - JSS 1
- 2 - JSS 2
- 3 - JSS 3
- 4 - SSS 1
- 5 - SSS 2
- 6 - SSS 3

Section 2: Bullying Experiences

Instructions: Please circle the number that best reflects your experience with bullying in the past month.

Scale | Never | Rarely | Sometimes | Often* | Very Often |

- 1. How often have you been bullied?
- 2. How often have you witnessed bullying?
- 3. How often have you been a part of bullying (as a bully)?

Section 3: Attitudes & Perceptions

Instructions: Please circle the number that best reflects your agreement with each statement.

Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

- 1. I feel safe in school|
- 2. I know who to talk to if I am being bullied.
- 3. I believe my teachers will help me if I am bullied.
- 4. I believe my peers will support me if I am bullied.
- 5. I understand the consequences of bullying.
- 6. I feel confident in my ability to stand up for myself.
- 7. I am aware of the school's anti-bullying policies.

8. I have been trained on how to deal with bullying situations.
9. I have learned how to be a good mentor for others.

Section 4: Program Evaluation

Instructions: Please circle the number that best reflects your agreement with each statement about the mentoring program.

Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

1. The mentoring program helped me understand the effects of bullying.
2. The mentoring program taught me how to deal with bullying situations.
3. The mentoring program made me feel more confident in handling bullying.
4. The mentoring program helped me develop positive relationships with others.
5. I would recommend the mentoring program to others

Analysis & Interpretation:

This post-test will be analyzed using statistical methods to determine:

- **Changes in Bullying Experience:** Compare pre-test and post-test scores for bullying frequency, witnessing bullying, and engaging in bullying to assess the program's impact on these behaviors.
- **Changes in Attitudes & Perceptions:** Analyse changes in scores for statements regarding safety, support systems, understanding bullying, self-efficacy, anti-bullying policies, and mentoring skills.
- **Program Effectiveness:** Analyse responses related to the mentoring program's impact on knowledge, skills, confidence, and overall effectiveness.

Key Considerations:

- **Pre-Test Data:** Compare the post-test data to pre-test scores from the same participants. This helps establish a baseline and evaluate the program's effect.
- **Statistical Significance:** Utilise statistical tests (e.g., paired t-test) to determine if observed changes are statistically significant and not due to chance.

This post-test using a quantitative approach will provide valuable data for assessing the impact of the mentoring program on reducing bullying at Adeleke University High School. By carefully analyzing the data, researchers can evaluate the program's effectiveness and inform future anti-bullying interventions.

APPENDIX C

LETTERS

Request for Permission to Conduct Research

Adeleke University High School,
Ede, Osun State.
December 7, 2018.

The principal,
Adeleke University High School,
Ede, Osun State.

Dear Sir,

Request for Permission to conduct research at Adeleke University High School.

Abiodun Oluwasegun Olaoye is my name. As the head pastor and chaplain of the school, I was among the faculty members who began Adeleke University High School on September 26, 2016.

I am pursuing a Doctor of Ministry degree at the Adventist University of Africa (AUA) in Nairobi, Kenya, with a focus on youth ministry. I am humbly seeking for permission to do research at Adeleke University High School.

“Mentoring Teenagers to Reduce Bullying at Adeleke University High School, Ede, Osun State of Nigeria” is the topic of my research project. The study will involve gathering information from JSS 3 and SSS 1–3 students. The purpose of this information is to determine whether bullying occurs in the school and, if so, to implement interventions that could lessen or eliminate it.

Before the start of the study, participants will be asked to provide their verbal or written consent. Unless otherwise specified, the participants' or responders' names will remain anonymous, and their answers will be handled in confidence. All written and published data from the study will respect individual privacy. The findings will be presented in the dissertation, which will be prepared, as well as in academic books, journals, and articles that the university commissioning the study has requested.

There will be no benefit or drawback for the research participants. They will be informed that there will be no consequences if they decide to withdraw their consent at any point while this initiative is underway. There are no known dangers associated with

taking part in this research. (If there are any concerns, they must be disclosed.) There will be no compensation for the study's participants. All study data will be kept safe for later use by other researchers.

For this reason, I am writing to ask for permission to conduct my research at your secondary school. I humbly solicit that the authorization letter should be on official school letterhead, signed, dated, and contain precise references to my name and the name of my study.

Kindly notify me if you need any additional details. I eagerly await your response as soon as it is possible.

