

Effectiveness of Self-instructional and Bully-proof Strategy on the Management of School Violence Among Transitional Students in Junior Secondary Schools in Ibadan, Nigeria

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Abstract

This study investigated the effectiveness of self-instructional and bully-proof strategies on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria. The study adopted a pre-test, post-test, control group experimental design using a 3x2x2 factorial matrix. 108 Junior Secondary One students were selected through purposive sampling technique from three local government areas in Ibadan. The scales used in the study were the School Violence Scale ($r = 0.68$) and Locus of Control Scale ($r = 0.71$) while Seven hypotheses were tested at 0.05 level of significance. Analysis of Covariance and Scheffe Post-hoc were used for data analysis.

Hypothesis one revealed a significant main effect of treatments ($F_{2, 95} = 18.29$; $p < 0.05$) while bully-proof strategy ($F = 25.57$) was more effective than self-instructional ($F = 27.86$). In addition, hypothesis 5 which examines the interaction effect of treatments and locus of control on the management of school violence was significant ($F_{2, 95} = 3.98$; $p < 0.05$). Further results revealed that hypotheses 2, 3, 4, 6 and 7 were not significant.

In view of the findings, suggestions and recommendations were raised for effective utilization of counselling strategies on the management of school violence.

Key words: Bully-proof; School violence; Self-instruction; Transitional students

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INTRODUCTION

School violence has become a social problem especially among secondary school students in the contemporary world. The term violence is defined by threats, verbal and physical attacks, vandalism, ostracisation, extortion and other delinquent behaviour perpetrated by student(s) against others in the school community. Exposure of students to violence according to Finekelhor, Ormrod, Turner, Hamby and Kracke (2009) occurs from association with friends, class mates, or an adult. That is, students and adolescents experience violence daily in the homes, schools and communities. Unfortunately, these experiences are likely to facilitate major behavioural and socio-psychological problems evidence in the students interpersonal relationships with others in the school and in most cases carried on to adulthood. Regularly, researches have pointed to the prevalence and existence of violence among students. For instance, the National School Safety Centre (2006) cited that in the United State of America alone, 28% school violence was recorded per 1,000 students in 2003. According to American Academy of Child and Adolescent Psychiatry (2004), nearly half of every child have either witnessed or experienced a bullying incident once and upwards of 30% of these children encountering such tormenting behaviour on a regular, consistent basis. In addition, an earlier research conducted by Haynie, Nansel, Eitel, Crump, Saylor, Yu & Simons-Morton (2001) affirms the existence and prevalence of school violence among students.

Considering the confirmed prevalence of school violence as reported in researches, it will not be far-fetched to assume that students who are younger or seen as physically small would be more susceptible to victimisation in the school. Thus, school violence victims are likely to be higher among transitional students in the secondary school (Craig, 2004). The term transitional students as used in this study refer to young newly admitted students from the Primary Schools into the Junior

Secondary Schools. These are mostly early adolescents faced with the challenges of school change owing to the completion of the elementary or primary school. These young ones are seen as the “JJs (Johnny Just Come)” a regular parlance used among adolescents to differentiate a new student who is still trying to adjust to the new school environment. Unfortunately, the new ones receive little or no moral supports from teachers and sometimes their parents in dealing with adjustment problem of the new school curriculum, ethos and rules. They equally find it difficult to develop adequate social skills which are very germane in enhancing their interpersonal relationships with the new set of people they would be expected to relate with in the school. These difficulties so experienced by the transitional students become high level risk factors for their physical, socio-psychological and emotional wellbeing. Thus, transitional students may have psychological and emotional imbalance such as low self-esteem, aggression and inability to maintain a meaningful interpersonal relationship which are carried on to adulthood.

