



Bullying as a predictor of socio-emotional development of secondary school students in the South-West region, Cameroon

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Abstract

The aim of the study was to investigate the effects of bullying on the socio-emotional development of adolescent secondary school students in the South-West region, Cameroon. Specifically, the study looked at the extent physical bullying; verbal bullying and psychological bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon. The convergent research method involving the utilization of quantitative and qualitative data was adopted for the study. The study population comprised adolescent secondary school students and teachers from 31 secondary schools in Fako, Meme, and Kupe-Maunenguba divisions. A sample of 569 adolescent students and 97 teachers were recruited for the study using the purposive, stratified sampling, and simple random sampling techniques. Questionnaire and interview guide were the instruments used. The content, construct and face validity of the instruments were ascertained as test items were designed with reference to the literature review. The reliability of the questionnaire was computed using the Cronbach Alpha test which stood at 0.742 for bullying and 0.826 for socio-emotional development. The quantitative data were analysed using descriptive and inferential statistical tools and the qualitative data from teachers were analysed thematically. Findings revealed that the prevalence of physical bullying stood at 57.1%, verbal bullying 70.8%, and psychological bullying 75.8%. And statistically, findings showed that physical bullying (R -value = -0.313^{**} , p -value $0.000 < 0.05$), verbal bullying (R -value = -0.286^{**} , p -value $0.000 < 0.05$), and psychological bullying (R -value = -0.383^{**} , p -value $0.000 < 0.05$) were all found to have a significant and negative implications on adolescent students' socio-emotional development. In addition, teachers reported that bullying makes victims scared, affect academic performance, causes low self-esteem, makes them withdrawn from school, affect concentration level, makes them feel traumatized, shy, isolated, suffer from emotional instability, makes them feel stress, and the school environment tense. It was generally recommended that school discipline be reinforced to mitigate the high rate of bullying among students.

Keywords: Adolescents, Socio-emotional Development, Bullying, Physical Bullying, Verbal Bullying, Psychological Bullying.

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Introduction

In recent times, the rate of disruptive behaviours exhibited by secondary school students who are in the adolescent stage is alarming. These disruptive behaviours do not only affect other students but the teachers and school administrators as well. As reiterated by Rambha (2008), it has long been reported that majority of adolescent students are suffering from adolescence crisis characterized by the display of unwanted behaviours such as bullying, drug abuse, sexual promiscuity, alcoholism, gambling, truancy, etc. By this trend, the rate of students' indiscipline is high which is negatively affecting the school climate by making it not conducive for teaching and learning. It is imperative to know that one of the characteristics of effective schools is a healthy and conducive environment for learning. Therefore, when the rate of disruptive behaviours among students is high, it negatively affects the entire school environment. For example, in a study carried out by Hana et al (2017), findings revealed that school bullying impact students' academic achievement. More so, in another study by Kadek et al. (2017), it revealed that bullying among students is high and it takes various forms such as verbal and physical.

However, none of the above studies explain how bullying is affecting the socio-emotional development of students (victims). Socio-emotional development is defined as the convergence of social and emotional growth (Cohen, 2015). This has to do with children experience, expression and management of emotions, and the ability to establish positive and rewarding relationships with others. Consequently, this consists of both intrapersonal and interpersonal processes. Therefore, adolescent students with less disruptive behaviours are more likely to have stable emotions which will definitely impact their studies. Adolescence is a vulnerable time for most children because many have developed habits they hold onto in their adult lives. It is a period of physical, cognitive, emotional, and social changes that frequently result in different behaviour. Rand (2015) opined that for adolescent students to flourish and succeed in the 21st century, they must be able to solve problems, to develop resilience, handle stress, and interact appropriately with peers and adults. Therefore, our study aimed to find out how bullying attitude commonly display by students is affecting their socio-emotional development.

Background to the Study

According to Lerner and Steinberg (2009), the first use of the word "adolescence" appeared in the 15th century and came from the Latin word "adolescere," which meant "to grow up or to grow into maturity" Adolescence is the interlude between childhood and adulthood; it is shaped by both biological forces and cultural factors (Nsamenang, 2016). World Health Organisation (2011) considered adolescents as individuals in the 10-19-year age group. World Health Organisation (2011) clearly recognizes that "adolescence" is a phase rather than a fixed time period in an individual's life. It is a phase of development on many fronts such as the appearance of secondary sex characteristics (puberty) to sexual and reproductive maturity, the development of mental processes and adult identity, and the transition from total socio-economic and emotional dependence to relative independence.

Hall was credited with discovering adolescence (Henig, 2010). In Hall's study entitled "adolescence", he described this new developmental phase that came about due to social changes at the turn of the 20th century. Hall did not have a very positive view of this phase and he believed that society needs to burn out the vestiges of evil in their nature. Hall identifies three key aspects of adolescence which are mood disruptions, conflict with parents, and risk behaviour. Hall (1904) original conception of adolescence included both genders between the ages of 14 and 24 years. More recent views of adolescence vary depending on the source without much discussion of the reasoning behind the proposed chronology. In 1995 the Society for Adolescent Medicine (SAM) published a position paper on adolescent health research which described adolescence as the ages 10 to 25. More so, Shey and Lukong (2018) describe adolescence as a stage of communal apprenticeship whereby adolescents advance in their skills and understanding through participation with more skilled partner in culturally organized activities. That is development occur through the apprenticeship process, which is the understanding, modeling and reproduction of contextual relevant knowledge system.

Adolescence period and socio-emotional development are important concepts in the development process of an individual. Adolescence period is a crucial stage in the life given that it determines one's personality (Erikson, 1968). According to Ikorok et al. (2005) the term "adolescence" is a sociological construct, like other developmental phases in human growth and development, but unlike others, it breeds a lot of ambiguity. Adolescence is a peculiar period in one's life span. Experts describe it as a period of storm and stress. In all, the concept of adolescence is the notion of transition, a period of change, growth and disequilibrium that serves as a kind of bridge between one relatively stable point in life and another relatively stable point. The changes inherent at this period serve to create a number of crises for the adolescent and the society as a whole; the effect comes as storm and often overwhelming and stressful (Ikorok et al., 2005).