Yours sincerely,

Abiodun O. Olaoye
+2348062168604
Olaoyeabiodun77@gmail.com

My supervisor:
Dr Baraka Muganda
+1(301)3326913
mugandab@hotmail.com



Adventist University of Africa (AUA)

Private Bag Mbagathi
00503 Nairobi, Kenya
Tel (254) 206603073/6603306

24th
September 2018

The principal,
Adeleke University High School (AUHS)
Ede, Osun State, Nigeria.

I, on behalf of the Adventist University of Africa (AUA), hereby request the administration at Adeleke University High School, Ede, Osun State, Nigeria to grant permission for Abiodun Olaoye to research the mentoring of teenagers to reduce bullying within the school premises.

This research investigates the effectiveness of mentoring programs in reducing instances of bullying among teenagers at Adeleke University High School. The findings will be used for academic research purposes and may contribute to the development of anti-bullying strategies within educational institutions.

Abiodun Olaoye has been authorized by the Adventist University of Africa to carry out this research professionally and ethically. The research activities will adhere to all relevant guidelines and regulations concerning the protection of participants and the confidentiality of information obtained during the study.

We kindly ask for your cooperation and assistance in facilitating the research process for Mr. Abiodun Olaoye within your esteemed institution. Your support in this matter is greatly appreciated as it will contribute to advancing knowledge in adolescent development and anti-bullying interventions.

If you have any questions or require further information regarding this research project, please do not hesitate to contact the Adventist University of Africa for clarification.

Thank you for your attention to this matter.

Sincerely,

[Signature]

SAMPSON NWAOMAH
DEAN, THEOLOGICAL SEMINARY (AUA)



ADELEKE UNIVERSITY HIGH SCHOOL

✠ P.M.B. 214, Old Osogbo Road, Ede, Osun State, Nigeria.

☎ +234(0)803 401 9140, (0)806 309 8573, (0)806 216 8604

✉ adelekeuniversityhs@gmail.com

November 16, 2018

Our Ref.: _____ Your Ref.: _____ Date: _____

Pastor Abiodun Oluwasegun Olaoye
Adeleke University High School
Chaplaincy Unit

Dear Pastor Abiodun Oluwasegun Olaoye,

AUTHORIZATION TO CONDUCT RESEARCH IN ADELEKE UNIVERSITY HIGH SCHOOL

You have been granted permission to conduct your research under the following title:
"MENTORING TEENAGERS TO REDUCE THE IMPACT OF BULLYING IN ADELEKE UNIVERSITY HIGH SCHOOL, EDE, OSUN STATE OF NIGERIA."

Make sure that students' rights are protected.

I wish you a pleasurable experience during the period.

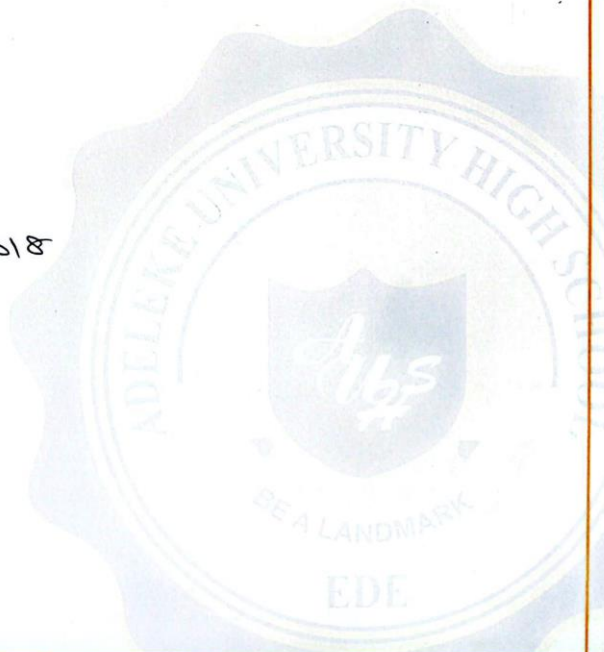
We sincerely hope your research experience at our school is enjoyable.

Warm regards.

Yours in His Service.

HUMAN RESOURCES
ADELEKE UNIVERSITY
HIGH SCHOOL


Dr. Adetayo, T. A. Nov. 16, 2018
Principal, AUHS



MOTTO...be a landmark to the world



February 18, 2021.
To Who it May Concern

Dear Sir/Madam

Ref: ABIODUN OLAOYE

Greetings.