The need to understand the school violence risks students are exposed to especially at the transitional phase became highly important because most people see threats and physical abuse among early adolescents as innocent bullying with no intent to harm or a customary rite of passage that students must unfortunately endure and hopefully overcome (Carney & Merrell, 2001; Lipman, 2003; Whitted & Dupper, 2005). Such unfounded believe about aggressive or hurtful behaviour that could leave lasting effects on victims does not bode well for the perpetrator and the targets. It is of import to note that this could be the harbinger of the development of delinquency and criminality for the perpetrator and lead to fear and obsessive hate for people in the psychological repertoire of the victims. One of the effect of school violence as discovered in research is that 160,000 students avoid school each day in order to escape being victimised (World Health Organisation, 2003). To these truants, such behaviour which unfortunately would affect their academic performance is perceived as the best way to prevent their exposure school violence.

Moreover, the accepting culture of revenge and domination prominent in Nigeria may have reinforced the average Nigerian students' exposure to school violence. Aremu and Oladosu (2006) cited that for most Nigerians, it is socially and culturally ridiculous for an individual to be verbally insulted and physically assaulted in the open and go home without putting up a spirited defence. To make sure the individual do not come home without a fight, older siblings may be sent to defend the younger one or the affected adolescent is harassed and beaten for failure to represent the strength of the family. The end result is that violence is seen as a normal occurrence which could happen anywhere and which most students

are either aggressively equipped to deal with or run away from owing to fear and anxiety. Other risk factors such as bio-psychological (American Psychiatric Association, 2000), intelligence and criminality (Berry-Fletcher & Fletcher, 2003), early aggressive behaviours (Berry-Fletcher & Fletcher, 2003; Meadow, 2007), harsh child rearing practices, parental neglect, or abandonment (Osinowo, 1999; Larivee, 2005), exposure to violence and victimization (Meadow, 2007) and toxic culture of a society (Honig, 2002) are also associated with general violence or school violence among transitional students.

Other variables equally pose as risk factors but the present study would examine locus of control and gender. Locus of control (Weiner, 1979; Rotter, 1966; Asonibare & Olayomi, 1997; Guerra, Huesmann & Zelli, 2006; Bowman, 2006; Carlson et al., 2007; Spector, 2008; Osterman, Bjorkqvist, Lagerspetz, Charpenter, Caprara & Pastorelli, 2010) is the belief owned by an individual that the consequences of personal actions are controlled by the internal person variables or by external environmental variables. Gender on the other hand (Shibley-Hyde & Plant, 1995; Eagly & Wood, 1999; Cardwell, et al., 2001; U.S. Department of Health and Human Services, 2001; Kilpatrick, Saunders & Smith, 2003; Wood & Eagly, 2005; Berk, 2005; Baum, 2005; Finekelhor, 2008; Rand, 2008; Kracke & Hahn, 2008), is a differentiation based on the existing and noticeable physical, psychological and social characteristics that make up the individual.

The fact that the aforementioned risk factors that influence school violence exist is an indication that school violence need to be effectively managed. A major stumbling block to the management of school violence in Nigeria is the inability to document the prevalence of school violence by teachers and school administrators owing to limited reported cases by victims. Majority of students victimised are not fully confident of the school personnel ability to effectively guarantee their safety against reprisal from the school violence perpetrators. Thus, the lack of information has rendered some schools ill-equipped and unprepared to tackle or manage school violence as a unit or proffer useful training to students as a means of combating the problem when exposed to it. Moreover, the fact that school personnel are fearful of being at the receiving end if they intervene is has made management of school violence ineffective (Meadow, 2007). For example, three out of every one thousand teachers are victims of threats, intimidation and serious violent crimes at school in America (Marr, 2008). A situation which is equally observable in the Nigeria society where teachers are threatened and sometimes attacked, their properties vandalised and children victimised. Fear of attacks could make school personnel turn a blind eye to school violence, thus, unaddressed school violence predispose perpetrator to further violence and criminality and this a major reason while school

violence management is paramount.