On the other hand, socio-emotional development includes the emergence of emotional self-regulation, empathy, effective communication, positive social interaction, and social independence. Typically, socio-emotional development is divided into three main areas: attachment, initiative, and self-control, also known as self-regulation (Shala, 2013). Shala (2013) further explained that socio-emotional development in children has to do with how children feel about themselves (such as confidence, always scared, eager to learn, proud of their culture, afraid of being wrong), how they behave (such as constantly fighting, easily upset, able to deal with conflict), and how they relate with others especially people who matter to them (for example, parents, teachers, and friends).

A number of theories have explained the influence of adolescence transition period on the socio emotional development of adolescents. For example, Erikson's (1980) "epigenetic" model posits emotional development as a series of crises during which an individuals must complete arduous or conflicting tasks to maintain a developmental trajectory. Developmental challenges are bipolar crises that force the individual to choose a more adaptive (functional) emotional stance. Identity crisis is part of stage 5 in Erikson's stages of the life cycle which ranges from eleven years until the end of adolescence. This stage 5 is characterized by the

main task to develop a sense of identity and role confusion may manifest in such behavioural abnormalities such as running away, criminality, and overt psychosis. More so, problems in gender identity and sexual role may become manifest at this time. From the above brief background information about adolescent stage, the tendency for many secondary school students to display unhealthy behaviours is high.

Statement of Problem

Socio-emotional development is an important domain in the development of adolescents because it helps children develop a positive sense of self, social skills, and emotional wellbeing (Garcia & Weiss, 2016). With the essence of socio-emotional development, children are expected to grow with the ability to understand themselves, to demonstrate positive self-image, take responsibility for their actions, and forge relationship with people around them. However, this is not the case with many students. In our secondary schools recently, the prevalence of bullying among students due to their inability to control self is alarming. This alarming rate of bullying is not only limited to students but sometimes extend to teachers and school administrators. That is, it is very common to witness cases of students in almost daily to weekly basis bullying teachers and classmates partly due to the consumption of bad substances like drugs and poor parenting. Consequently, this has made many school environments unhealthy for teaching and learning. More so, the prohibition of corporal punishment has further exacerbated disruptive behaviours in many students and not leaving out bullying.

Our schools are no longer safe a glaring example is the case which happened on the 7th of June 2019, where ten students of Saker Baptize College Limbe were dismissed after staging a big fight on campus between form five students and uppersixth students. Other cases had occurred in other regions of Cameroon for example the case in Government High School Mbalmayo which happened on the 13th of January 2020 where a student stabbed another student to death. With all these, the well-being of other students is affected as well as that of teachers. It is important to note that students are supposed to demonstrate self-control, understand their feelings, and the feelings of others for a healthy school environment. It is against these backdrops that this study seeks to answer this research question; to what extent does bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Research Objectives

Generally, the study aimed to find out the extent bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Specifically, the study looked at;

1. To investigate the extent physical bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

2. To find out the extent verbal bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.
3. To examine the extent psychological bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Research Questions

The generally research question is to what extent does bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon?

Specifically, the is guided by the following specific questions;

1. How does physical bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon?
2. What is the effect of verbal bullying on the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon?
3. How is psychological bullying affecting the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon?

Hypotheses

The general hypothesis is;

Ho: Bullying does not have any significant repercussion on socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Ha: Bullying has significant repercussion on socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Specifically, the following specific hypotheses were deduced.

Ho1: Physical bullying does not have any significant repercussion on socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Ha1: Physical bullying has significant repercussion on socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Ho2: Verbal bullying does not have any significant repercussion on socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Ha2: Verbal bullying has significant repercussion on socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Ho3: Psychological bullying does not have any significant repercussion on socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

Ha3: Psychological bullying has significant repercussion on socio-emotional development of adolescent secondary school students in the Southwest region Cameroon.

LITERATURE REVIEW

Socio-emotional Development

Socio-emotional development as a complex and ongoing process of development spanning childhood and adulthood which influences one's ability to understand self, manages emotions, form healthy relationships, and navigate the environments. Social and emotional development is a complex domain of human development experienced differently by people in different cultural, social, and political contexts. The field of socio-emotional development addresses many issues. These include how emotion is expressed in social contexts, the social elicitors of emotional responses, the social and cultural construction of emotion understanding, the social consequences of emotional reactions, the sociocultural influences on emotion, emotion regulation, and the effects of emotion on social behaviour (Kuther, 2017). According to Cohen et al. (2005), socio-emotional development represents a specific domain of child development which involves the biological, psychological, and emotional changes that occur in human beings between birth and the conclusion of adolescence. It is a gradual integrative process through which children acquire the capacity to understand, experience, express, and manage emotions and to develop meaningful relationships with others.

Emotion has neurobiological foundations in subcortical structures that have a long biological heritage (Martins & Gaffan, 2000). Basic emotional reactions are universally evident in human behaviour across cultures and the universal recognition of facial expressions of basic emotions further suggests that emotion is an innate feature of human functioning (Steele, Steele, & Johansson, 2002). Adding to this view, emotional arousal is associated with many biologically adaptive motivational tendencies: the impulse to flee potentially threatening events (fear), the capacity for self-defense (anger), quickly gathering information concerning unexpected events (surprise), attentive information intake (interest), expelling noxious events (disgust) (Bar-Haim et al., 2000). Emotional expressions are also potent social signals that convey one's arousal and action tendencies, contribute to social bonding, and alter the behaviour of others (such as when an attacker withdraws after perceiving the victim's anger) (Murray et., 2001). Understanding emotions in this way helps explain why adolescents are so sensitive to the emotional expressions of others, and how emotions function in development.

Adolescents construct a sense of self and identity, an understanding of who they are and who they hope to be. Adolescents' attempts at self-definition and discovery are influenced by their relationships with parents and peers, relationships that become more complex during the adolescent years (Kuther, 2017). That is, adolescents spend a great deal of time reflecting on themselves and engaging in introspective activities, such as writing in journals, composing poetry, and posting messages, photos, and videos about their lives on social media. Adults often view these activities as self-indulgent and egotistical, but they help

adolescents work through an important developmental task: forming a sense of self. During adolescence, adolescents undergo advances in self-concept and identity (Valentine et al., 2004).