This is to let you know that the above-mentioned student is a Doctor of Ministry candidate who is researching on the topic; *“Reducing the Impact of Bullying on Teenagers at Adeleke University High School in Nigeria.”*

Any assistance accorded to him in collecting his data, is highly appreciated.

We thank you advance for your cooperation.

Sincerely,

Israel M. Kafeero, MDiv, PhD, CFLE, CPE
Assistant Professor of Applied Theology
HOD Applied Theology & Chaplaincy Program Leader,
Adventist University of Africa,
Adventist Hill, Magadi Rd, Ongata-Rongai,
Private Bag, Mbagathi 00503, Nairobi, Kenya.
Tell: +254741500946; +254733333451
Email: kafeeroi@aua.ac.ke; ikafeero@hotmail.com
Website: www.aua.ac.ke

“...the race is not to the swift ... but time and chance overtake them all (NASB) (Ecc. 9:11).”

APPENDIX D

INTERVENTION PROGRAMME DESIGN

Title: Anti-Bullying Mentorship Intervention Programme

Institution: Adeleke University High School

1. Programme Goal

To reduce instances of bullying among students at Adeleke University High School through structured mentorship and the creation of a safe, supportive school environment.

2. Target Group

Category	Number of Participants
Male Students	
Female Students	
Total Students	

3. Mentor Team

Category	Number of Mentors
Male Mentors	
Female Mentors	
Total Mentors	

4. Programme Components

A. Selection and Training of Mentors

- Identify and recruit mentors with diverse backgrounds and experiences to meet the varied needs of students.
- Conduct comprehensive training sessions covering:

- Effective mentorship techniques
- Conflict resolution and mediation
- Communication and active listening skills
- Recognizing and addressing signs of bullying

B. Matching Mentors with Mentees

- Pair each student with a mentor based on compatibility, interests, and individual needs.
- Establish trust-based relationships to encourage open communication and emotional support.

C. Mentorship Sessions

- Hold regular mentorship meetings in small groups or one-on-one settings.
- Focus on:
 - Building self-esteem and confidence
 - Promoting positive peer interactions
 - Addressing bullying-related concerns
- Provide a confidential and safe environment for students to express themselves and seek guidance.

D. Skill-Building Workshops

- Organize interactive workshops and activities aimed at:
 - Developing social and emotional intelligence
 - Enhancing empathy and respect for diversity
 - Strengthening conflict resolution and problem-solving skills
- Encourage active participation from both mentors and mentees to promote collaboration and mutual learning.

E. Monitoring and Evaluation

- Implement continuous assessment through:
 - Feedback forms from mentors, mentees, and school staff
 - Observation of behavioural and attitudinal changes among students
- Evaluate programme outcomes based on:
 - Reduction in reported bullying incidents
 - Improvement in school climate and student relationships
 - Enhanced emotional well-being and resilience among participants

5. Implementation Timeline

Phase	Activities	Duration
Phase 1	Recruitment and training of mentors	2 weeks
Phase 2	Matching mentors with mentees	1 week
Phase 3	Mentorship sessions and workshops	12 weeks
Phase 4	Monitoring and evaluation	Ongoing throughout programme

6. Expected Outcomes

- Decrease in bullying incidents within the school.
 - Improved student relationships and peer support networks.
 - Increased self-esteem and emotional resilience among students.
 - Strengthened culture of empathy, respect, and inclusivity at Adeleke University High School.
-

7. Sustainability Plan

- Integrate mentorship as a continuous component of the school's student support system.
 - Provide refresher training for mentors annually.
 - Encourage student leaders to become peer mentors, ensuring continuity and ownership of the programme.
-

Prepared by:

The Researcher.

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Background: I was born on December 23, 1970, in Ibadan, Oyo State, Nigeria, but grew up in Ilorin, Kwara State, Nigeria. I am the first child in a family of four sons and three daughters. My parents raised and developed me in Adventist principles. My father was a printer before he retired, and my mother was also a merchant before retiring due to age. The Seventh-day Adventist Church baptised me on December 26, 1986.

Family: I got married on November 10, 2005, to Ajoke Olaoye from Akure, Ondo State, Nigeria. We were blessed with three lovely daughters, Tesitimony, Iyanuoluwa and Jochobed Olaoye.

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