

EFFECT OF ROLE PLAY MODELLING COUNSELLING TECHNIQUE ON BULLYING AMONG PRIVATE SENIOR SECONDARY SCHOOLS STUDENTS IN DALA ZONAL EDUCATION DIRECTORATE, KANO STATE, NIGERIA

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Abstract

This study sought to find out the effect of role play modelling counselling technique on bullying among private senior secondary school students in Dala Zonal Education Directorate Kano State. quasi-experimental design in form of pre-test post-test design was use ,The study was guided by three research objectives, one research question and two hypotheses which were tested at 0.05 level of significance. The population of the study comprises 230 students that were identified from the four selected schools using bullying behaviour checklist and teachers nomination scale. Out of the 230 selected 40 were purposely selected as the sample size. The instrument used for the study is bullying behaviour checklist developed by Sanusi (2019) . The data obtained were analysed using descriptive statistics inform of simple frequency and percentage to answer research question, while inferential statistics t-test for independent sample was used to test the 3 hypotheses. The findings, of the study concluded that this role play counselling technique is effective in treating verbal, physical and emotional bullying. It was recommended from the study that parent, school counsellors, administrators should undergo training on Role play modelling counselling technique in order to help their children/students to overcome bullying . It was also recommended that similar study should be carried at the same time on both private and public school for basis of comparison.

Keywords: Role playing, Counselling technique, Bullying

Introduction

Bullying is a challenging and unending behaviour that persist in every school. Bullying is the intentional, repetitive harming or injury by one's peers; they are occurrences in which the victim is unable to avoid or stop the victimization (Brank, Hoetger & Hazen, 2012) Students are really affected by this behavioural problem 64.4%of students in Nigerian school experience bullying (National Bureau of Statistics,2017)

According to (Olweus 1996), bullying is when “a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students” (p. 275). Bullying encompasses a broad range of behaviours from verbal insults to more aggressive behaviours and hates. These behaviours can be categorized into direct and indirect forms. Which include physical bullying such as causing body harm through pushing, hitting and kicking, verbal bullying such as name calling, hurtful teasing and intimidation, and relational bullying referred to as social inclusion and spreading rumors about others .School bullying affects the relationship between the victim of bully and his/her parent because of the (bullied) hostility toward school. Also from mental point of view, the victim of bully self-

esteem may suffer from depression particularly if the bullying has occurred over a long period. Role play modelling technique is a behavioural technique that participants act out in order to teach new skills, and behaviours

Statement of the Problem

Bullying endangers well-being of students. The problem of bullying goes beyond the bullies and their victims to the peers and even the entire community, 71.4% of bullied students reported feeling sad or depressed while 45.5% reported decreased in academic performance (UNESCO, 2019). Developing a safe and supportive school climate is an important starting point for effective learning, this motivated the researcher to see the effect of employing role play modelling counselling technique on bullying among senior secondary school students in Dala zonal education directorate Kano state, Nigeria.

Objectives of the Study

Objective of the study were to determine:

1. Effect of role play modelling counselling technique on physical bullying among private senior secondary school student in Dala Zonal education Directorate, Kano state Nigeria.
2. Effect of role play modelling counselling technique on verbal bullying among private senior secondary students in Dala zonal education directorate Kano state, Nigeria.
3. Effect of role playing modelling technique on relational bullying among private senior secondary school students in Dala zonal education directorate Kano state, Nigeria

Research Question

The following research question guided the study:

1. What is the Prevalence of bullying behaviour among private secondary students in Dala Zonal Education Directorate, Kano State?

Hypotheses

The following hypothesis are formulated and tested at 0.05 level of significance

1. There is no significant effect of role play modelling counselling technique on physical bullying among private senior secondary school students in Dala Zonal Education Directorate Kano state, Nigeria.
2. There is no significant effect of role play modelling counselling technique on verbal bullying among private senior secondary school students in Dala Zonal Education Directorate Kano state, Nigeria.
3. There is no significant effect of role play modelling counselling technique on relational bullying among private senior secondary school students in Dala Zonal Education Directorate Kano state, Nigeria.

