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Need Achievement (N-Ach) in Academics as a Correlate of Bullying Behaviours among Adolescents in Abuja Municipal Area Council: Counselling Implication

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Abstract:

This study is intended to address the falling standard of quality of students being produced at the secondary educational level; students, who cannot boast of the necessary life skills to thrive in the 21st Century. To gain insight into this, the researchers correlated the Need achievement of the in-school adolescents in academics and their bullying behaviours. A total of 300 adolescents in Abuja municipal Area Council were sampled of which 102 and 198 are female and male adolescents respectively. The design of the study consisted of the correlation research design, the instruments were the Peer Nomination Scale (PNS) which helped to identify the adolescents who are high in bullying. Other instruments were the researchers constructed Need achievement in Academics of the Adolescent Scale (NAAAS) and Bullying Behaviours of the Adolescent Scale (BBAS). The study was guided by a research question and three research hypotheses. The research question sought the commonest type of bullying, while the research hypotheses sought the relationship that exists between Need achievement and bullying behaviours among the in-school adolescents as a whole and in terms of gender. The findings showcased that the physical bullying is commonly meted by the male adolescents, while the commonest among the girls is the verbal bullying. The findings also indicated that there is a negative significant relationship among the in-school adolescents' Need achievement and bullying behaviours in the three hypotheses tested. -0.73, -0.81 and -0.65 respectively tested at 0.05 level of significance. The researchers, therefore, recommended that Government should engage more guidance counsellors to sensitize the teachers on the need to raise the Need achievement of students. Counsellors should also identify students who indulge in bullying and organize individual and group counselling and other programmes that could increase their intrinsic motivation or their inner urge to achieve.

Keywords: Need achievement, bullying behaviours, adolescents, counselling and academics

1. Introduction

The trend of competitiveness in the society today requires high level achievement and talent from its citizenry to be able to achieve its economic objectives, and well advance in technological, political and cultural development as well. The most plausible channel to gain the high-level achievement is through the investment in education (Chetri, 2014). Investment in education has raised a lot of global concern in the bid to ensure that learners optimally achieve excellent performance in their academics, career development and in socio-personal spheres. In our country Nigeria notably, the standard of education is dwindling due to myriads of challenges experienced in the sector such as infrastructural decays, poor funding, paucity of instructional materials, inadequacy in teachers' remuneration, decadence in the learning environment, lack of classroom spaces, incessant industrial actions and a lot of other vices that jeopardize the sustainability of its glory. This awareness to the situation of education in Nigeria is glaring but on the other hand, most adolescents have stripped themselves of the inner urge to learn, rather focus on social behaviour problems, for instance, Bullying. The intrinsic value of achievement is in the way of collapse, as observed from the students' academic performance. There is an adage that explains that 'the eagerness of the ear to listen quickens the readiness of the mouth to speak'. In this regard, readiness of the teachers to teach and the provision of educational facilities are jeopardized by the bullying attitudes of the students who seem to lack the need to achieve. Alam&Halder (2018:1) observed this trend and stated that many adolescents show aggression in various issues which make them harm others. Akpan (2000) in his study

asserted to the situation of low need achievement in academics and identified some common causes as; laziness, lack of interest, ineffective study habit and poor attentiveness to lectures. The consequences of students' lack of Need achievement (N-Ach) have effect on the society at large because it forecasts the caliber of students being produced to the society. Students, who wallow in social ills, are not well-equipped with the 21st century skills requirement, skills that will help them thrive in today's world. Rich (2010) described the 21st Century skills as; learners gaining core competencies in all facets of life skills which include collaboration, digital literacy, critical thinking, creativity, problem-solving and in other life skills as stated by WHO (1993); empathy, self-awareness, effective communication, etc. In other words, 21st century learning entails an approach of transferring knowledge to skills, implying that academic requirements should be connected to real life situations. A learner, who observes that the content, covered in his/her coursework, can assist him/her to explain or solve high profile problems, will definitely appreciate academic knowledge and decry situations of social problems.