Bullying

According to Kadek et al. (2017), bullying behaviour is a social problem that is part of the violent behaviour done aggressively with discrete hurt either physically, verbally, psychologically, through an intermediary and without intermediary, violates the rights, the power difference between the perpetrator and the victim and performed repeatedly. In recent years, the phenomenon of bullying became an issue of concern all over the world which is constantly increasing and mainly occurring in children and adolescents especially at school age (Lai & Chang, 2008). Bullying is defined as the systematic abuse of power (Rigby, 2002) involving the repeated infliction of negative actions intended to cause harm or discomfort, over time. Bullying is mostly directed towards an individual less able to defend him or herself physically or psychologically. Traditionally the concept of bullying has been applied to physical acts of violence.

However, adopting a broader definition is imperative given that different groups of children experience different types of bullying depending on their age and gender (UNESCO, 2015: 3). Multiple forms of bullying can be identified, including direct attacks which can be physical (such as hitting or kicking) or verbal (name-calling, nasty teasing, issuing verbal threats and so on) or indirect actions which involves the use of a third party to damage social relationships, self-esteem and/or social status by spreading rumors, gossip and other measures aimed at social isolation and exclusion (Smith, 2004). More so, attacks on property, such as vandalism or theft of personal items, are a further sub-type of bullying although they feature far less frequently (Ponzo, 2013). Bullying has been seen to have different effects on boys and girls.

Some studies suggest that being bullied results in a greater range of negative psychological consequences for girls given the ways in which girls are socialized to maintain close friendship groups (CarboneLopez et al., 2010). Conversely, other studies suggest that boys are more likely to be repeatedly bullied and experience multiple types of bullying and so the effect on boys' outcomes is greater, particularly with regards to externalizing behaviours (Hanish& Guerra, 2002). Bullying has become one type of violence that threatens a young person's wellbeing both in schools and in the neighborhoods. According to research by Tonja et al. (2008), bullying among school-aged youth is increasingly being recognized as a noticeably huge problem affecting well-being and social functioning. Bullying is a problem for adolescents reported of affecting an estimated 30% of adolescents worldwide each year.

Types of Bullying

Bullying takes many forms such as physical, social, verbal, cyber and psychological bullying. However, in this study, we limited ourselves to three forms which are physical, verbal, and psychological bullying.

Physical Bullying: According to Lee (2004), physical bullying is more than punching or kicking which is a direct form. It can assume indirect forms, such as taking one's possessions or damaging property. Coloroso (2008) states that, although physical bullying is the most visible and, therefore, the most readily identifiable form of bullying, it accounts for less than one third of bullying incidents reported by children. Guerra and Leidy (2008) stress that physical bullying involves behaviours whereby the perpetrator might punch, hit and/or steal money from the victim. Larsen (2005) will rather put it that the problem for a school is that physical bullying presents a challenge for that school to maintain a safe and orderly learning environment.

Verbal Bullying: Verbal bullying is seen as one of the most common types of bullying used by both boys and girls (Coloroso, 2008). Verbal bullying is referred to as name calling, teasing, and verbal threats. Words alone do have power. While the effects of physical bullying may be more obvious at first, verbal bullying is more insidious and continuous verbal bullying over a long period has the power to destroy a child's self- image and self-esteem. More so, verbal bullying is also reported to cause depression, anxiety, and other problems. In extreme cases, it has resulted to suicide. On this note, verbal bullying should not be ignore and parents, counselors, teachers, and school administrators should take drastic actions on students who have the habit of continuously using it (Lee, 2004).

Psychological Bullying: Psychological bullying is when someone or a group of people repeatedly and intentionally uses words or actions which cause an individual psychological harm. The psychological bully is the one who beats a person up emotionally to try to make him or her uncomfortable, disturbed, and destabilised in mind. Intimidating someone, manipulating people and stalking a person are all examples of psychological bullying (Kaar, 2009). People in popular groups or cliques often bully people they categorize as different by excluding them or gossiping about them (Lee, 2004). Students dealing with psychological bullying view their schools as less safe and they are less pleased with the atmosphere of the school. Boys are more likely than girls to carry weapons to school as a result of physical and psychological bullying (Coloroso, 2008). However, this type of bullying could be overlooked by schools, counselors, parents and teachers. School authorities and teachers worry more about physical bullying and rate psychological bullying such as being shunned by their classmates as less serious and upsetting to the victim.

Adolescents

The notion that adolescents experience a period of storm and stress has waxed and waned in popularity (Arnett, 2004). It has been argued that adolescence 'angst' was inevitable but also that 'normal' behavior during adolescence was in itself evidence of deep abnormalities in the individual. Hall (ibid) had long stated that adolescence is a period of semi criminality associated with many crises. This leads to us the issues of adolescence crises which stress the notion that in adolescents, there are manifold impairments in psychosocial functioning but these are not necessarily associated with an emerging psychiatric disorder (Weltreite et al., 2018). In the opinion of Diche (2016), adolescence crises is defined as that behaviour that violates the laid down rules and regulations of a given organization or group.

He went further to emphasize that adolescence crises is a common phenomenon among students in schools which has led them to join secret cults, and other heinous crimes in the school. According to Wolfe et al. (2014), adolescence crises by teenagers include antisocial, delinquent, wrongful, aggressive, self-destructing, and suicidal acts. These acts may lead to various abnormalities in personal development. The causes of adolescence crisis are related to conditions of upbringing, peculiarities of physical development and one's social environment.

More so, Merton (2008) described adolescence crises as those behaviours which do not comply with generally accepted standards in the society, which arises as a result of the gap between cultural objectives and socially approved achievement means. In general, in the psychological sciences, adolescence crisis is usually referred to as a set of actions or individual actions that violate social norms, moral norms, and rules and principles adopted in the society. Most families with adolescents find themselves in a state of stress with points of crisis occurring, particularly during middle years of adolescence that is fifteen years of age what Erikson calls the major identity crisis. We have to know that many adolescents with adolescence crisis are at risk for numerous problems in the academic, social, and daily functioning.

Adolescence is known as a period of greater risk seeking in everyday life, including higher levels of substance abuse, unprotected sex, and risky auto-mobile behaviours (Casey et al., 2008). In recent times, adolescence crises which could be described as behaviours that are different from the norm have become a daunting global problem. Adolescence crisis may not only lead to problems that include peer-pressure, bullying, and violence right within a school setting, but to also more serious consequences such as social maladaptation and crime (Rodger, 2008). In addition, adolescence crisis has a destructive or self-destructive orientation characterized by persistence and repetition. Therefore, with all crises associated with the adolescent period, parents together with the school entire community should cooperate maximally together to limit or prevent the display of unhealthy behaviours commonly display in this developmental period.