Methodology

This study employed quasi experimental design in form of pre-test post-test design. This design aimed to establish a cause and effect relationship between an independent and dependent variables that is role-play modelling counselling technique and Bullying.

The population of this Study comprised of private senior secondary one (SSI) students of Dala Education Zone, Kano State, Nigeria who exhibited the symptoms of bullying behaviour which were identified with help of teacher nomination scale and bullying behaviour checklist. According to the

Kano State private and voluntary institutions Board, there are 135 private senior secondary school students, with a total number of 14,172 students both boys and girls. Purposive sampling technique was used in drawing up the sample 40 respondents for the study. The purpose of using purposive sampling technique is to select the SSI students who are bullies in school to participate in the study. Gay (2009) also stated that researchers using this technique to select sample using their experience and knowledge of group to be sample. In this form of design, sample of the respondents were purposely selected and assigned to the experiment and control group divided into two group pretest and post-test. Gay (2009) also stated that researchers using this technique to select sample using their experience and knowledge of group to be sample.

Data was collected for this study from students who exhibited the symptoms Bullying Behaviour for pre-test and post-test the researcher used Bullying Behaviour Checklist (BBC), the items used in the instrument for Data collection was developed by Sanusi (2019) which were adapted by the researcher. The instrument used in collecting data for this study contains 15 Items, based on four likert scales, Range from Never = 0, Sometimes=1, Often = 2 and Always = 3. The items of the instrument contain Statement based on various types of bullying behaviour such as physical, verbal and relational. The instrument is divided into two section A' & B', section 'A' contain students; personal information collected from school bullies, e.g. school, class, subject and gender. The section 'B' of the instrument contains fifteen (15) items of the instrument.

Scoring Procedure

Respondents were scored using the four (4) Likert scale. The scoring of questionnaire was done by the researcher. The respondents were required to tick on how much they engage in bullying behaviour before and after treatment. All responses of the subjects were summed up to yield the total score. The highest possible point across the categories obtained by each respondent will be ($15 \times 3 = 45$), while the lowest score was (15). The range is highest minus lowest ($45 - 15 = 30$) while the cut of mark is ($30/2 = 15$). Therefore any respondent who scores 15 and above exhibit the symptoms of bullying and included in the study, while any respondents who score below 15 not meet the criteria for selection.

Bullying Behaviour Checklist (BBC) has a face and content validity established by the initial developer. For instruments to be valid among private school students in Dala Zonal Education Directorate of Kano State, copies of the instrument were given to experts in the field of Guidance and Counselling, and Tests and Measurement in Bayero University Kano for its content validity.

The reliability of the instrument was established by the developer at 0.78. To further ensure and established reliability of the instrument in Dala Zonal Education Directorate of Kano State, the researchers conducted a pilot testing among ten (10) students at Nasara Academy that were not included in the study to satisfy its reliability. The researchers administered the instrument to the students for test-re-test stability with an interval of two weeks in order to establish the reliability of the instrument, data collected were analyzed using Pearson Person Moment Correlation (P.P.M.C), the obtained index of the adapted instrument was 0.69.

Pre-Treatment Phase

In this phase the researchers organized the sample students in their classes, make introduction for the purpose of being in their school. Thereafter instrument was administered to the SS1 students selected in the sampled schools with the help of class teacher/research assistance. The instrument was explained to them on what to do with the instrument. The researchers assured them that their responses will be treated with utmost confidentiality. When the respondents have appropriately ticked

the items in the scale, the researchers collected the test for scoring in order to get the adequate sample subject to be included in both experimental and control group. After the respondents with symptoms of bullying behaviour were identified with the help of BBC. The respondents were divided into two groups that experimental and control group.

