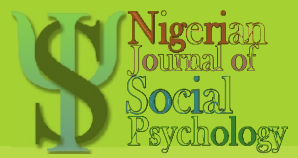


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BULLYING BEHAVIOUR AMONG IN-SCHOOL ADOLESCENTS IN IBADAN, NIGERIA: EXAMINING THE ROLE OF PARENTING STYLES AND PEER PRESSURE

EZEH CHUKWUEBUKA SAMSON

University of Ibadan - Department of Psychology
e039859.ezeh@dlc.ui.edu.ng, chimebukaezeh@gmail.com

Abstract

This study examines the role of parenting styles and peer pressure in bullying behaviour among in-school adolescents in Ibadan, Nigeria. Using a quantitative approach, data were collected from six secondary schools and analysed with SPSS version 20.0. Multiple regression analysis revealed that parenting styles, gender, religious affiliation, and peer pressure collectively predict bullying behaviour ($R^2 = 0.69$). Authoritative parenting was associated with lower bullying levels, while authoritarian and permissive styles correlated with higher levels. Contrary to expectations, no significant gender differences were found. Findings highlight the importance of addressing peer pressure and promoting authoritative parenting to mitigate bullying. Implications extend to educators, policymakers, and parents, emphasising the need for targeted interventions in educational settings. Future research should explore longitudinal studies, cultural variations, and intersectionality to inform evidence-based interventions and policies, contributing to a deeper understanding of bullying dynamics among Nigerian adolescents.

Keywords: Adolescents, Bullying behaviour, Anti-bullying interventions, Parenting styles, Peer pressure.

INTRODUCTION

Bullying Behaviour among adolescents in school settings poses a significant challenge worldwide, with detrimental effects on victims' well-being and academic performance (Pichel et al, 2022). In Nigeria, as in many other countries, this issue warrants serious attention due to its pervasive nature and adverse consequences. Educators, parents, and policymakers are increasingly recognizing the urgent need to address bullying Behaviour and implement effective interventions to mitigate its impact.

Parenting style and Behaviour

Parenting style plays a crucial role in shaping adolescents' Behaviour and social interactions, including their propensity for engaging in bullying Behaviour (Zhao, 2023). Research suggests that different parenting styles, ranging from authoritative to permissive, can influence how adolescents perceive and respond to peer pressure, thereby affecting their likelihood of engaging in bullying Behaviour (He et al, 2023). Specifically, adolescents raised by authoritative parents, characterized by high levels of warmth and support coupled with reasonable levels of control and expectations, are less likely to exhibit bullying Behaviour compared to those raised by authoritarian or permissive parents (Hayek et al, 2022).

Peer Pressure and Bullying Behaviour

Peer pressure is another significant factor contributing to bullying Behaviour among adolescents. Adolescents often experience pressure from their peers to conform to social norms and engage in aggressive Behaviours, including bullying (Laursen & Veenstra, 2021). Research indicates that adolescents who succumb to peer pressure may be more likely to engage in bullying Behaviour as a means of gaining social acceptance or asserting dominance within their peer group (Manzoni et al., 2011).

Parenting style, Peer Pressure and Bullying Behaviour

The interplay between parenting style and peer pressure is crucial in understanding adolescents' susceptibility to bullying Behaviour. Research suggests that adolescents raised by authoritative parents, characterized by warmth, support, clear expectations, and open communication, are better equipped to resist negative peer influences and make positive social choices (Hussain et al, 2023). This, in turn, reduces their likelihood of engaging in bullying Behaviour. Conversely, adolescents raised in authoritarian or permissive parenting environments, lacking clear boundaries or open communication, may be more vulnerable to peer pressure and less capable of navigating social situations constructively (Patterson et al., 1982), increasing their risk of engaging in bullying Behaviour

Goal of the present study

The present research explores the role of parenting styles and peer pressure in bullying Behaviour among adolescents enrolled in schools within Ibadan, Nigeria. Examining these factors' relationships with bullying Behaviour is crucial to understanding the mechanisms at play in Nigeria (Xiaoqun-Liu et al, 2023). This study further aims to identify potential intervention targets and develop strategies to promote positive parenting practices, foster healthy peer relationships, and ultimately reduce bullying among adolescents in Ibadan. In summary, the research seeks to illuminate the complexities of bullying Behaviour among Nigerian adolescents and provide insights for effective prevention and intervention strategies. By addressing the root causes of bullying and promoting positive social interactions, this research strives to create safer and more supportive school environments for all adolescents in Ibadan, Nigeria.