Theoretical Review

Theoretically, this study is guided by two theories. One of the theories explain why children at the adolescent stage display much unwanted behaviours while the other theory explains some actions of what can be done to control or prevent adolescent students from frequent display of the unwanted behaviours.

Psychosocial Theory by Erik Erikson (1980)

The psychosocial theory of Erikson focused on the nature of self-understanding, social relationships, and the mental processes that support connections between the person and his/her social world. Psychosocial theories address pattern changes in ego development, including self-understanding, identity formation, social relationships, and worldview across the life span. According to the psychosocial theory, development is a product of the on-going interactions between individuals and their social environments. Societies with their structures,

laws, roles, rituals, and sanctions are organized to guide individual growth toward a particular ideal of mature adulthood. However, every society faces problems when it attempts to balance the needs of the individual with the needs of the group. The theory introduced the concept of normative psychosocial crises, predictable tensions that arise as a result of conflicts between socialization and maturation throughout life.

In addition, the psychosocial theory of Erikson also explores the psychosocial crisis of adolescence such as personal identity versus identity confusion. This concept highlights the need for individuals to find self-definition as well as a sense of meaning and purpose that will guide decisions as they transition into adulthood. The achievement of personal identity requires a reconceptualization of the self-concept including an integration of past identifications, current talents and abilities, and goals for the future. Applications of the theories include the relationship of personal identity and health, the incorporation of the concept of moratorium in college programs, ethnic and multiethnic identity, gender identity, and political identity.

Identity Versus Role confusion

Erikson view development as stages of crisis especially the adolescent stage. The fifth stage of Erik Erikson theory of psychosocial development is identity versus role confusion and it occurs during adolescence. During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs and goals. During adolescence, which is the transition from childhood to adulthood, children are becoming more independent, and begin to look at the future in terms of career, relationships, families, and housing. The individual wants to belong to a society and fit in. In fact, this a major stage of development where the child has to learn the roles he/she will occupy as an adult. It is during this stage that a child will re-examine his/her identity and try to find out exactly who he or she is. Erikson suggests that two identities are involved; the sexual and the occupational.

Erikson claims that the adolescent may feel uncomfortable about their body for a while until they can adapt and grow into the changes. Success in this stage will lead to the virtue of fidelity. Fidelity involves being able to commit one's self to others on the basis of accepting others, even when there may be ideological difference. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within society can lead to role confusion. Role confusion involves the individual not being sure about themselves or their place in society. More so, pressurizing someone into an identity can result in rebellion in the form of establishing a negative identity which could equally result to unhappiness. For example, a secondary school student (adolescent) who is being forced by his parents to read pure science to become a doctor may ends up being a truant since he or she did not admire or wish to be a doctor but rather a musician. In fact, this theory is relevant to the study because it actually explains how must students put up of unhealthy behaviours at the adolescent stage in their quest to explore the environment and larger society. We have to be cognizant that some

students at adolescent stage turn to display disruptive behaviours simply because of their zeal to prove to others that they have grown or have power to intimidate and brutalise others.

Behaviour Modification Theory by B.F Skinner (1948)

B. F. Skinner's entire system is based on operant conditioning. The organism is in the process of operating on the environment which in ordinary terms means it is bouncing around its world and doing what it does. During this operating, the organism encounters a special kind of stimulus called a reinforcing stimulus or simply a reinforcer. This special stimulus has the effect of increasing the operant that is, the behaviour occurring just before the reinforcer. Skinner called this shaping or behaviour modification. Skinner had to deal with how an individual gets to more complex sorts of behaviours. He responded with the idea of shaping or the method of successive approximations. Basically, it involves first reinforcing a behaviour only vaguely similar to the one desired. Behavior modification is a therapy technique which aims to extinguish an undesirable behaviour (by removing the reinforcer) and replace it with a desirable behaviour by reinforcement. This theory has been used in handling many psychological problems, addictions, neuroses, shyness, autism, and even schizophrenia and works particularly well with children. According to the operant conditioning paradigm by Skinner (1948), reinforcement, extinction, and punishment are three likely consequences of a response. Most behaviour modification techniques involve the systematic application of one or more of these consequences.

A reinforcement or reward is that entity which follows a response and increases the future probability of the occurrence of that response. Primary reinforcers such as food, water, sex, and relief from painful biological needs. Secondary reinforcers on the other hand are praise, attention, gold stars, and money. When a goal behaviour is too complex to be taught in total, then successive approximations to it may be reinforced. Skinner emphasized that this process is known as shaping and is used to treat a wide variety of complex behaviours. There are two types of reinforcement. The first is positive reinforcement which is a reward or a pleasurable thing that is attached to a behaviour. For instance, positive reinforcement could be money, attention, candy, recognition, a grade in a course or subject, or other types of earned rewards. The second type of reinforcement is negative reinforcement (this term is often confused with punishment). Negative reinforcement is when the removal of an annoying or painful condition is attached to a behaviour. Example of negative reinforcement could be removal of an unpleasant situation, such as a student being allowed to go outside once homework was completed or being allowed to join the group once a student stopped making rude remarks.

Extinction occurs when reinforcement is withheld from a response. The ultimate result of such a process is the weakening of the probability of the occurrence of that response. Extinction and reinforcement are, therefore, opposite phenomena. Reinforcement leads to response probability increment; extinction, which involves the withholding of reinforcement, leads to response probability decrement. Extinction is not to be confused with punishment which involves the application of negative consequences for a response. Ignoring inappropriate behavior is an example of extinction, whereas hitting, scolding, and removing

privileges are typical punishments. While reinforcement and extinction are used by almost all behavior modifiers, punishment is not. The use of punishment sometimes involves unwanted negative consequences such as fear of the punisher and the effects are less thoroughly understood than are those of reinforcement and extinction.

Punishment is a consequence that decreases or suppresses behaviour. There are two types of punishment. Type I punishment is when an aversive stimulus (something annoying or unpleasant) follows a behaviour. Type II punishment or removal punishment is when a rewarding stimulus is taken away following a behaviour. This would be when a behavior results in the removal of a pleasant or reinforcing stimulus. For example, a child being asked to go inside as a result of a negative or unwanted behaviour such as fighting.