Management is the technique or approach utilised to combat and reduce behaviours which are viewed as antisocial and inappropriate as exhibited by students in the school. The term school violence management is the understanding, designing and use of effective techniques to curb or control violence perpetration among students in the school community. In addition, management is controlling something successfully, such as school violence among transitional students in junior secondary schools. The prevalence of school violence in Nigerian will promote insecurity, truancy and gradual decline in the quality of education and knowledge acquired by students. More importantly, exposure to school violence will affect students' alertness and motivation to desire educational attainments. This is because there would be a decline in the number of students applying into schools with notorious violence perpetrators as school safety is an essential criterion people consider in making school choice. A situation that has promoted more patronage for private school owners which are perceived as more secured and disciplined with just a few number of students that makes management efficient as against government owned schools. This is another reason why effective school violence techniques should be in place, as it is not all parents that can afford to send their adolescents to these private schools and schools in general is the society's primary formal institution for socializing students and making them fit into roles as responsible citizens (Theberge & Orv, 2004).

Many researches on school violence have been conducted outside Africa, and Nigeria till date can only lay claim to a few researches in this field (Gboyega, 2000; Aremu & Oladosu 2006; Egbochukwu, 2007). This study therefore, tested the efficacy of self-instructional and bully-proof strategies on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria. Self-instructional strategy is a technique with a cognitive structure. In psychology, it is used to teach clients how to think rational and positive thoughts in stressful situations, instead of plunging into old, self-defeating internal monologues (Miechenbaum, 1977). The major goal of the technique is to train the client in positive internal monologue. The training focuses on general coping skills that can be applied to a variety of problem situations. It includes giving a speech or adjusting to a new environment, handling situations that require increased self-control, such as, cutting back on excessive smoking, drinking or eating (Goldfried, Greenberg & Marmar, 1990).

However, the use of self-instructional strategy as an effective self-regulating and monitoring tool for managing school violence is not common (Miechenbaum, 1977; Reid, 1996; Schunk & Ertmer, 2000; Graham & Harris, 2003; Montague, 2003; Payne & Manning, 2004). This is

because the strategy is mostly known as an intervention tool effective in reducing teaching disabilities among students. Notwithstanding, self-instructional strategy is an approach that considers the importance of stimulus / response behaviour which is a causal effect that can easily facilitate school violence and assist in its management.

On the other hand, bully-proof strategy is an approach that consists of four major skills; self-understanding, emotional control, problem-solving skills, and interpersonal communication skills (Wong, 2004). This strategy has its defining concept and meaning from different intra-personal and interpersonal skills necessary in recognising ones individuality and promoting oneness among students. Interpersonal skills under bully-proof strategy include social skills- friendship, empathy, emotional self-awareness and social awareness while the intra-personal skills are anger and emotion management and personal responsibility (Olweus, 1994; Hodges, Boivin, Vitaro & Bukowski, 1999; Epstein, Plog & Porter, 2002; Menard, Grotmeter, Gianola & O'Neal, 2008; Gallagher & Crump, 2008; Toner, 2010). Bully-proof is a technique useful for victims, targets vulnerable or impaired and at-risk adolescence in managing school violence and increase resilience (Centre for Disease Control and Prevention, 2008). Interventions under the bully-proof strategy are based on three prevention approaches; the in-situation-focused approach, transition-oriented approach and the active-task-mastery approach. It can therefore be assumed that bully-proof strategy is a conflict management technique and peace education that students can learn from to enhance their social, psychological and emotional wellbeing.

1. PURPOSE OF THE STUDY

This study investigated the effectiveness of self-instructional and bully-proof strategies on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria. The study further examined the main effect of the treatments (self-instructional and bully-proof strategies) and the control.

In addition, it tested the interactive effect of the moderating factors (gender and locus of control) with the treatment on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria. It further ascertained the main and interactive effect of gender and locus of control on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria.

2. SIGNIFICANCE OF THE STUDY

This study is important for theory and practice in the educational and counselling sectors where learning; academic achievement and psychological well-being

of learners are the focus of the professionals. The study assists in giving a professional insight into the effectiveness of self-instructional and bully-proof strategies on the management of school violence among transitional students in Junior Secondary Schools. Thus, the findings of this study would be useful for all stakeholders—educationists, counselling psychologists and social workers and other helping professionals—who are interested in the social, emotional and psychological wellbeing of students and adolescents.

