

PARENTAL MONITORING AS A CORRELATE OF STUDENTS' BULLYING PERPETRATION AND VICTIMIZATION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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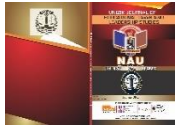
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ABSTRACT

Bullying in schools continues to pose a serious risk to students' well-being and academic achievement, with increasing emphasis being placed on family influences especially parental monitoring as a key factor in reducing such behaviours. This study investigated parental monitoring as a correlate of students' bullying perpetration and victimization in public secondary schools in Anambra State, Nigeria. A correlational research design was adopted to examine the relationships among the variables. The study was guided by four research questions and four null hypotheses. The population of the study was 22,403 Senior Secondary Two (SS2) students in government-owned secondary schools across Awka and Onitsha Education Zones. A sample of 1,120 SS2 students was used for the study and was estimated through multi stage sampling procedure. Data was collected using a structured questionnaire composed of three sections. The section on bullying and victimization included adapted items from the Revised Olweus Bully/Victim Questionnaire (OBVQ). Parental monitoring was measured using also adapted Revised Parental Monitoring Short Scale (PMSS) developed by Swaim and Stanley (2022). The questionnaire also included a socio-demographic section developed by the researcher. Validity of the instrument was established by three experts in Educational Psychology and Measurement and Evaluation. Reliability was assessed through a pilot study, yielding Cronbach's Alpha coefficients of 0.79 for bullying perpetration, 0.80 for victimization, and 0.80 for parental monitoring, indicating acceptable internal consistency. Pearson Product Moment Correlation Coefficient and multiple regressions were used to answer the research questions and test the null hypotheses at 0.05 level of significance. Findings among others showed a strong negative correlation between parental monitoring and students' victimization, and a negative correlation between parental monitoring and bullying perpetration. Based on the findings, it was recommended among others that parents should be educated on bullying and monitoring strategies through school-based forums such as PTA meetings to reduce bullying behaviours and support victims.

Keywords: parental monitoring, bullying perpetration, victimization, secondary school

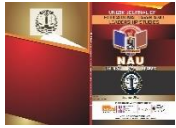


Introduction

Bullying perpetration is a social problem that occurs across various human environments within families where some fathers physically abuse mothers, in workplaces where certain managers mistreat employees, and especially in schools where senior students harshly intimidate or beat their juniors. Individuals who experience these acts become victims and may suffer physical, psychological, social, or academic harm depending on the situation. Although bullying has existed in schools for a long time, its frequency and severity appear to be rising, largely due to increased access to media, technology, and the internet. These challenges negatively affect students' physical, emotional, social, and academic well-being as well as their overall adjustment to school life. Earlier in their study, Nwiko et al (2025) had established this fact about media and psychosocial adjustment, stating that the increasing immersion of children and young adults in social media has heightened concerns about their psychosocial adjustment.

Today, bullying has become more widespread, intense, and complicated. It is no longer restricted to physical aggression; it now includes psychological intimidation, social manipulation, verbal harassment, and cyberbullying. Among these, online bullying has become the most common. With globalization and digital connectivity, students in Nigerian secondary schools face similar forms of bullying and victimization as their peers in more developed countries. As a result, bullying perpetration and victimization have grown into global issues that endanger the safety, well-being, and development of children and adolescents, highlighting the urgent need for effective interventions. Bullying perpetration is a subcategory of aggressive behaviour in human interaction characterized by a hostile imbalance of power and repeated inequality between the bully and the victim over a time (Nyla and Robert, 2017). It is defined as an intentional and systematic physical, verbal or psychological attack or intimidation intended to cause fear, distress or harm to the victim; it can be direct or indirect (Awad, Haddad, Sacre, Hallit, Soufia, and Salameh, 2021),

This implies that bullying perpetration is not limited to physical attacks or assaults, it also includes more sophisticated forms such as social isolation, hurtful teasing, rumour-mongering, among others. Contemporary bullying perpetration includes generally physical assaults which can cause damage to vital organs like the eye, damage to property, social exclusion, sexual abuse, verbal taunts, verbal threats, forceful cult initiation, false rumours with the intention of causing different kinds of humiliation (Raji, Kabir, Sabitur, Bashir, Lawal, Kaoje, Raji and Usman, 2019) and "cyber-bullying" which Ahmed (2019) termed 'Electronic bullying'. This cyber-bullying includes the Internet exposure of secrets, sharing of private photos, videos, love letters, etc in Facebook, E-Mail or Whatashap. It is the largest recent form of bullying. Bullying perpetration occurs in different areas in the school premises like at the playground, lonely paths especially where there is little or no monitoring and this needs to be checked. Even though, in some cases, some students fail to report such incidents to their teachers, parents or guardians, bullying perpetration has detrimental effects not only on the victim but also on the perpetrator, the bully (Seril, 2020). This is because the bullies may also suffer short term or long-term effects such as abuse of drug/alcohol, vandalization of people's property, engagements in fights, drop out of school, engagement in early sexual activities, etc. These abnormal behaviours can distort the student's personality at last.