The need to achieve affects how an individual pays attention to specific information and makes effort to learn through experiences, thoughts, ideas and senses; a process, which aids the transformation of the academic information/knowledge to problem-solving and creating new ideas. Creativity is a life skill and a 21st century imperative which is described by Anderson *et al* (2014) as the generation of useful and novel ideas and the implementation of the ideas. When students have the urge to achieve, they perform their academic tasks with interest and gain novel ideas which will help them to do things indifferent ways and excel. The need to achieve as posited by researchers has positive affect because love and interest to work is an important component of creativity. Need achievement is important for academic achievement persistence, it fosters hardworking and ensures solution to academic problems. The positive outcome of inner urge to achieve on creativity is different when students are given reward for task performance, or when they are being evaluated or being watched. Levesque *et al* (2015) posited that in education, autonomy-supportive environment provides a condition for greater learning outcomes such as increased classroom, performance and satisfaction, the reason being that such environment enhances the need to achieve.

Students, who are not focused in their academics, who do not have interest in school activities, who don't think critically and not creative are more likely to indulge in behaviour problems such as bullying. Need achievement provides example of how attitude and values can serve as a source of motivation for the ways people interact with their environment. High need achievers enjoy problem solving and are task oriented, whereas the low need achievers regard problems as annoyance which may make them produce anger and aggressive behaviour (Berkowitz, 1989).

1.1. Need Achievement

Need achievement (n-Ach) is a term first used by Henry Murray and later popularized by David McClelland (Chetri, 2014). According to David, there are three main motivators that determine who we are: the Need for achievement, the Need for affiliation and the Need for power. The focus of this work is on Need achievement. Witzel (2005) defined Need achievement as an individual's desire for significant accomplishment, mastering of skills or gaining of high standard. Nugent (2013) delineated Need achievement as a strong desire to complete a set goal, or aim and to further attain a high standard of performance and personal fulfilment from the performance while completing the goal.

Need achievement is the inner urge that makes one achieve a set goal irrespective of the odds that may come between the desire and the goal. APA (2015) posited that it is the degree to which one is intrinsically motivated to set and reach a goal. They further stated that people with a high n-Ach (work hard to meet their goals) are usually driven to succeed for internal reasons such as personal satisfaction rather than by external pressure. Nugent (2013) also pointed out that individuals, classed as successful, have a degree of a need achievement in whatever task they want to accomplish, which is an internal drive to achieve.

The recurring theme in the explanations of need for achievement is the intrinsic value the individuals place on their set goals; the level of the intrinsic value drew distinction between high achievers and low achievers. People, who manifestly pursue the inner urge to the extent of living it, are said to have a high need for achievement. The high n-Ach people work hard to meet their goals and tend to take on tasks that are moderately hard to accomplish (APA, 2015). On the other hand, individuals, who do not pursue the urge, are said to have low need for achievement.

The high need achievers set internal task to accomplish, master, manipulate, and organize their physical and social environment, to overcome obstacles and maintain high standards of work. They are persistent and have the ability to delay gratification in the short-term in order to reach long-term effective and efficient goals. They are also competitive, self-disciplined, ambitious, result-driven and make self-fulfilling prophecies.

1.2. Need Achievement in Academics

Need for achievement in academics among the adolescents is essential for advancement in all ramifications and in all spheres of life. Academic achievement is the most important pre-requisite for individual and societal prosperity (Spinath, 2012). Academic achievement influences the adolescents' independence in terms of vocational career, socio-economic development and personality development. Steinmayre *et al* (2020) saw academic achievement as outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments; schools, colleges and universities for instance. There are general indicators of academic achievements which form the norm-referencing for measuring the adolescents' academic ability, general knowledge and acquisitions of skills; like problem solving, critical thinking, and other life skills. Others include the grades, performance in achievement tests, assignments, examinations, project works, eagerness to read, and other assessments which will culminate in good character, degrees and certificates.

Need achievement (N-ach) in academics is the inner urge or behaviour engaged in voluntarily by the students for the inherent pleasure and satisfaction derived from learning. Need for achievement in academics is important to improve the learning process for the students and to ensure they engage in achievement-oriented behaviour (Patrick *et al*, 2011). Developing the inner urge to achieve in education has been associated with enriching the academic environment and supporting students' achievement (Meece *et al*, 2006). Students, who do not have the inner urge to study and achieve academic excellence, may be peer pressured to other non-productive ventures.

On sex differences on Need achievement among the adolescents, more literatures are in support that differences exist between the two, for instance Cartwright *et al* (2013) and McGeown (2012). On the other hand, Faakye (2020) observed that there is no significant difference between the male and female adolescents in the levels of intrinsic motivation. This study correlated Need achievement in academics and bullying behaviours of both the male and the female adolescents together and differently in another instance.