Treatment Phase

This phase engage with an interaction meeting between the researchers and the identified bully students from sample schools, the researchers divided the respondents in to two groups treatment and control group, the treatment group were subjected to counselling technique for intervention were by the researcher apply role modelling counselling technique on sample bullies students from the identified, while the control group were subjected to normal school intervention, the treatment lasted for about 25-30 minutes in all sessions and it was conducted twice in a weeks (Tuesday and Thursday) for period of six week. Explanation and brainstorming of the treatment were made by the researcher which in sections based on the process of role modelling counselling details of the treatment package was attached appendices.

Post- Test Phase

This is the last stage after the students received the intervention role modelling counselling technique, the researchers administered the instrument again to the students with the same procedures used in pre-test, to re-test the subject, the results obtained were analysed and score by the researcher which was compared with the first test result (pre-test scored) to examine the effectiveness of the treatment given or otherwise. The extents of the difference in the behaviour mean scores determine the significant effect of the treatment giving during the period of intervention.

Descriptive statistics inform of simple frequency and percentage was used to answer Research Question, inferential statistics inform of t-test independent was used to test first and second hypotheses. The used of t-test for independent sample was based on the fact that it allows the researcher to examine the differences between two independent groups. (Gay, 2009).

Results and Findings

Research Question One: What is the prevalence of bullying behavior among private senior secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria?

Table 1: Prevalence of Bullying Behaviour

Level of Bullying	Frequency	Percentage
High	230	63%
Low	135	37%
Total	365	100%

Table 1 above showed the prevalence of bullying behaviour among private senior secondary school students in Dala Zonal Education Directorate, Kano State. It shows that out of the 365 returned a total number of two hundred and sixty five 230 respondents representing 63% were identified with the symptoms of bullying behaviour while the remaining 135 respondents representing 37% did not exhibit the symptoms bullying behaviour. Therefore, the above analysis revealed that, the prevalence of bullying behaviour among private senior secondary in Dala Zonal Education Directorate, Kano State was high at 63%.

Hypotheses Testing

Three hypotheses were formulated and tested at 0.05 level of significance, using related Sample t-

test.

H01: There is no significant effect of role playing modelling counselling technique on physical bullying behaviour among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria.

Table 2: Related Sample t-test for pre-test and post-test scores on physical bullying

Group	N	Mean	S. D	t-cal	Df	P-Value
Pretest	40	1.575	.453	8.631	39	.000
Posttest		.771	.376			

Sig at P 0.00 ≤ 0.05

Table 2 presents the pretest and post-test mean scores of physical bullying of the respondents, it also shows the t-calculated value for post-test 8.631 with p-value .000, tested at 0.05 level of significance and degree of freedom 39. From the table above, the p-value .000 is less than 0.05, which means that the null hypothesis which stated that ‘there is no significant effect of role playing modelling counselling technique on physical bullying behavior among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria is rejected. This means that the technique is effective in reducing physical bullying behavior among private schools.

H02: There is no significant effect of role playing modelling counselling technique on verbal bullying behavior among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria.

Table 3: Related Sample t-test for pre-test and post-test scores on verbal bullying

Group	N	Mean	S. D	t-cal	Df	P-Value
Pretest	40	1.710	.587	9.222	39	.000
Posttest		.675	.399			

Sig at P 0.00 ≤ 0.05

Table 3 presents the pretest and post-test mean scores of verbal bullying of the respondents, it also shows the t-calculated value for post-test 9.222 with p-value .000, tested at 0.05 level of significance and degree of freedom 39. From the table above, the p-value .000 is less than 0.05, which means that the null hypothesis which stated that ‘there is no significant effect of role playing modelling counselling technique on verbal bullying behavior among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria is rejected. This means that the technique is effective in reducing verbal bullying behavior among private schools.

H03: There is no significant effect of role playing modelling counselling technique on emotional bullying behavior among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria.