Skinner theory of behaviour modification is relevant to the study it outlined some treatment techniques that can be used to eradicate or reduce the unwanted behaviours that many adolescent students commonly display because of their developmental stage. Behaviour modification is the proposed treatment modality for adolescence crises and reinforcement techniques can be used in preference to punishment. Since the effects of punishment are not as predictable, and since its use introduces a host of ethical concerns, it should be used only in situations where no reasonable alternatives exist. Even then, a final decision may depend on a variety of related parameters, such as the degree of aversiveness of both the punishment and the behavior to be modified, and the total time and involvement demanded by the technique.

Behaviour modification is a set of therapies or techniques based on operant conditioning which can be used to strengthen adolescence good behaviour and to avoid or to punish adolescent's negative behaviour. For instance, behaviour modification therapy will help secondary school students with alcohol addiction avoid such behaviour if this behaviour is punished. For example, if an 18 years old boy in his drunken state slaps a police officer on duty, immediately he is thrown behind bars. This behaviour has received punishment thus there is high probability that this boy will avoid alcohol or reduce his intake of alcohol so as not to get drunk. This same thing could be applied to bullying. In fact, it is believed that when bullies are severely punished for the bad behaviours or attitude towards others, the tendency for them to continue bullying others will stop or reduce to a significant level. Our secondary schools have to be environments conducive to learning for all children. We have to know that high prevalence of bullying does not only affect victims, but also makes other students terrified of the school environment and teachers.

METHODOLOGY

Research Design: The convergent research method involving the utilization of quantitative and qualitative data was adopted for the study.

Population of Study: This constitute of 91,104 adolescent secondary school students and 7,142 teachers of secondary schools in the six divisions that made up the South West Region of Cameroon.

Target Population: Adolescent secondary school students and teachers of Fako, Meme, and Kupe-Maunenguba divisions were the target population of the study. In Fako, we focus on Buea, Tiko and Limbe municipalities. In the Meme division, those of Kumba I, II, and III were the targeted and in Kupe-Maunenguba, Bangem and Tombelmunicipalities were the targeted. On this note, the target population was made up of 77,168 students and 4,145 teachers.

Accessible Population: This comprises 31 secondary schools with 30,409 students and 1,561 teachers.

Sample and Sampling Techniques: A sample of 569 adolescent students and 97 teachers, giving a total sample of 596 respondents constituted the study. Purposive, stratified sampling, and simple random sampling techniques were those used for the study.

Instrumentation: Questionnaire and interview guide were the instruments used. Questionnaire was for adolescent students and interview guide for teachers. The questionnaire had 24 close ended test items measured using the four point-Likert scale.

Validity and Reliability: The content, construct and face validity of the instruments were ascertained as test items were designed with reference to the literature review. The reliability of the questionnaire was computed using the Cronbach Alpha test which stood at 0.742 for bullying and 0.826 for socio-emotional development.

Data Collection: Data for study were collected using the face-to-face method.

Data Analysis Techniques: The quantitative data collected were first process using the EPI-Data for data entering. Thereafter, they were exported to SPSS 25 for analysis using descriptive and inferential statistics. Frequency and percentages were the descriptive statistical tools used while the hypotheses were tested using the Spearman's rho test because the data were not approximately normally distributed. On the other hand, the qualitative data from teachers were analysed thematically. All findings were presented at 95% confidence interval.

FINDINGS

Demographic Information

Table 1:
Demographic Information of Adolescent Students

Demographic data		Frequency	Percentage
Sex	Female	402	70.7
	Male	167	29.3
Age group	11-13	61	10.7
	14-16	281	49.4
	17-19	162	28.5
	20 and above	65	11.4

Class	Form one	12	2.1
	Form two	9	1.6
	Form three	73	12.8
	Form four	211	37.1
	Form five	82	14.4
	Lower sixth	106	18.6
	Upper sixth	76	13.4
Family socio-economic status	Low	118	20.7
	Moderate	376	66.1
	High	75	13.2
Parent marital status	Single	103	18.1
	Married	410	72.1
	Divorced	33	5.8
	Widowed	23	4.0

Among the 569 students sampled, majority 70.7% (402) were female and 29.3% (167) male. With reference to age group, close 49.4% (281) of students fall within the age group of 14-16 years, 28.5% (162) of students fall within the age group of 17-19 years, 11.4% (65) are above 19 years and 10.7% (61) of students fall within the age group of 11-13 years. By class, 37.1% (211) of the students were in form four, 18.6% (106) in lower sixth, 13.4% (76) in upper sixth, 12.8% (73) in form three, 2.1% (12) in form one, and 1.6% (9) were in form two. Based on family socio-economic status, many of the students 66.1% (376) were from moderate family background, 20.7% (118) were low family background and 13.2% (75) from high family background. Finally, based on parents' marital status, majority of the students' parents 72.1% (410) were married, 18.1% (103) were single, 5.8% (33) were divorced and 4.0% (23) widowed.

Table 2:
Demographic Information for Teachers

Demographic information		Frequency	Percentage
Gender	Male	47	48.4
	Female	50	51.6
Longevity in service	< 3 years	25	25.8
	3-5 years	34	35.1
	6-7 years	21	21.6
	Above 7 years	17	17.5
Age range	< 30	24	24.7
	30-40	38	39.2
	41-50	24	24.7
	Above 50	11	11.3

Describing the 97 teachers by demographic information, 51.6% (50) were female and 48.4% (47) were male. Based on longevity in service, 35.1% (34) have worked for 3-5 years, 25.8% (25) have worked for less than 3 years, 21.6% (21) have worked for 6-7 years and 17.5% (17)

for above 7 years. Finally, based on age range, 39.2% (38) fall within the age range of 30-40 years, 24.7% (24) fall within 41-50 years and less than 30 years and 11.3% (11) are above 50 years.