Hypotheses

1. There will be a significant positive relationship between peer pressure and bullying Behaviour among in-school adolescents.
2. Male students will report significantly higher bullying Behaviour than female students.
3. Students from authoritative parents will score significantly lower on bullying Behaviour than students from authoritarian and permissive parents.
4. Parenting styles, peer pressure, gender, and religious affiliation will jointly predict bullying Behaviour among in-school adolescents.

Method

Design and study sample

A cross-sectional research design was employed to investigate the influence of parenting styles and peer pressure on bullying Behaviour among in-school adolescents in Ibadan, Oyo State. This design facilitated the collection of data through a questionnaire, allowing for the

examination of relationships between variables at a single point in time. The study included senior secondary students from six secondary schools located within Ibadan, Oyo State. Participants were randomly selected from both private and public secondary schools, ensuring a diverse representation of the adolescent population. A total of 278 questionnaires were successfully retrieved from the participants, with a demographic profile revealing a predominance of female respondents (62.6%) and varying age distributions across different senior secondary classes.

Data Collection Procedures

Prior to data collection, ethical approval was obtained from the Department of Psychology, Faculty of the Social Sciences. Subsequently, consent letters were presented to the principals of the selected secondary schools, outlining the purpose and procedures of the study. Upon approval, students were approached during their classes, and informed consent was obtained from those willing to participate. Participants were assured of the voluntary nature of their involvement and their right to withdraw from the study at any point without consequences. The questionnaire was administered to the participants, with the assistance of class teachers in coordinating the process. Participants were encouraged to independently complete the questionnaire, ensuring confidentiality by omitting any personal identifiers. No incentives were offered for participation, and participants were provided with an opportunity to seek clarification or raise concerns during the data collection process.

Measures

The research instrument utilized in this study consisted of a questionnaire comprising four sections, each focusing on specific variables relevant to the research objectives.

Section A: Demographic Variables

This section collected information on socio-demographic characteristics such as gender, school type, age, school name, class, religion, and ethnicity, providing essential background information about the participants.

Section B: Parenting Style Inventory II (PSI-II)

The Parenting Styles Inventory-II (PSI-II) developed by Darling and Steinberg (1993) was employed in this study to assess parenting styles (Darling & Toyokawa, 1997). This instrument comprises three subscales evaluating authoritarian, authoritative, and permissive parenting styles, with participants responding on a five-point Likert scale ranging from 'Strongly Disagree' to 'Strongly Agree'.

Section C: Perceived Peer Pressure Scale (PPPS)

The Peer Pressure Perception Scale (PPPS) (Manzoni et al, 2011) was used in this study to measure adolescents' perceived peer pressure experiences. This instrument consisted of 30 items designed to assess these experiences, with participants indicating their level of agreement with each statement on a five-point Likert-type scale, ranging from 'Strongly Agree' to 'Strongly Disagree'.

Section D: Illinois Bully Scale (IBS)

The IBS was developed by Poteat & Espelage (2005), in this study it was used to assess adolescents' propensity for engaging in bullying Behaviour and experiences of victimization due to bullying. This 18-item scale comprised three subscales measuring the frequency of bullying Behaviour, participation in fights, and experiences of victimization by peers.

Statistical Analyses

Data collected from the questionnaire were coded and entered into SPSS (version 20.0) for analysis. Descriptive and inferential statistics were employed, including Pearson product-moment correlation (PPMC), t-test for independent samples, one-way ANOVA, and multiple regression analysis to test the research hypotheses. Additionally, reliability assessments of the independent and dependent scales were conducted using Cronbach's alpha coefficients.

Results

Descriptive statistics

Bullying

Descriptive statistics for bullying Behaviour revealed a mean score of 2.02 (SD = 0.51) on a scale ranging from 1.44 to 3.33. The distribution exhibited a slight positive skewness (0.801) and a kurtosis close to normal (0.106). Analysis of normality using both Kolmogorov-Smirnov and Shapiro-Wilk tests indicated significant departures from normality ($p < .001$).

Parenting Styles

Participants reported a mean score of 4.01 (SD = 0.87) on parenting styles, with scores ranging from 1.71 to 5.00. The distribution showed a slight negative skewness (-0.734) and moderate kurtosis (0.531). Normality tests indicated significant deviations from normality for parenting styles ($p < .001$).