Table 4: Related Sample t-test for pre-test and post-test scores on emotional bullying

Group	N	Mean	S. D	t-cal	Df	P-Value
Pretest	40	.825	.788	2.045	39	.044
Posttest		.533	.439			

Sig at P 0.044 ≤ 0.05

Table 4 presents the pretest and posttest mean scores of emotional bullying of the respondents, it also

shows the t-calculated value for post-test 2.045 with p-value .044, tested at 0.05 level of significance and degree of freedom 39. From the table above, the p-value .044 is less than 0.05, which means that the null hypothesis which stated that 'there is no significant effect of role playing modelling counselling technique on emotional bullying behavior among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria is rejected. This means that the technique is effective in reducing emotional bullying behavior among private schools

Summary of Findings

Below is the summary of findings:

There is significant effect of role playing modeling counselling technique on physical bullying behavior among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria.

There is significant effect of role playing modeling counselling technique on verbal bullying behavior among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria.

There is significant effect of role playing modeling counselling technique on emotional bullying behavior among private secondary school students in Dala Zonal Education Directorate, Kano State, Nigeria.

Discussions

The first finding of the research question revealed that the prevalence of bullying behavior among private senior secondary one student in Dala Education Zonal Education directorate, Kano State was high at 63%. The findings is in line with work of Egbochukwu (2007). who examined the comparison between government and private schools in order to establish the incidence of bullying in schools in Benin City. Edo State, it was found that 78% of the children has been victim of bullying on atleast one occasion and 71% have lashed out to others.

The second finding of hypotheses one which state that there is significant difference in the effect of roleplay/modeling counselling techniques on verbal bullying among private senior one students in Dala Education Zone. Kano State, in line with the study of Sajo (2018) on the effect of role play counselling techniques bullying behavior among senior secondary students in Dawakin Kudu Educational Zone, Kano State, Nigeria, who reported that role play counselling techniques is effective in reducing bullying behavior among students.

Similarly, the findings of Samira (2016) who examined the effect of modeling and positive reinforcement technique on bullying behavior among senior secondary school in Bichi Educational Zone. Kano State, who reported the counseling techniques was effective It is also in line with the study conducted by, Isyaku (2016) who examined the effect of self- management-and social skills counseling technique on bullying among secondary school students in Katsina State, who reported that self management and social skills counselling techniques had significant reduction in their bullying behavior compared to those of the control group.

This study is also in line with work of Olatunbosun (2016) who examine the efficacy of cognitive behavior therapy (CBT) on reducing bullying behavior among secondary school students in Ikwerre Local Government Area, River's State. The study reported that cognitive behavior therapy had significant efficacy in reducing bullying behavior on the experimental group.

Ho2: The third finding of the second hypothesis states that there is significant effect on role play modelling counselling technique on verbal bullying among private secondary school one students in dala zonal educational directorate kano state,Nigeria.its also in line with the study of sajo (2018) on effect of role play modelling counselling technique on bullying among senior secondary school

students in dawakin kudu educational zone, kano state.

The fourth finding of the third hypothesis states there is significant difference in effect of role play modelling counselling technique on emotional bullying among private senior secondary school one students in dala zonal educational directorate Kano state.

Conclusion

The study concluded there is high prevalence of verbal, physical and emotional bullying among private senior secondary school students of Dala zonal education directorate Kano state, Nigeria. It has been concluded the application of role play modelling counselling technique is effective in reducing physical, verbal and emotional bullying.

Recommendations

Based on the findings of this study the following recommendations were made

Since the prevalence of bullying behaviour is high among private senior secondary school one students in Dala Zonal Education directorate class teachers, school counselor, or para counselling etc. should undergo training on role-play modelling counselling techniques.

Role-play modelling counselling technique should be employed in treatment of bullying behaviour instead of corporal punishment or suspending bullies from school as it negatively affect their academic performance.

Parent or guidance should be encourage through PTA of the school to attend workshop and seminars on the usefulness, how to use role playing modelling counselling techniques

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