Moreover, the study proffer effective solutions appropriate on the management of school violence and creation of a safer school climate essential for qualitative teaching and learning, and social development among students. If school personnel utilises the solutions given in this study, it would bridge the existing discrimination between government and private owned schools especially in areas of security, academic achievements and appropriate social developments. With these in place educational goals and objective would become achievable.

Also, the study gives insight into psychosocial factors that influence personality development especially those that facilitate delinquency, crime and personality disorders. The study highlights how unaddressed and ill-managed misbehaviour and violence among adolescent contribute to the development of criminal behaviour in adulthood since individuals who go scot-free perpetrating school violence perceive violence in general as a way of achieving power, popularity and respect in the society.

In addition, it would give a research based analysis of the effectiveness of the self-instructional and bully-proof techniques on the management of school violence not just among secondary school students but pupils at the elementary school level too. This makes this study a good reference point for further researches on school violence management among pupils and students in Nigeria, other African countries and the world at large.

3. THEORIES OF SCHOOL VIOLENCE

Different theories have been developed to account for issue that may be responsible for violence among students and some of these are discussed as thus:

Social learning theory (Bandura, 2005) accounts for the lack of consistency in people's violent behaviour. If a person is assertive and domineering at home but meek and submissive at work, it reflects the varying reinforcement gained at both levels. This could mean that assertiveness brings rewards in one context but not in the other. Social learning theory explains that if violence is learned, then exposure to successfully aggressive models may lead people to imitate them (Hogg & Vaughan, 1998). This means that violence can be passed across generations, as each new generation observes and imitate what it perceives to be appropriate and successful behaviours of the preceding generation.

The social cognitive-behavioural theory as explained by Dykeman et al. (1996), Hawley (1999) and Gilbert and Gilbert (1998) suggested that human behaviour is determined by the interaction of personal factors and environmental influences. It includes concepts such as self-efficacy and locus of control. It places little importance biological factor as a determinant of human behaviour.

The theory of scape-goat (Koltz, 1983) considers the behaviour of people in picking targets among group with least resistance. It is a reflection of how people or perpetrators of violence will with little excuse choose victims among other individuals. It also explains how students can be initiated into a violent culture when they see that students who have been victimised within the school community have no adequate strategy to manage or prevent the attack. Moreover, if the school violence is not addressed by the school authority perpetrators see this as a form of reinforcement to select more scape goats.

This study is anchored on the socio-cognitive behavioural theory as explained by Dykeman et al. (1996), Gilbert and Gilbert (1998), and Hawley (1999). The theory suggests that human behaviour is determined by the interaction of behaviour, personal factors and environmental influences. These three are essential moderating factors that students are exposed to. They influence susceptibility to school violence among transitional students and also determine the need for developing effective school violence management techniques.

4. CONCEPTUAL MODEL OF THE STUDY

The model for this study comprised of independent factors—Self-instructional and Bully-proof Strategies—and the dependent factor which is school violence.

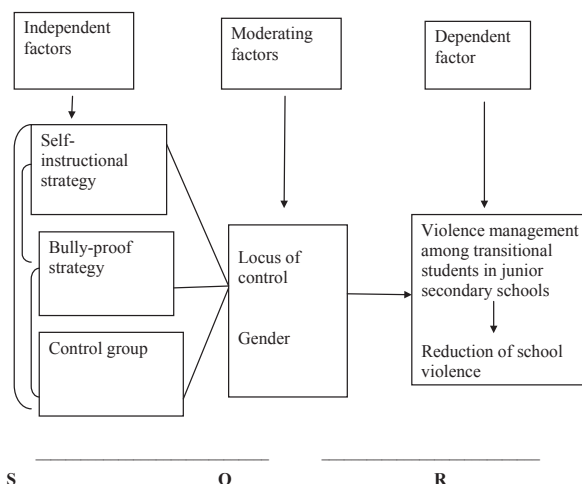


Figure 1
Conceptual Model of the Study
 S (stimulus); O (organism); R (response)

Moderating factors account for the internal and unobservable psychological process that can affect the outcome of the treatment. The behavioural equation S-O-R represents the complete interaction of various factors in the study (Kanfer & Phillips, 1970). Thus, the S-O-R refers to the following:

5. STATEMENT OF THE HYPOTHESES

The following null hypotheses were tested for significance at 0.05 probability level:

A. There is no significant main effect of treatments on the management of school violence among transitional students.

B. There is no significant main effect of gender on the management of school violence among transitional students.

C. There is no significant main effect of locus of control on the management of school violence among transitional students.