Peer Pressure

Peer pressure scores had a mean of 3.18 (SD = 0.26) on a scale from 2.63 to 3.47. The distribution exhibited negative skewness (-1.079) and negative kurtosis (-0.423), indicating a slight departure from normality. Normality tests confirmed significant deviations from normality ($p < .001$).

Correlations

Spearman's rank-order correlation coefficients (ρ) revealed significant associations among variables. Bullying Behaviour showed a strong negative correlation with parenting styles ($\rho = -0.703$, $p < .001$) and a weak positive correlation with peer pressure ($\rho = 0.179$, $p = .003$). This indicates that adolescents raised in more positive parenting environments exhibited lower levels of bullying Behaviour, while experiencing stronger peer pressure was associated with a slight increase in bullying Behaviour (He et al, 2023). Parenting styles exhibited a strong negative correlation with bullying ($\rho = -0.703$, $p < .001$) and a moderate positive correlation with peer pressure ($\rho = 0.429$, $p < .001$). Peer pressure showed a weak positive correlation with bullying ($\rho = 0.179$, $p = .003$) and a moderate positive correlation with parenting styles ($\rho = 0.429$, $p < .001$).

Verification of Hypothesis 1: There will be a significant positive relationship between peer pressure and bullying Behaviour among in-school adolescents.

Table 4.1: Hypothesis 1 - Correlation between Peer Pressure and Bullying Behaviour

	Peer Pressure	Bullying Behaviour
Peer Pressure		0.75** ($p = .000$)
Bullying Behaviour	0.75** ($p = .000$)	

A Pearson correlation analysis as shown in Table 4.1 was conducted to investigate the relationship between peer pressure and bullying Behaviour among in-school adolescents. The results indicated a strong, positive correlation between peer pressure and bullying Behaviour ($r = .75, p < .01$, two-tailed), suggesting that as peer pressure increased, bullying Behaviour tended to increase as well. This correlation was statistically significant ($p < .01$) with a sample size of 278 participants. These findings support Hypothesis 1, indicating a significant positive relationship between peer pressure and bullying Behaviour among in-school adolescents in the selected schools in Ibadan, Oyo State.

Verification of Hypothesis 2: Male students will report significantly higher bullying Behaviour than female students.

Table 4.2: Hypothesis 2 - Gender Differences in Bullying Behaviour.

Bullying Behaviour	Gender	N	\bar{x}	SD	Std. Error \bar{x}	F	Sig.
	Male	104	2.09	0.55	0.054	0.003	0.959
	Female	174	1.98	0.48	0.036		

The results of Hypothesis 2, which investigated whether male students reported significantly higher bullying Behaviour than female students, are summarised in Table 4.2. The independent samples t-test revealed that there was no statistically significant difference in bullying Behaviour scores between male and female students when assuming equal variances ($t(276) = 1.79, p = 0.075$, 2-tailed). The mean difference was 0.1119, with a 95% confidence interval ranging from -0.0113 to 0.2351. Similarly, when not assuming equal variances, the results showed no statistically significant difference in bullying Behaviour scores between male and female students ($t(192.34) = 1.73, p = 0.087$, 2-tailed). Therefore, there is insufficient evidence to support Hypothesis 2, suggesting that male students did not report significantly higher bullying Behaviour than female students. The p-values, both when assuming and not assuming equal variances, were greater than the conventional alpha level of 0.05, indicating that the gender difference in reported bullying Behaviour was not statistically significant. This suggests that, in this sample, there is no apparent gender-based discrepancy in reported bullying Behaviour among in-school adolescents.

Verification of Hypothesis 3: Influence of Parenting Styles on Bullying Behaviour

Table 4.3: Hypothesis 3 - Effect of Parenting Styles on Bullying Behaviour

	Sum of Square	df	Mean Square	F	Sig.
Between Groups	71.19	6	11.864	9.713	0.000
Within Group	0.000	271	0.000		
Total	71.19	277			

An analysis of variance (ANOVA) as shown on Table 4.3 was undertaken to explore the impact of parenting styles on bullying Behaviour among in-school adolescents. The results indicated a statistically significant difference between the parenting style groups in relation to bullying Behaviour ($F(6, 271) = 9.713, p < .001$).