Table3:

Adolescents' Characterisation of their Socio-emotional Development

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
I have difficulty interacting with peers.	54 (9.5%)	136 (23.9%)	193 (33.9%)	186 (32.7%)	190 (33.4%)	379 (66.6%)
I have anger problems.	95 (16.7%)	151 (26.5%)	132 (23.2%)	191 (33.6%)	246 (43.2%)	323 (56.8%)
Most often, I have no respect for peers.	48 (8.4%)	119 (20.9%)	195 (34.3%)	207 (36.4%)	167 (29.3%)	402 (70.7%)
Most often, I fail to control my emotions.	74 (13.0%)	202 (35.5%)	115 (20.2%)	178 (31.3%)	276 (48.5%)	293 (51.5%)
I am unable to effectively manage my relationship with others.	70 (12.3%)	159 (27.9%)	173 (30.4%)	167 (29.3%)	229 (40.2%)	340 (59.8%)
Most often, I feel sad.	109 (19.2%)	227 (39.9%)	99 (17.4%)	134 (23.6%)	336 (59.1%)	233 (40.9%)
Most often, I isolate myself from others.	109 (19.2%)	190 (33.4%)	114 (20.0%)	156 (27.4%)	299 (52.5%)	270 (47.5%)
I sometimes have low self-esteem.	90 (15.8%)	177 (31.1%)	123 (21.6%)	179 (31.5%)	267 (46.9%)	302 (53.1%)
I sometimes lack confidence in myself when I am about to do something.	143 (25.1%)	193 (33.9%)	93 (16.3%)	140 (24.6%)	336 (59.1%)	233 (40.9%)
I often find myself doing bad things.	70 (12.3%)	172 (30.2%)	135 (23.7%)	192 (33.7%)	242 (42.5%)	327 (57.5%)
I have identity problems.	62 (11.0%)	90 (15.9%)	176 (31.2%)	237 (41.9%)	152 (26.9%)	413 (73.1%)
Sometimes, I lack compassion for others.	53 (9.2%)	107 (18.9%)	141 (24.9%)	267 (47.1%)	159 (28.0%)	408 (72.0%)
Multiple Responses Set (MRS)	976 (14.3%)	1932 (28.3%)	1689 (24.8%)	2234 (32.7%)	2899 (42.5%)	3923 (57.5%)

Based on adolescent students' opinion on their socio-emotional development, 59.1% (336) of them accepted to sometimes lack self-confidence and often feel said while 40.9% (233) disagreed. Similarly, 52.5% (299) accepted to often isolate self from others while 47.5% (270) disagreed. 48.5% (276) of students also accepted to often fail to control their emotions while 51.5% (293) disagreed. Furthermore, 46.9% (267) of students agreed to

sometimes have low self-esteem while 53.1% (302) disagreed. Also, 43.2% (246) of students equally accepted to have anger problems while 56.8% (323) disagreed. Similarly, 42.5% (242) of students agreed to often see themselves doing the bad things while 57.5% (327) disagreed. To elucidate, 40.2% (229) of students indicated that they are unable to effectively manage relationship with others while 59.8% (340) disagreed. Also, 33.4% (190) of students agreed to have difficulty interacting with peers while 66.6% (379) do not. Findings also revealed that 28.0% (159) of students agreed to sometimes lack compassion for others and 29.3% (167) also accepted that they often do not have respect for peers. In aggregate, a significant proportion of students 42.5% appeared to have low socio-emotional development while 57.5% do not.

Table4:

Comparing Students' Socio-emotional Development by Demographic Data

Demographic data			Socio-emotional development		Total based on	Statistical test
			High	Low	MRS	
Sex	Female	n	2088	2730	4818	$\chi^2=1.89$ $p\text{-value}=0.765$
		%	43.3%	56.7%		
	Male	n	811	1193	2004	
		%	40.5%	59.5%		
Age group	11-13	n	273	459	732	$\chi^2=5.67$ $p\text{-value}=0.045$
		%	37.3%	62.7%		
	14-16	n	1303	2067	3370	
		%	38.7%	61.3%		
	17-19	n	926	1018	1944	
		%	47.6%	52.4%		
	20 and above	n	397	379	776	
		%	51.2%	48.8%		
Class	Form one	n	42	102	144	$\chi^2= 6.90$ $p\text{-value}=0.039$
		%	29.2%	70.8%		
	Form two	n	31	77	108	
		%	28.7%	71.3%		
	Form three	n	891	1640	2531	
		%	35.2%	64.8%		
	Form four	n	401	475	876	
		%	45.8%	54.2%		
	Form five	n	429	554	983	
		%	43.6%	56.4%		
	Lower sixth	n	665	607	1272	
		%	52.3%	47.7%		
	Upper sixth	n	440	468	908	
		%	48.5%	51.5%		

Family socio-economic status	Low	n	606	805	1411	$\chi^2=1.40$	=
		%	42.9%	57.1%		<i>p</i> -value	
	Moderate	n	1929	2582	4511	0.897	
		%	42.8%	57.2%			
	High	n	364	536	900		
		%	40.4%	59.6%			
Parent marital status	Single	n	499	737	1236	$\chi^2=1.05$	<i>p</i> -value=0.898
		%	40.4%	59.6%			
	Married	n	2121	2793	4914		
		%	43.2%	56.8%			
	Divorced	n	167	229	396		
		%	42.2%	57.8%			
	Widowed	n	112	164	276		
		%	40.6%	59.4%			

Furthermore, comparing students' socio-emotional development by demographic data, findings showed that it was significantly depended on age and class (*p*-value < 0.05) and independent on family socio-economic status and parental marital status (*p*-values > 0.05). By age, socio-emotional development of the students was found to slightly increase with increase in age with students 20 and above appeared to be higher in their socio-emotional development 51.2%, followed by those age 17-19 years 47.6%, 14-16 years 38.7%, and lastly 11-13 years 37.3%. By class, students in upper 48.5% and lower sixth 52.3%, form five 43.6%, and form four 45.8% are two times higher in their socio-emotional development than students in form one 29.2% and form two 28.7%.

Question One: How does physical bullying affect the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon?