1.3. Bullying

Bullying is one of the Public Health concerns that is prevalent and on the increase in schools among the adolescents. Yussuf (2010) in a prevalence study in schools in Kwara state of Nigeria reported that 91.5% of the respondents agreed that bullying behaviour is a common feature in schools. In the same vein, Mustapha (2010) opined that bullying is a modern form of aggression, a universal malady in schools which is affecting the lives of the individuals physically, psychologically, socially and emotionally. Bullying is a major form of victimization among adolescents which has numerous bio-psychosocial and educational outcomes (Mustapha and Muhammed, 2019). Its effect is to the extent of life loss, permanent injuries and disjuncture from academic and other life stream endeavours. Studies have shown that the bully and the victims experience emotional distress, depression, low school commitment and performance, substance use, suicidal ideation and self-harm (Bonanno & Hymel, 2013). On sex differences in bullying, Del-Rey *et al* (2019) as cited in Feijoo *et al* (2021) have posited that sex is not statistically associated with the probability of being a perpetrator of bullying, inferring that, males and females are all in the act of bullying.

The earliest comprehensive definition of bullying was according to Olweus (1993:9) in Hellstrom *et al* (2020: 415). He defined bullying as 'behaviours that are intended to harm, are repeated overtime, and reflect an imbalance of power between the bully and the victim'. This definition sees bullying as an aggressive behaviour involving two parties; the bully and the victim, the bully uses his/her power against the victim, thereby gaining social power. The definition also implies that bullying is not one off; the repetition of the act qualifies it as intentional.

Researchers have further explained bullying in types and modes. Bullying can be meted directly or indirectly. It is direct when the perpetrator has physical contact with the victim. Gladden *et al* (2014) gives example of such bullying as pushing, hitting, or directing aggressive writing, and verbal communication to the young person. Indirect bullying as the name implies are the acts that are not directly communicated to the young person. The perpetrator/bully and his/her espionage (s) may carry out rumour-spreading, gossip or name-calling against the target. This can take place both online or offline while direct bullying can only be offline.

Bullying can also be explained by looking at its different types. One type of bullying is physical aggression, the bully use physical force on the victims which include: kicking, punching, pulling, pushing, forceful extortion of money/food/books, hitting, spitting. Verbal bullying is another type where the perpetrators employ oral or written communication to cause harm to the victim, this may be in the form of name calling, ganging up to ridicule the targeted person, hand gestures, offensive written notes, inappropriate sexual comments and threats (Gladden *et al*, 2014). There is also relational bullying. Relational bullying is described as intentional actions to isolate someone from interacting with his/her peers, the aim being to damage the reputation of the targeted person before others. Abayomi *et al* (2021) listed the examples of relational bully as rumour spreading, exclusion, coercion, damage to property. Cyberbullying is done on social media through text-messaging and email. Sexual bullying is then on-consented touch, look at the victim.

Bullying is detrimental to the health and behaviours of the victims in the schools, its physical consequences range from physical injuries, sleep disturbances, headaches, poor academic performance and even death. Recently, a student in a secondary school in Nigeria died as a result of injury sustained from bullying by the senior students. According to Hagar and Leadbeater (2016), the consequence of physical bullying at the adolescent stage can lead to other causes like anxiety which may have physical effect into adulthood and can have long effect in the victim. Bullying occurs anywhere in schools; it occurs in the classrooms, the playgrounds, the lunch areas, the bathrooms and in the hostels. A study, carried out by Bogart *et al* (2014), found that the adolescents, who were bullied in schools, experienced negative physical health compared to those who were not bullied. A bullied student, who sustained permanent injury that led to his use of wheelchair, recounted his experience in one of the media. He expressed a feeling of insecurity and detachment from academics and peers when the incidence took place and how he languished in the hospital for years before he could use wheelchair.

Bullying results to social pain caused by peer rejection and ostracism. Researchers have noted that experiences of being bullied can alter the individual's view of the world. A longitudinal study carried out by Casement *et al* (2014), investigating the risk factor of depression found that adolescents bullied between 11 and 12 years were associated with a decreased response to reward in the medial prefrontal cortex at the age of 16. This area of the brain- the medial prefrontal is responsible for memory and learning. This situation is a clear indication that cases of bullying are contributing to the falling standard in the quality of education either directly or indirectly.