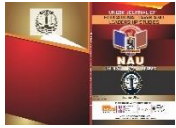


Therefore, bullying perpetration is an aggressive behaviour in which one individual intentionally and repeatedly inflict harm physically, emotionally or socially on another person by hitting, spreading false rumours, exposing one's secret, among others.

Bullying perpetration is so complex and rarely occurs in isolation without victimization on the other continuum. It is important to note that whenever bullying behaviour is exhibited, at least two individuals are implicated (Levy and Sela-Shayovitz, 2020). These are: (1) the bully or perpetrator, that is, the individual who uses strength, power, or technology to harm, intimidate, or disgrace another; and (2) the victim or the bullied, who is the weaker, defenseless, or helpless individual at the receiving end of the aggression. Thus, one cannot discuss bullying perpetration without acknowledging the victim who bears the negative consequences of the act. This interdependent relationship underscores the concept of victimization, which refers to the physical, psychological, social, or academic harm experienced by the individual targeted by the bully. Victimization therefore represents the direct outcome of bullying perpetration and highlights the reciprocal nature of the bullying dynamic, where the actions of the perpetrator produce adverse effects that shape the experiences and well-being of the victim.

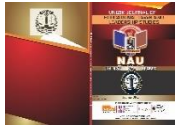
Victimization is the experience or witness of crime or incidents of bullying that comes in form of physical attack, sexual crimes, verbal or online threats, theft, robbery, social manipulations and murder which impacts negatively on the person concerned either physically, psychologically, socially or academically (Brion-Meisels, O'Neil and Sarh, 2022). Such consequences on the victim includes lack of concentration and attention in class that could bring about decrease in academic achievement, in GPA, in standardized tests; miss, skip or drop out of school; sleep disturbances, health complaints due to changes in sleep and sleeping patterns, depression due to isolation and feeling of insecurity, anxiety, physical injury, headaches, trauma, tendency to be bitter, angry, frustrated and lack in social interactions and drug dependency. This is because frequent experience of bullying can lead to toxic levels of stress which can be emotional, social or physical and in essence, victimization has negative consequences on the victim as a result of stress or trauma experienced during or after the bullying perpetration. Students' victimization therefore, is the continuous degradation, humiliation and pains a student victim receives from a student bully when teased, called nasty names, mimicked, locked indoors, kicked, hit or pushed, when private secrets are exposed in the internet, etc repeatedly and intentionally over a period of time, which have serious consequences on the victim (Khetarpal, Szoko, Culyba, Shaw, and Ragavan, 2021).

Bullying perpetration and victimization occur in schools for many different reasons and in the frontline may be the apparent low parental monitoring of children during childhood which may continue into adolescence as they develop. It may also be embedded in the psychological and socio-cultural context in which one is born and raised. The child's early life experiences especially with parents, peers and the social institution attended may contribute to the conduct problems in adolescence, according to Ross-Gray (2020). Earlier, Diane (2023) had also noted that a child tends to develop prosocial or anti-social behaviour depending on whether the parents met with his or her basic emotional needs. It cannot be over-emphasized that parents play important roles in their children's development and behaviour formation (Nwikpo et al, 2025). They are also the most