Table 4.4: Multiple Comparisons (Tukey HSD)

(I) Parenting	(J) Parenting	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.31	2.73	1.11111*	.00000	.000	1.1111	1.1111
	3.82	1.77778*	.00000	.000	1.7778	1.7778
	3.93	1.88889*	.00000	.000	1.8889	1.8889
	4.31	.88889*	.00000	.000	.8889	.8889
	4.60	1.44444*	.00000	.000	1.4444	1.4444
2.73	5.00	1.72222*	.00000	.000	1.7222	1.7222
	1.31	-1.11111*	.00000	.000	-1.1111	-1.1111
	3.82	.66667*	.00000	.000	.6667	.6667
	3.93	.77778*	.00000	.000	.7778	.7778
	4.31	-.22222*	.00000	.000	-.2222	-.2222
3.82	4.60	.33333*	.00000	.000	.3333	.3333
	5.00	.61111*	.00000	.000	.6111	.6111
	1.31	-1.77778*	.00000	.000	-1.7778	-1.7778
	2.73	-.66667*	.00000	.000	-.6667	-.6667
	3.93	.11111*	.00000	.000	.1111	.1111
3.93	4.31	-.88889*	.00000	.000	-.8889	-.8889
	4.60	-.33333*	.00000	.000	-.3333	-.3333
	5.00	-.05556*	.00000	.000	-.0556	-.0556
	1.31	-1.88889*	.00000	.000	-1.8889	-1.8889
	2.73	-.77778*	.00000	.000	-.7778	-.7778
4.31	3.82	-.11111*	.00000	.000	-.1111	-.1111
	4.31	-1.00000*	.00000	.000	-1.0000	-1.0000
	4.60	-.44444*	.00000	.000	-.4444	-.4444
	5.00	-.16667*	.00000	.000	-.1667	-.1667
	1.31	-.88889*	.00000	.000	-.8889	-.8889
4.60	2.73	.22222*	.00000	.000	.2222	.2222
	3.82	.88889*	.00000	.000	.8889	.8889
	3.93	1.00000*	.00000	.000	1.0000	1.0000
	4.60	.55556*	.00000	.000	.5556	.5556
	5.00	.83333*	.00000	.000	.8333	.8333
5.00	1.31	-1.44444*	.00000	.000	-1.4444	-1.4444
	2.73	-.33333*	.00000	.000	-.3333	-.3333
	3.82	.33333*	.00000	.000	.3333	.3333
	3.93	.44444*	.00000	.000	.4444	.4444
	4.31	-.55556*	.00000	.000	-.5556	-.5556
	5.00	.27778*	.00000	.000	.2778	.2778
	1.31	-1.72222*	.00000	.000	-1.7222	-1.7222
	2.73	-.61111*	.00000	.000	-.6111	-.6111
	3.82	.05556*	.00000	.000	.0556	.0556
	3.93	.16667*	.00000	.000	.1667	.1667
	4.31	-.83333*	.00000	.000	-.8333	-.8333
	4.60	-.27778*	.00000	.000	-.2778	-.2778

* The mean difference is significant at the 0.05 level.

(Dependent Variable: Bullying)

Further analysis for hypothesis 3 was conducted using post hoc comparisons using Tukey's Honestly Significant Difference (HSD) test as shown in Table 4.4 where it demonstrated significant mean differences in bullying Behaviour scores among various parenting style groups. Particularly, students from authoritative parents reported significantly lower bullying Behaviour scores compared to those from authoritarian, permissive, and other parenting style groups ($p < .001$). Conversely, students from authoritarian, permissive, and other parenting styles exhibited significantly higher bullying Behaviour scores compared to those from authoritative parenting backgrounds ($p < .001$). These findings suggest a potential association between authoritative parenting and reduced incidences of bullying Behaviour among in-school adolescents compared to authoritarian and permissive parenting styles. However, further research is warranted to elucidate the underlying mechanisms driving this relationship. This analysis offers valuable insights into the potential influence of different parenting styles on bullying Behaviour among adolescents in the selected schools in Ibadan, Oyo State.

Verification of Hypothesis 4: Parenting styles, peer pressure, gender, and religious affiliation will jointly predict bullying Behaviour among in-school adolescents.