D. There is no significant interaction effect of

treatments and gender on the management of school violence among transitional students.

E. There is no significant interaction effect of treatments and locus of control on the management of school violence among transitional students.

F. There is no significant interaction effect of gender and locus of control on the management of school violence among transitional students.

G. There is no significant interaction effect of treatments, gender and locus of control on the management of school violence among transitional students.

6. METHODOLOGY

6.1 Research Design

This study employed a pre-test, post-test, control group experimental design with a 3x2x2 factorial matrix. This consists of the treatment groups and control group with the moderating factors: gender and locus of control.

Table 1
A 3x2x2 Matrix for the Psychological Treatment of School Violence Management

Treatment	Male locus of control		Female locus of control	
	Internal	External	Internal	External
Self-instructional strategy	4	15	4	12
Bully-proof strategy	12	4	12	7
Control	6	7	16	9

6.2 Population

The population for this study consisted of transitional students in Junior Secondary Schools in Ibadan, Nigeria. Three local governments (Ibadan North, Egbeda and Ibadan North East) were selected for the study. The choice of the schools in these local government councils was based on the environmental proximity to motor-parks, markets, an undocumented record of high rates of violence and juvenile delinquency.

6.3 Sample and Sampling Technique

A purposive sampling technique was used for this study mainly because the Local Government Areas selected were chosen owing to a high rate of undocumented but reported violence in the zones (Ibadan North, Egbeda and Ibadan North East). A public school in the identified violent area in each zone was selected. These schools were randomly assigned into the treatment groups and control group. The number of participants for the study was 120 Junior Secondary School-One students, that is, forty participants in each of the three schools and participants were selected through simple random sampling technique. After the post-test, 108 participants' scores and data were found to be useful for analysis (48 males and 60 females).

6.4 Research Instruments

The Maudsley Violence Questionnaire (Walker, 2004) was modified and labelled the School Violence Scale for the purpose of this research. The modified scale has fourteen items on a five-point rating scale - strongly agree 1 to strongly disagree 5 and respondents are to indicate the extent to which they perceive violence in their schools. Item on the scale include; 'If I am provoked, I can't help but hit the person who provoked me'. The items were validated and a Cronbach coefficient of 0.68 was achieved after analysis.

The other instrument used in this study is the Locus of Control Scale modified from Rotter (1966) Locus of Control Scale. The modified scale has 18 items with a reliability coefficient of 0.71. Respondents are expected to pick from a likert scale of 1 – 5 choice answer for each statement. Item include: "Many of the unhappy things in my life are partly due to bad luck.

6.5 Procedure

After the schools selection has been made, identification, duration and aim of the research were explained to the administrative heads in the selected schools. Aside this, the supports of the school counsellors were solicited to assist the researcher in making their students available for the

research purposes. The programme began with orientation, discussion, activities and conclusion. The interactive session was in five stages: introduction and orientation, selection of participants, pre-test of the research instruments to get an initial evaluation of the participants, therapeutic treatments and a post treatment evaluation of all the participants at the end of the eight weeks. Also, the researcher explained to the participants the purpose of the questionnaire administration, assuring them of confidentiality while ensuring that individual contamination of choice of items does not occur. The researcher was available for further clarification during the process of questionnaire administration. Administration of the questionnaire constituted the first session to afford all the participants' adequate time to give their choice of response before commencement of the training. It was also the last session to evaluate the effectiveness of the two therapies against the control.