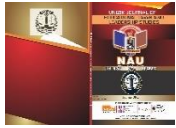
significant people in their children's lives from infancy through adolescence into early adulthood. Generally, students in the secondary schools are adolescents who are within the chronological age of 10-20 years (Onyekwere, 2021). Adolescence as the transition stage of development between childhood and adulthood need to be better understood by parents or guardians. It is a period in which adolescents seek independence from parental control and greater involvement with peers; a period they test their skills and abilities to discover who they are; take risks in trying new things which can bring about unhealthy or unsafe behaviours such as bullying, drug use among others. Consequently, consistent, focused and intentional monitoring of these adolescents by parents or guardians whether educated or poorly educated becomes critical to help them develop pro-social instead of anti-social behaviours of which bullying is one and which has been escalating. Owuamanam and Makinwa (2015) indicated that the prevalence of bullying and victimization in Nigerian schools has drastically increased. More recently Raji, Kabir, Sabitur, Bashir, Lawal, Kaoje, Raji and Usman (2019) reported that the rate of bullying in Nigeria ranges from 21% to 82% and has contributed to heightened violence among students in Nigeria. According to them, bullying appears to be on the increase due to the development of websites, internets and cybercafé. There is a dire need to intensify monitoring by all relevant agencies especially parents and guardians, who play a significant role in shaping child's life and development. Although, intentional parental monitoring has been highlighted in literature as a strategy to help adolescents avoid anti-social behaviours, including bullying perpetration, "many parents tend to relinquish support and monitoring of their adolescents at around the ages of 13 to 14, a period referred to as 'premature autonomy' which may lead to poor adjustment in adolescents" (Ross-Gray, 2020:17). This is dangerous for the students' growth and overall development.

The suggestion from Ross-Gray's work is that when parents exhibit Lassie-affaire attitudes by failing to monitor and direct their children, they contribute to the escalating bullying perpetration and victimization seen in schools nowadays with consequent adverse effects on students' overall academic achievements and wellbeing; as well as their poor home membership and civic responsibilities. Parents, no doubt, are the most significant people in their children's lives from infancy through adolescence to early adulthood. Further authors like Mishra and Promila (2017) hold the view that most parents are not gravely concerned about their children's welfare whether social, emotional or moral, yet these parents long that their children be adequately equipped in the schools to get well in the world and become good citizens of the society. These parents, they say, have outsourced their grooming responsibilities of monitoring their children to their teachers completely. Nevertheless, it remains crucial that parents should not only show commitment, but also develop sophisticated skills and strategies to monitor their children in order to minimize deviant behaviours, and in this instance, bullying perpetration and victimization in schools. This highlights the central role of parental monitoring, which refers to the extent to which parents are aware of and actively oversee their children's activities, peer relationships, online engagements, and general behaviour. Effective parental monitoring acts as a protective factor, reducing the likelihood of children engaging in bullying behaviours and equally lowering their susceptibility to becoming victims. Inadequate monitoring, on the other hand, creates opportunities for negative peer influence, risky behaviours, and aggression to thrive, thereby exacerbating both bullying perpetration and victimization.



Parental monitoring refers to the actions parents take to keep track of their wards. It is a set of related parenting behaviours that involve parents' awareness, rule-setting or solicitation of information about their children's lives, daily activities and whereabouts (Doty, et al, 2021). Parental monitoring consists of four major components which are 1) parental supervision 2) parental solicitation 3) child disclosure and 4) parental knowledge (Lippold, Greenberg, Graham and Feinberg, 2014). Parental supervision involves communication of rules, accompaniment, and the control of internet use and social contacts. Solicitation of information includes how parents engage teachers, peers and others to know about their children's welfare or behaviours. Parental knowledge refers to what parents know about their children's day-to-day life, while Child's disclosure refers to the child's willingness to share information, often dependent on the quality of the parent-child relationship. Parental monitoring encompasses the various techniques both direct and indirect parents use to observe, guide and check their children's physical, social and online activities with the goal of preventing deviant behaviours. In practical terms, parental monitoring may involve: setting clear rules and expectations and explaining the consequences of breaking them; applying fair and consistent disciplinary measures; checking homework, projects, etc and see how to help or contact someone to help; parent-child discussions of how the children feel and think; knowing the child's friends (boyfriends and girl friends) and their parents as well; getting reports from friends, teachers, school matrons, etc. about the child's school activities and performances; knowing outside school activities with friends and time to return home evenings or after each set programme; knowledge of places the student goes and reasons of visits as well how your child spend money; tracking on how the adolescents spend time online and talk with them about using internet safely; discuss their emotional state and behaviour at home as well as discuss any concern they might have; checking shared house chores such as sweeping the rooms, prepare meals, among others; and observing dressings and personal hygiene to detect behavioural changes.