Table 5:
Adolescents' Opinion on Physical Bullying

Statements			Stretched				Collapsed	
			SA	A	D	SD	SA/A	D/SD
I sometimes intentionally hit other students.			34 (6.0%)	118 (20.7%)	213 (37.4%)	204 (35.9%)	152 (26.7%)	417 (73.3%)
I have once caused harm to other students.			27 (4.7%)	131 (23.0%)	217 (38.1%)	194 (34.1%)	158 (27.8%)	411 (72.2%)
On daily basis, students fight in the school.			332 (58.4%)	190 (33.4%)	23 (4.0%)	24 (4.2%)	522 (91.7%)	47 (8.3%)
Is very common in the school to see students harassing other students.			288 (50.6%)	180 (31.6%)	59 (10.4%)	42 (7.4%)	468 (82.2%)	101 (17.8%)
Multiple (MRS)	Responses	Set	681 (29.9%)	619 (27.2%)	512[`] (22.5%)	464 (20.4%)	1300 (57.1%)	976 (42.9)

Regarding physical bullying, findings showed majority of students 91.7% (522) reported that students fight in their school on daily basis. Similarly, 82.2% (468) of the students accepted that is very common in the school to see students harassing other students while 17.8% (101) denied. Finally, 27.8% (158) and 26,6% (152) accepted that they have caused harm to other students and intentionally hit other students. Generally, the prevalence of physical bullying stood at 57.1%.

Question Two: What is the effect of verbal bullying on the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon?

Table 6:
Adolescents' Opinion on Verbal Bullying

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
I sometimes use harsh words to describe others.	63 (11.1%)	235 (41.3%)	164 (28.8%)	107 (18.8%)	298 (52.4%)	271 (47.6%)
Students insulting one another is very common in the school.	219 (38.5%)	182 (32.0%)	128 (22.5%)	40 (7.0%)	401 (70.5%)	168 (29.5%)
Students in the school often spread rumors about class/school mates.	236 (41.6%)	210 (36.9%)	104 (18.3%)	18 (3.2%)	447 (78.6%)	122 (21.4%)
Students threatening other students is common in the school.	294 (51.7%)	172 (30.2%)	77 (13.5%)	26 (4.6%)	466 (81.9%)	103 (18.1%)
Multiple Responses Set (MRS)	812 (35.7%)	799 (35.1%)	473 (20.8%)	191 (8.4%)	1611 (70.8%)	664 (29.2%)

Regarding verbal bullying, findings showed that 81.9% (446) of students agreed that students threatening of other students are common in their school while 18.1% (103) disagreed. Similarly, 78.6% (447) also accepted that students in the school often spread rumors about class/school mates while 21.4% (122) denied. More so, 70.5% (401) of accepted that insults among students is common in their school while 29.5% (168) denied. Finally, 52.4% (298) of respondents accepted to sometimes use harsh words to describe their mates while 47.6% (271) disagreed. In overall, the prevalence of verbal bullying stood at 70.8%.

Question Three: How is psychological bullying affecting the socio-emotional development of adolescent secondary school students in the Southwest region Cameroon?

Table 7:
Adolescents' Opinion on Psychological Bullying

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
Is common to see in the school	232 (40.8%)	188 (33.0%)	115 (20.2%)	34 (6.0%)	420 (73.8%)	149 (26.2%)

students intimidating others						
There are students in the class that often make others to feel uncomfortable	294 (51.7%)	176 (30.9%)	61 (10.7%)	38 (6.7%)	470 (82.6%)	99 (17.4%)
I have once been bullied by other students which disturbed me emotionally.	203 (35.7%)	149 (26.2%)	114 (20.0%)	103 (18.1%)	352 (61.9%)	217 (38.1%)
There are students in my class that appear depressed when bullied.	328 (57.6%)	156 (27.4%)	57 (10.0%)	28 (4.9%)	484 (85.1%)	85 (14.9%)
Multiple Responses Set (MRS)	1057 (46.4%)	669 (29.4%)	347 (15.2%)	203 (8.9%)	1726 (75.8%)	550 (24.2%)

With reference to psychological bullying, 85.1% (484) of students agreed that there are students in their class that appear depressed when bullied. Similarly, 82.6% (470) also accepted that there are students in the class that often make others to feel uncomfortable. To elucidate, 73.8% (420) of students indicated that is common to see in the school students intimidating others. Finally, 61.9% (352) of respondents affirmed that they have once been bullied by other students which disturbed me emotionally. Generally, the prevalence of psychological bullying stood at 75.8%.

Table 8:

Teachers' Opinion on how Bullying Affect Students in the School

Themes	Quotations
Fear /scared	<p>"Some are even afraid to come to school".</p> <p>"It makes them feel intimidated and frightened".</p> <p>"They fear the person bullying them and always try to avoid the person".</p> <p>"Bullying can make the victims stay away from classes because of fear thus affecting their performance negatively".</p> <p>"Bullying makes students to fear for the unknown makes them tense and the school environment uncomfortable for most students".</p> <p>"Negatively, it makes the bullied students feel threatened and always have the behaviour to be scared".</p> <p>"This makes the younger students scared and some cannot even express themselves due to the fear of been bullied"</p> <p>"The weak and shy ones turn to be scared of voicing out their complaints or opinion to the school authorities".</p>
Affect performance	<p>"It reduces the academic performance of students because of lack of concentration".</p> <p>"Bullying affect the overall performance of students negatively especially to those being bullied".</p> <p>"Poor performance".</p> <p>"Poor performance on the weaker student".</p> <p>"It causes some students to perform poorly".</p>

Low self-esteem	<p>“They develop low self-esteem”</p> <p>Bullying affects the students psychologically as others feel inferior because they are afraid of the bullies because the bullied thinks, they control the school”</p> <p>“Low self-esteem”.</p> <p>“Lowers self-esteem”.</p> <p>“It causes lack of self-esteem”.</p>
Withdrawn from school	<p>“The students withdraw from school”.</p> <p>“It makes them to stay away from school”.</p> <p>“It makes students who are weak to stay away from school”</p> <p>“Many of them are afraid to come to school”.</p> <p>“It makes junior students scared of coming to school”.</p>
Lack of concentration	<p>“They cannot concentrate in class”.</p> <p>“From my experience, is very negative because such students turn to lose concentration in class for some time before regaining themselves”.</p> <p>“Seriously, it affects their studies”.</p>
Traumatized	<p>“It traumatised some especially the new students”.</p>
Shy	<p>“They shy away from classes”.</p>
Isolation	<p>“Isolation from others”.</p>
Emotional instability	<p>“It causes some students to be emotionally withdrawn”.</p>
Tense environment	<p>“It makes the school environment very tense”.</p>
Stress	<p>“It makes some students to feel stressed”.</p>

Based on teachers’ opinion on bullying, many of them indicated that there are several cases of bullying taking place in their school and based on how bullying affect students (those been bullied), many of the teachers said it makes the bullied students scared / live in fear as depicted in some of their statements “*They fear the person bullying them and always try to avoid the person*”, “*Bullying can make the victims stay away from classes because of fear thus affecting their performance negatively*”, “*Bullying makes students to fear for the unknown makes them tense and the school environment uncomfortable for most students*”, “*Negatively, it makes the bullied students feel threatened and always have the behaviour to be scared*”. Furthermore, a good number of teachers indicated that bullying affects the academic performance of victims of bullying as depicted in the statements “*It reduces the academic performance of students because of lack of concentration*”, “*Bullying affect the overall performance of students negatively especially to those being bullied*”.