Table 2
Summary of a 3x2x2 Analysis of Covariance (ANCOVA)

Source	SS	Df	MS	F	P	Remark
Co-variate	2264.84	1	2264.84	36.25	0.09	S
Treatment Group	2384.74	2	1142.37	18.29	0.00	S
Gender	59.60	1	59.60	0.95	0.33	NS
Locus of control	2.60	1	2.60	0.44	0.84	NS
Treatment x Gender	173.51	2	86.75	1.39	0.25	NS
Treatment x Locus of control	496.90	2	248.45	3.98	0.02	S
Gender x Locus of control	4.03	1	4.03	0.06	0.80	NS
Treatment x Gender x Locus of control	220.14	2	110.07	1.76	0.18	NS
Error	5935.25	95	62.48			
Total	11476.92	107				

Note: S—significant at 0.05; NS—not significant

Table 2 shows a significant main effect of treatments on the management of school violence ($F_{2,95} = 18.29$; $p < 0.05$). This proves that there is significant difference in the mean score of management of school violence among transitional students in the self-instructional, bully-proof and the

6.6 Data Analysis

The data collected were analysed at 0.05 level of significance using Analysis of covariance (ANCOVA), multiple classification analysis (MCA) and the Scheffe Post-hoc.

7. RESULTS OF FINDINGS

7.1 Hypothesis A

There is no significant main effect of treatments on the management of school violence among transitional students.

In determining the effect of the treatments on the management of school violence, a 3x2x2 analysis of covariance was used.

control. Hence, hypothesis one is rejected.

In order to determine some indication of the performance of each group, a Multiple Classification Analysis (MCA) was conducted. The results are presented below.

Table 3
Multiple Classification Analysis (MCA) on Post-Test Mean Score on the Management of School Violence (Grand mean = 31.19)

Source of variation	N	Unadjusted deviation	Eta	Adjusted deviation	Beta
Treatment					
a. Bully-proof	35	-5.62		-4.68	
b. Self-instructional	35	-3.33		-3.01	
c. Control	38	8.26		7.08	
			0.60		0.51
Gender					
a. Male	48	-0.06		0.84	
b. Female	60	0.06		-0.67	
			0.01		0.07

To be continued

Continued

Source of variation	N	Unadjusted deviation	Eta	Adjusted deviation	Beta
Locus of control					
a. Internal	54			-0.17	
b. External	54			0.17	
			0.01		0.02
Multiple R squared					0.402
Multiple R					0.634

The MCA shown in Table 3 describes the management of school violence among transitional students. Participants exposed to the Bully-proof training have the lowest mean score (25.57), a result that shows that the highest reduction in school violence is recorded among participants exposed to Bully-proof training. The participants exposed to Self-instructional training closely follow this group in school violence reduction rate (27.86) and the control recorded

the highest score which points to least reduction in school violence among participants in this group (39.45). This implies that the bully-proof training is the most effective on the management of school violence among the three groups. To determine the actual source of the observed significant differences indicated in the ANCOVA. Scheffe Post-hoc Analysis was conducted on the mean scores of the groups. This is presented in Table 4.

Table 4
Scheffe Post-Hoc Test on the Management of School Violence

Treatment	N	X	Treatment		
			Bully-proof	Self-instructional	Control
Bully-proof	35	25.57		*	*
Self-instructional	35	27.86	*		*
Control	38	39.45	*	*	

*Pairs of groups significantly different at $p < 0.05$

From Table 4, all the three possible pairs are significantly different at $p < 0.05$. Specifically, there is a significant difference between pairs of:

- Bully-proof and self-instructional
- Bully-proof and control
- Self-instructional and control

Therefore, all the three pairs contributed to the significant effect observed for treatments of violence management among transitional students in Junior Secondary Schools in Ibadan, Nigeria.

7.2 Hypothesis B

There is no significant main effect of gender on the management of school violence among transitional students.

From Table 2, the participants' gender shows no significant main effect on the management of school violence ($F_{1,95} = 0.95$; $p > 0.05$). This means that the effects of the treatments did not differ significantly between male and female transitional students in Junior Secondary Schools in Ibadan, Nigeria. Hence, hypothesis two is accepted.