In furtherance, the psychological consequences of bullying are devastating and call for concern. Literature has revealed that the adolescents, who were bullied, exhibit internalized psychological problems which are detrimental to academic achievement, for instance; low self-esteem, increased stress, anxiety, feeling of withdrawal, indulging in self-

harm, feeling of depression and loneliness. Internalized problems can function as both antecedents and consequences of bullying (Vaillancourt *et al*, 2013). The bullied also engage in externalized psychological behaviour problems such as anger, impulsive behaviours, criminal behaviours, aggression and the use and abuse of substances.

The adolescence, according to research, is the transition period from childhood to adulthood, a period characterized by storm and stress (Pfeffer, 2015). WHO (2004) categorized them as ages between 10 and 19. They have the strongest peer interaction, pressure and influence because they live, play, handle issues together especially in the boarding schools. The adolescents, being in a transition period, are faced with a lot of challenges which, if not well-handled, will push them to negative coping instances. Peer influence can be either positive or negative, from the researches the negative aspect of the influence is on the increase especially on forms of bullying.

The increase in bullying in schools among the adolescents has resulted to a shift from the paradigm of academic effectiveness and excellence to a focus in behavior Challenges especially among the male students. Hananiet *al* (2020) posited that the male students bully more than the female students.

1.4. Problem Statement

The study is concerned with the bullying practices in schools which are pre-occupying and fast eroding values among the adolescents. From the experience of the researchers, who have been guidance counsellors and worked closely with the students, bullying is observed as one area that has eaten deep into the in-school adolescents' fabrics. The senior students use their power, position, age and other attributes to coerce students who have less power, not in any position and younger in age and outlook. The consequences are numerous; teachers and the school authorities in general spend much time settling cases of bullying. Students, who experience bullying, suffer from one health problem or the other which affects their academic career. Some of them absent themselves from school due to fear of being bullied, some tell lies to parents and fail to disclose cases of bullying because of intimidation. The bully themselves target their victims, gang up against them, map out plan on how they (bully) will get them in their trap and keep repeating such in a vicious cycle. Inadvertently, bullying becomes their focus in school, not only that, it becomes a gateway to other more dangerous maladaptive behaviours like confiscation of personal and school properties, committing rape, murder related cases and others at the detriment of their academic performance.

The researchers being witnesses to bullying in schools and having encountered failed interventions towards eradicating bullying have decided to correlate Need achievement in academics (the independent variable) with bullying (the dependent variable) among the in-school adolescents collectively and among the males and females differently. This is an area that has not received much attention in the investigation to the falling standard of education. The researchers also tried to find out the common forms of bullying in the order they are meted. Finally, they proffered adequate counselling strategies which will be disseminated through Group counseling in all the schools in Abuja and the environ.

1.5. Purpose of the Study

The study investigated the relationship between the Need achievement (N-Ach) in Academics and bullying among the adolescents in the schools. The specific objectives are to:

- Determine the most common forms of bullying among the adolescents in the Senior Secondary Schools in Abuja Municipal Area Council (AMAC)
- Correlate need achievement in academics and bullying among the adolescents in the Senior Secondary Schools in Abuja Municipal Area Council
- Determine the relationship between Need achievement in academics and bullying among the Senior Secondary School Male adolescents in the Abuja Municipal Area Council
- Determine the relationship between Need achievement in academics and bullying among the Senior Secondary School Female adolescents in the Abuja Municipal Area Council

1.6. Research Questions

A research question was formulated to determine the first objective of the study:

- What is the most common form of Bullying among the adolescents in the senior secondary Schools in Abuja Municipal Area Council (AMAC)?