Table 4.5: Hypothesis 4 -Predictors of Bullying Behaviour Among In-School Adolescents

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics
1	0.83	0.6889	0.69	0.283	0.693

a. Predictors: (Constant), Parenting Styles, Gender, Religion Affiliation, Peer Pressure

Model table (Table 4.5) extracted from the multiple regression analysis of hypothesis 4 showing the predictive ability of parenting styles, peer pressure, gender and religious affiliation on bullying Behaviour explained a substantial proportion of the variance in bullying Behaviour among in-school adolescents ($R^2 = .6889$, Adjusted $R^2 = 0.69$). The standard error of the estimate was 0.283, and the change statistics indicated a significant improvement in the prediction of bullying Behaviour, as evidenced by a significant F change ($F(3, 274) = 206.043$, $p < .001$). The extracted multiple regression analysis model table (Table 4.5) revealed that the combination of parenting styles, gender, religious affiliation, and peer pressure collectively predicted bullying Behaviour among in-school adolescents. These predictors collectively accounted for a meaningful amount of variance in bullying Behaviour scores ($R^2 = 0.6889$, Adjusted $R^2 = 0.69$), indicating their substantial influence on bullying Behaviour. Moreover, the standard error of the estimate (0.283) suggests the average deviation between predicted and actual bullying Behaviour scores. The significant F change ($F(3, 274) = 206.043$, $p < .001$) indicates that the inclusion of these predictors significantly enhanced the model's predictive capability for bullying Behaviour compared to a model without predictors. Conclusively, this analysis supports Hypothesis 4, suggesting that parenting styles, gender, religious affiliation, and peer pressure collectively play a significant role in predicting bullying Behaviour among in-school adolescents in Ibadan, Oyo State.

Discussion

Peer Pressure and Bullying Behaviour

The study's findings support the significant positive correlation between peer pressure and bullying Behaviour among in-school adolescents in Ibadan, Oyo State. This aligns with prior research by Tokede & Adewuyi (2023), who also found a positive association between these variables among adolescents. These findings underscore the influence of negative peer

pressure on bullying Behaviour. Addressing peer pressure is crucial in comprehensive strategies to combat bullying, emphasizing the importance of fostering positive peer interactions and equipping adolescents with skills to resist negative influences.

Gender Differences in Bullying Behaviour

The analysis did not reveal significant gender differences in bullying Behaviour among in-school adolescents in Ibadan. Both male and female students exhibited similar levels of involvement in bullying activities. This finding challenges the common assumption that males are more likely to bully than females (Xiaoqun-Liu et al, 2023), highlighting the need for gender-inclusive anti-bullying interventions.

Impact of Parenting Styles on Bullying Behaviour

The results highlight the critical role of parenting styles in shaping bullying Behaviour among in-school adolescents. This aligns with research suggesting that authoritative parenting styles are associated with lower bullying Behaviour, while authoritarian and permissive styles are linked to higher bullying tendencies (Zhao, 2023). These findings underscore the importance of promoting authoritative parenting practices and fostering healthy communication between parents and adolescents to deter bullying Behaviours.

Joint Predictive Power of Factors

The study demonstrates that parenting styles, peer pressure, gender, and religious affiliation collectively predict bullying Behaviour among in-school adolescents. This aligns with the ecological systems theory (Lee, 2011), which emphasizes the interplay of individual and environmental factors in shaping Behaviour. These findings highlight the necessity of considering multiple factors when designing effective interventions to prevent and address bullying Behaviour in educational settings. Cultural and religious contexts were also identified as influential factors, further underscoring the importance of cultural sensitivity in anti-bullying interventions.

Implications of Findings

The study's implications extend to various stakeholders, including educators, parents, policymakers, and researchers. Educators and school administrators are encouraged to implement targeted interventions that recognize the influence of parenting styles, peer pressure, gender, and religious affiliation on bullying Behaviour. Parenting programmes and workshops can empower parents to adopt authoritative approaches and promote open communication with their children.

Recommendations for Future Research

Several recommendations for future research emerge from both the findings and limitations of this study. Longitudinal studies tracking the development of bullying Behaviour over time and exploring cultural and regional variations are suggested. Additionally, research focusing on online interactions, targeted interventions, mental health outcomes, and intersectionality of factors can contribute to more effective anti-bullying strategies and policies.

Strengths and Limitations

While the study provides valuable insights, it is important to acknowledge limitations such as sampling bias, reliance on self-report measures, and the cross-sectional research design. Future research should address these limitations to enhance the robustness and applicability of findings.

Conclusion

In conclusion, the study sheds light on the intricate dynamics shaping bullying Behaviour among in-school adolescents in Ibadan, Oyo State. By understanding the multifaceted influences of peer pressure, parenting styles, gender, and religious affiliation, stakeholders can work towards creating safer and more nurturing environments for Nigerian adolescents.

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AGGRESSIVE BEHAVIOUR AMONG SECONDARY SCHOOL ADOLESCENTS I
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