To elucidate, many of the teachers also adds that bullying negatively affect the self-esteem of the victims as narrated in their statements “*They develop low self-esteem*” “*Bullying affects the students psychologically as others feel inferior because they are afraid of the bullies why the bullied thinks they control the school*”, “*Low self-esteem*”. Another effect of bullying highlighted by some teachers is that it causes victims to withdrawn from

school as depicted in the statements “*It makes them to stay away from school*”, “*It makes students who are weak to stay away from school*”, “*Many of them are afraid to come to school*”. Also, some teachers said bullying causes it victims to lost concentration in classroom as depicted in the statements “*From my experience, is very negative because such students turn to lose concentration in class for some time before regaining themselves*”, “*Seriously, it affects their studies*”. Finally, some of the teachers opined that bullying makes the victims to be traumatised, shy away from classes, makes them isolate themselves from others, causes emotional instability in the victims, makes the school environment tense and makes the victims to feel stress.

Hypothesis Results

Table 9:

Implications of Bullying on the Socio-emotional Development of Secondary School Students

Hypotheses	Statistical parameters	Bullying	Socio-emotional development
H1: Physical bullying	R-value	1	-.313**
	p-value	.	.000
	n	569	569
H2: Verbal bullying	R-value	1	-.286**
	p-value	.	.000
	n	569	569
H3: Psychological bullying	R-value	1	-.383**
	p-value	.	.000
	n	569	569
Overall	R-value	1	-.327**
	p-value	.	.000
	n	569	569

** . Correlation is significant at the 0.01 level (2-tailed).

Statistically, findings showed that physical bullying (R- value = -0.313**, p -value $0.000 < 0.05$), verbal bullying (R- value = -0.286**, p -value $0.000 < 0.05$), and psychological bullying (R- value = -0.383**, p -value $0.000 < 0.05$) were all found to have a significant and negative implications on adolescent students’ socio-emotional development. In addition, psychological bullying was found to have more negative effect on the socio-emotional development of the students, followed by physical bullying and lastly verbal bullying. Therefore, the alternative hypotheses that states physical bullying, verbal bullying, and psychologically bullying have significant repercussion on the socio-emotional development of the adolescent students were all accepted. The hypotheses results were further verified using the cross-tabulation technique.

Table 10:

Cross tabulation between been Bullied and Socio-emotional Development

			Socio-emotional development		Total
			High	Low	
Have been bullied	Strongly	n	79	273	352
	Agree/Agree	%	22.4%	77.6%	
	Disagree /	n	181	36	217
	Strongly Disagree	%	83.4%	16.6%	
Total		n	260	309	569

Chi-Square test (χ^2) = 85.420, p -value= 0.000

In support to the hypothesis result, statistically, results from cross tabulation revealed that more of adolescent students who are low in their socio-emotional development 77.6% are those who are been bullied which is significantly higher when compared to the 16.6% of students who are not bullied in school but low in their socio-emotional development (p -value $0.000 < 0.05$).

DISCUSSION OF FINDINGS AND CONCLUSION

The findings revealed that physical bullying, verbal bullying, and psychological bullying were all found to have a significant negative repercussion on adolescent students' socio-emotional development. In fact, psychological bullying was found to have more negative repercussion than verbal and physical bullying and the prevalence of psychological and verbal bullying was high when compared to physical bullying in the schools. Furthermore, in the opinion of the teachers, bullying was reported to affect students in many ways. They reported that it makes victims scared, affect academic performance, causes low self-esteem, makes them withdrawn from school, affect concentration level, makes them feel traumatized, shy, isolated, suffer from emotional instability, makes them feel stress, and the school environment tense. Thus, from the perspective of the teachers, bullying was reported to affect the emotional well-being of students as well as their academic performance, and social interaction. In fact, our findings further revealed that most students with lower socio-emotional wellbeing are those who have been bullied. More so, the students' socio-emotional development was depended on class and age group whereby students of lower classes and who were relatively younger were found to have lower socio-emotional development than their counterpart. This could be attributed to the fact that students of lower classes and relatively young were bullied more than others.

This is in agreement with Hana et al. (2017) who carried a study on the impact of school bullying on students' academic achievement from teachers' Perspective in Jordan and findings showed that school bullying affect student's academic achievement and negatively affect the self-esteem of the victims. As reported by Hall (ibid) bullying has negative effect on adolescents and Erikson theory of psychosocial development (1980)

reported that adolescent social interaction and mental processes are affected when their environment is unhealthy. On this note, going by the Bandura social learning theory, school administrators and teachers need to implement certain measures like punishment and reinforcement techniques to help mold the unwanted behaviours of bullied students. As stated by CarboneLopez et al. (2010), some studies suggested that being bullied results in a greater range of negative psychological consequences with girls more affected by boys. Bullying has become one type of violence that threatens a young person's wellbeing both in schools and in the neighborhoods. According to research by Tonja et al. (2008), bullying among school-aged youth is increasingly being recognized as a noticeably huge problem affecting well-being and social functioning. In conclusion, our studies revealed that bullying has multiple negative consequences on adolescents who are bullied.

Recommendations

It was recommended that adolescents should stay away from bullied peers and friends who are aggressive towards others in school. This may help adolescents keep their psychological well-being in school. More so, parents can help curb deviant behaviors of their children by being involved in their education. They can also control the type of aggressive movies adolescents watch at home, so that they may not reproduce it later on their peers. Finally, school should take disciplinary actions on any student who manifest the act of bullying and students should be encouraged by school authorities to report any act of bullying.

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