1.7. Research Hypotheses

The study was guided by the following null hypotheses to determine the last three objectives of the study:

- There is no significant relationship between Need achievement in education and bullying behaviours of the adolescents in the Senior Secondary schools in AMAC
- There is no significant relationship between Need achievement in education and bullying behaviours of the Male adolescents in the Senior Secondary schools in AMAC
- There is no significant relationship between Need achievement in education and bullying behaviours of the Female adolescents in the Senior Secondary schools in AMAC

2. Methodology

Correlation research design was employed for the research and the sample consisted of six (6) Senior Secondary Schools drawn from the Senior Secondary schools in Abuja Municipal Area Council. Peer Nomination Scale was employed to select 300 adolescents for the study. The instrument was adapted from Chukwude (1988), it consists of two sections. The first has 8-item standard statements that are clinically relevant to characteristics of bullying behaviour. The other

section consists of five standard statements that depicted good behaviour. The respondents were required to read and discreetly mention two names of students who fell into each of the categories. In each school, 60 students were randomly selected to participate in the nomination. At the end of the exercise, the recurring names were picked on the bullying threshold. 50 students were picked from the nomination list in each school making a total of three hundred (300) adolescents. 198 out of 300 (66%) are Male adolescents, while the remaining 102 (34%) are female Adolescents of the sample. Researchers constructed questionnaire titled 'Need achievement in Academics of the Adolescents Scale (NAAAS)' and 'Bullying Behaviour of the Adolescents Scale' (BBAS) were administered to the nominated students. The NAAAS is a 15-item Scale which elicited responses on the inner urge to achieve, while the BBAS is a 20-item scale which elicited responses on five types of bullying: Physical, Verbal, Relational, Cyberbullying and Sexual bullying. The two instruments were rated on the modified four likert-type scale of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1

The face and content validity of the instruments were ascertained from experts in tests and measurement in the Veritas University, Abuja, who read through and made some corrections which were affected. While a test-retest reliability was adopted to test the reliability, the two instruments returned a Pearson Product Moment Correlation coefficient of 0.87 and 0.71 respectively indicating that they are reliable.

3. Results

- Research Question One: What is the most common form of Bullying among the adolescents in the senior secondary Schools in Abuja Municipal Area Council (AMAC)?

Forms of Bullying	Male Adolescents	Female Adolescents	Total
Physical bullying	93 (31%)	20 (6.67%)	113 (37.67%)
Verbal bullying	16 (5.33%)	47 (15.67%)	63 (21%)
Relation bullying	17 (5.67%)	14 (4.67%)	31 (10.33%)
Cyber bullying	44 (14.67%)	16 (5.33%)	60 (20%)
Sexual bullying	28 (9.33%)	05 (1.66%)	33 (11%)
Total	198 (66%)	102 (34%)	300 (100%)

Table 1: Common forms of Bullying

Table one is a display of the respondents on common forms of bullying in the senior secondary schools among the adolescents. The most common form of bullying is the physical bullying. The male adolescents rated highest, 93 of them representing 31%, while the females are 20 at 6.67% making a total of 113 students. The second form of bullying is verbal bullying. The females rated highest, 47 of them representing 15.67% of the sample, while the males rated low on verbal bullying. Cyberbullying took the third position, a total of 60 adolescents of which 44 are the male and the remaining 16 are the female. The fourth on the list is sexual bullying where 33 adolescents rated high at 11% of the respondents. The last on the list is the relational bullying. A total of 31 adolescents rated high on this form of bullying of which 17 are the male adolescents and 14 are the female adolescents. From the table, the most common form of bullying is the physical bullying.

N-ach		Male	Female	Total
High	40-60	19 (6.33%)	17 (5.67%)	36 (12%)
Mid	20-39	21 (7%)	17 (5.67%)	38 (12.67%)
Low	0-19	158 (52.67%)	68 (22.66%)	226 (75.33%)
Total		178 (66%)	102 (34%)	300 (100%)

Table 2: The Distribution of the Adolescents on Need achievement Rating

Table two indicates that 19 male adolescents and 17 female adolescents, that is 12% of the sample, rated high on the Need achievement scale, while 12.67% also rated between 20 and 39 (mid-point) of the scale. 75% of the sample rated low on the scale. The inference, therefore, is that the majority of the adolescents, who bully, are low on the Need achievement scale.

- Research Hypothesis One: There is no significant relationship between Need achievement in education and bullying behaviours of the adolescents in the Senior Secondary schools in AMAC.