7.3 Hypothesis C

There is no significant main effect of locus of control on the management of school violence among transitional students.

Table 2 shows that transitional students locus of control has no significant main effect on the management of school violence ($F_{1,95} = 0.44$; $p > 0.05$). This means that the management of school violence among transitional students with internal and external locus of control is not significant from the analysis of results in this study. Hence, hypothesis three is therefore accepted.

7.4 Hypothesis D

There is no significant interaction effect of treatments and gender on the management of school violence among transitional students.

Table 2 shows that the two-way interaction effect of treatments and gender on the management of school violence among transitional students is not significant ($F_{2,95} = 1.39$; $p > 0.05$). Therefore, hypothesis four is accepted. This portends that the interaction of the treatments and gender did not significantly determine the management of school violence.

7.5 Hypothesis E

There is no significant interaction effect of treatments and locus of control on the management of school violence among transitional students.

From Table 2, the interaction effect of treatments and locus of control on the management of school violence among transitional students is significant ($F_{2,95} = 3.98$; $p < 0.05$).

This finding rejects hypothesis five. It has further shown that participants' locus of control—internal and external has a significant influence on the management of school violence among transitional students.

7.6 Hypothesis F

There is no significant interaction effect of gender and locus of control on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria.

From Table 2, the interaction effect of gender and locus of control on the management of school violence is not significant ($F_{1,95} = 0.06$; $p > 0.05$). Therefore, hypothesis six is accepted. The result has pointed to the fact that the combined interaction effects of the moderating variables—gender and locus of control—used in this study have no significance on the management of school violence among transitional students.

7.7 Hypothesis G

There is no significant interaction effect of treatments, locus of control and gender on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria.

From Table 2, the interaction effects of treatments, locus of control and gender is not significant on the management of school violence ($F_{2,95} = 1.76$; $p > 0.05$). Hypothesis seven is therefore accepted. The result indicated here shows that the joint interaction effect of the independent variables—self-instructional and bully-proof strategies and the moderating variables is not significant on the management of school violence among transitional students.

8. CONCLUSION AND RECOMMENDATIONS

8.1 Conclusion

This study investigated the separate and interaction effects of self-instructional and bully-proof strategies on the management of school violence among transitional students in Junior Secondary Schools in Ibadan, Nigeria. From the results of the treatments administered, there was a significant effect of treatment on the management of school violence among transitional students; and there was a significant interaction effect of treatment and locus of control on the management of school violence among transitional students. This is to say, intervention programmes are important on the management of school violence in Junior Secondary Schools. It further goes on to explain that individual intervention programmes that encourage pro-social behaviours and other forms of interpersonal relationship would contribute to the development of a positive locus of control and self-efficacy among students.

8.2 Recommendations

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

a. School violence prevention programmes should be designed not only as a disciplinary technique for perpetrators but as an intervention strategy that will enhance communication and pro-social relationships among students.

b. School personnel should use self-instructional and bully-proof strategies to create social opportunities to facilitate students' interaction with one another.

c. Educational stakeholders from all societal levels (private, local government, state and federal government) should be ready to embrace violence management techniques into their various schools curricula.

d. Students are encouraged to undertake trainings in the self-instructional and bully-proof strategies as the strategies would enhance their individual understanding of personal uniqueness of humans and behavioural influences.

e. The use of self-instructional and bully-proof strategies would assist families to meet these needs in their children.

f. It is equally recommended for experts on communal and societal violence management to see this study as a research based analysis of effective techniques essential on the management of violence among individual right from the elementary stage.

9. LIMITATIONS OF THE STUDY

In the process of this research, some limitations were observed:

First, there was limited number of students who met the criteria for eligibility as participants. As a result of the extension in resumption date for the second term, participating schools have limited free periods in order to cover the school syllabus and the treatment programme was fixed for one hour starting immediately after close of school.

Moreover, there was an unequal distribution of available participating gender (60 females and 48 males).

Also, only two mediating variables were observed, locus of control and gender.

Likewise, the study was limited in time frame (two months).

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