Variables	No of Respondents	PPMCC	Level of Significance	Decision
N-ach	300	-0.73	0.05	Rejected
Bullying	300			

Table 3: The PPMCC of the Relationship between the Adolescents' Need Achievement in Education and Bullying Behaviour

The table above shows the degree of the relationship between need achievement and bullying behavior among the senior secondary school adolescents in Abuja Municipal Area Council. The result indicated that a correlation coefficient of -0.73 existed between the two variables. The data demonstrated a negative correlation which is significant at 0.05 level of significance. The implication of a negative correlation is that the students, who are low in need achievement, are high in

bullying behaviour. Therefore, the null hypothesis, which states that 'there is no significant relationship between the need achievement in academics and bullying behaviour among the adolescents, is rejected.

- Research Hypothesis Two: There is no significant relationship between Need achievement in academics and bullying behaviours of the Male adolescents in the Senior Secondary Schools in AMAC.

Variables	No. of Respondents	PPMCC	Level of Significance	Decision
N-ach	198	-0.81	0.05	Rejected
Bullying	198			

Table 4: The PPMCC of the Relationship between the Male Adolescents' Need Achievement in Academics and Bullying Behavior

The table above is a display of the relationship between the need achievement in education and bullying behaviour among the male adolescents in the senior secondary schools in Abuja Municipal Area Council. A total number of 198 male adolescents' correlation between need achievement and bullying behaviour returned a PPMCC of -0.81 at 0.05 level of significance. This indicates that there is a negative and significant correlation between the two. The null hypothesis which stated that 'there is no significant relationship between Need achievement in education and bullying behaviours of the Male adolescents in the Senior Secondary schools in AMAC' is rejected. The implication is that there is a significant relationship between the two variables.

- Research Hypothesis Three: There is no significant relationship between Need achievement in education and bullying behaviours of the Female adolescents in the Senior Secondary schools in AMAC.

Variables	No. of Respondents	PPMCC	Level of Significance	Decision
N-ach	102	-0.65	0.05	Rejected
Bullying	102			

Table 5: The PPMCC of the Relationship between the Female Adolescents' Need Achievement in Education and Bullying Behaviour

Table 3 shows the relationship between Need achievement and bullying behaviour among the female in-school adolescents. A total of 102 female adolescents were employed for the study and according PPMCC, it returned a negative correlation of -0.65 which shows that there is a negative correlation between the two variables. As a result, the null hypothesis is rejected.

4. Discussion of Findings

The inference from table one is that physical bullying is the highest on the roll. 37.67% of the adolescents mete out physical bullying on their victims. According to Gladden *et al* (2014), this type of bullying includes pushing, hitting, or directing aggressive writing, and verbal communication to the young person. The second on the list is the Verbal bullying; it shows that the girls are more on this. This confirms the assertion of Delreyet *al* (2019) and feijoo *et al* (2021); both sexes bully, but this study has shown that while the boys are more on physical bullying, females are more on verbal bullying. This knowledge is important to direct the focus of intervention.

Table two is the distribution of the adolescents on Need achievement rating. A total of 226 adolescents are low on Need achievement; 158 of them are males while the remaining 68 are females at 75% of the total sample. This confirms while learning is not effective among the adolescents, Patrick *et al*, (2011) pointed out that Need achievement in academics is important to improve the learning process for the students and to ensure they engage in achievement-oriented behaviours. This has also confirmed Akpan (2000) assertion that low Need achievement in academics is caused by the adolescents' behaviour problems.

Table three shows that there is a correlation between Need achievement and bullying behaviour. This is in line with the study carried out by Bonanno&Hymel (2013), and Akpan (2000) that found a relationship between the bullying behaviour and low school commitment. The high-level achievement for a nation through the investment in education according to Chetri (2014) cannot be realized with the correlation of bullying behaviours and low Need achievement in education.

The last two tables indicate a significant correlation between Need achievement and bullying behaviour among the male adolescents and among the female adolescents respectively at -0.81 and -0.65 PPMCC. The increase in Bullying behaviours of the sexes correlated with their low Need achievement; this confirms Faaky (2020).

5. Implication for Counseling

Counseling is the relationship between a professional counsellor and a client where the former assists the latter to resolve his conflicts. It is a person to person encounter in which one person (the professional) assists another (Client) to resolve a conflict (Alutu, 2017). This implies that the school guidance counsellors have a role to play in redeeming the adolescents from bullying and increasing their level of Need achievement. The findings have revealed that the Need achievement of the in-school adolescents significantly correlated with their bullying behaviours. Majority of the adolescents rated low on Need achievement and they are high on bullying scale. The indication is that the school counsellors should counsel for high Need achievement through individual counselling, group counselling, e-counselling and other guidance programmes to arouse the interest of the in-school adolescents in learning.

Individual counselling, according to Oladele (2007), is a way of offering opportunity to the students to experience a one-to-one relationship which is accepting and tolerating yet relatively free from moralizing, directing, advising or judging. The school counsellors should avail individual counselling to these adolescents, help them to make free informed decisions about their personal behaviours and provide support to sustain such behaviours. Individual counselling will also help them to acquire social skills facilitative of growth to eradicate bullying and ensure high Need achievement in academics.

ActionHealth Incorporated (2012) defined group counselling as a session that takes place between the professional trained counsellor and a group of people of 7-10 in number, in order to have a cohesive group and an effective well-controlled counselling session. Denga (2001) posited that this group of individuals should possess homogenous needs as well as heterogenous needs to enable them listen to themselves and gain from one another. With regards to the findings of this study, the group of the in-school adolescents, who bully, should be identified through observations, psychological tests and interviews. The group counselling should ensure the adolescents are sensitized on the need to have a vision of what they want in life, set appropriate goal towards realizing their vision and make plans to achieve the goal. Goal setting will help them focus and develop high need for achievement in their academics. Setting and reaching one's goals in life is a tool for high achievers (APA, 2005). Counsellors should drill the adolescents to achieve this through role-plays, case studies and working some exercises in groups. There could also be workshops, talk shows and career talks.

In-school adolescents should also receive proactive counselling in Attribution re-training and assertiveness training. Attribution re-training is a process that involves improving a person's beliefs in the causes of his/her own failures and successes to promote future motivation for achievement (Robertson, 2000). In most cases, students attribute their failures or behaviour problems to external factors depriving themselves of the intrinsic motivation to improve.

Assertiveness Training: Assertiveness is either verbal or non-verbal behaviors which enable the individuals to follow their interests, stand on their feet, express their comments, feelings, and ways of thought frankly without stress (Foruzesh, 2010 in Fezayat, 2014) and without hurting anyone. The in-school adolescents should be trained on the differences between asserting themselves and indulging in bullying behaviours or being passive. This will help them reduce anger, impulsive behaviours and other behaviours associated with bullying.

In another vein, counsellors should adopt E-counselling. This is a contemporary approach in counselling described as an electronic version of counselling through the internet medium (Myers, 2012). This approach is effective for students who are shy and could not engage in face-to-face counselling. It is also good for follow up of students during the holidays and out of school hours. Through e-counselling, counsellors can ensure the enhancement of students' need-achievement and reduction of bullying behaviours.

6. Conclusion

Bullying has been observed to be prevalent in the Senior Secondary Schools among the adolescents and having adverse effect on the students' academic performance among others. This study has found Physical bullying as the commonest form of bullying, as a result, the stakeholders of the students will be sensitized on having a closer watch (structured observation) at the students to identify cases of bullying at a glance. The study also indicated a significant correlation between Need achievement and bullying Behaviours, implying that an increase in Need achievement in academics will assist the adolescents to focus in their academics and denounce bullying.

7. Recommendations

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

- Nigerian government should ensure at both federal and state level that enough counsellors are engaged at the ratios of one counsellor to 250 students (APA, 2015) recommendation. This will allow a closer observation and effective individual and group counselling for the in-school counsellors at the identification of the bullies.
- Teachers should be sensitized to mentor the students and run programmes that will motivate them intrinsically towards their academics. Teachers should be the role-models to the students, be friendly with them, teach them morals, engage them in group activities and show concerns to their behaviours through positive reinforcements. Be it the case, the students will develop interest and love in studying against indulging in maladaptive behaviours.
- Counsellors should collaborate with the parents in identifying and reporting their children's attitude and low academic performance on time so as to devise a way of helping the adolescents before it becomes late. Parents should also ensure that their children's education is given a priority by adequately providing their academic needs: textbooks, reading materials, laptops and others. This will also motivate them towards academics.
- Academic programmes in schools should not be very stressful so that the adolescents will not see maladaptive behaviour, for instance, bullying as a coping strategy. The adolescence stage being a stage of stress and storm, more stress will push them off the right tract. There should be intermittent breaks and recreational opportunities for the in-school adolescents within the academic programme to enable them relax and freshen-up their brain.

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