In contemporary society, however, many parents due to work pressure, economic challenges, or other social commitments have increasingly delegated their monitoring responsibilities to teachers. This shift tends to weaken the home-school connection necessary for shaping students' moral and behavioural standards. When parents fail to adequately monitor their children, students may become more exposed to negative peer influences, online risks, truancy, and antisocial behaviours such as bullying. Conversely, students who lack adequate parental support and supervision are also more likely to become victims, as they may not possess the social skills, confidence, or protection needed to navigate peer relationships safely. In Anambra State, anecdotal reports and observations from teachers, counsellors, and school administrators indicate a rising trend in bullying incidents, ranging from physical aggression to verbal abuse, social exclusion, and cyberbullying. These incidents highlight the need to investigate the family-related determinants of such behaviours among adolescents. Given the strong influence the home environment exerts on children's development, understanding how parental monitoring correlates with students' bullying perpetration and victimization is timely and critical. Therefore, examining parental monitoring as a correlate of students' bullying and victimization in public secondary schools in Awka and Onitsha Education Zones of Anambra State will provide empirical evidence on whether the level of parental supervision contributes significantly to students' involvement in bullying, either as



perpetrators or as victims. Such findings would be valuable to educators, counselling psychologists, parents, and policymakers in designing effective interventions aimed at promoting safer school environments, enhancing parental involvement, and reducing bullying behaviours and victimization among adolescents.

Research Questions

The following research questions guided the study

1. What is the relationship between parental monitoring and students' bullying perpetration scores in public secondary schools in Awka and Onitsha Education Zones in Anambra State?
2. What is the relationship between parental monitoring and students' bullying victimization scores in public secondary schools in Awka and Onitsha Education Zones in Anambra State?
3. What is the relationship between parental monitoring based on educational attainment, and students' bullying perpetration scores in Awka and Onitsha Education Zones in Anambra State?
4. What is the relationship between parental monitoring based on educational attainment, and students' victimization scores in Awka and Onitsha Education Zones?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between parental monitoring and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones in Anambra State.
2. There is no significant relationship between parental monitoring and students' victimization in public secondary schools in Awka and Onitsha Education Zones in Anambra State.
3. There is no significant relationship between parental monitoring based on educational attainment and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones in Anambra State.
4. There is no significant relationship between parental monitoring based on educational attainment and students' victimization in public secondary schools in Awka and Onitsha Education Zones in Anambra State.

Materials and Method

A correlational research design was adopted to examine the relationships among the variables. The study was guided by four research questions and four null hypotheses. The population of the study was 22,403 Senior Secondary Two (SS2) students in government-owned secondary schools across Awka and Onitsha Education Zones. A sample of 1,120 SS2 students was used for the study and was estimated through multi stage sampling procedure. Data was collected using a structured questionnaire composed of three sections. The section on bullying and victimization included adapted items from the Revised Olweus Bully/Victim Questionnaire (OBVQ). Parental monitoring was measured using also adapted Revised Parental Monitoring Short Scale (PMSS) developed by



Swaim and Stanley (2022). The questionnaire also included a socio-demographic section developed by the researcher. Validity of the instrument was established by three experts in Educational Psychology and Measurement and Evaluation. Reliability was assessed through a pilot study, yielding Cronbach's Alpha coefficients of 0.79 for bullying perpetration, 0.80 for victimization, and 0.80 for parental monitoring, indicating acceptable internal consistency. Pearson Product Moment Correlation Coefficient and multiple regressions were used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Presentation of Results

Research Question 1: What is the relationship between parental monitoring and students' bullying perpetration scores in public secondary schools in Awka and Onitsha Education Zones in Anambra State?

Table 1: *Relationship between Parental Monitoring and Students' Bullying Perpetration Scores in Public Secondary Schools in Awka and Onitsha Education Zones in Anambra State*

Variables	N	Parental Monitoring	Bullying Perpetration	Remark
Parental Monitoring	1,120	1	-0.812	Strong Negative Correlation
Bullying Perpetration	1,120	-0.812	1	

The result from Table 1 shows that there is a strong negative relationship between parental monitoring and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones of Anambra State. Specifically, the correlation coefficient ($r = -0.812$) indicates a strong inverse relationship, meaning that higher levels of parental monitoring are associated with lower levels of bullying perpetration among students.

Research Question 2: What is the relationship between parental monitoring and students' bullying victimization scores in public secondary schools in Awka and Onitsha Education Zones in Anambra State?

Table 2: *Relationship between Parental Monitoring and Students' Bullying Victimization Scores in Public Secondary Schools in Awka and Onitsha Education Zones in Anambra State*

Variables	N	Parental Monitoring	Bullying Victimization	Remark
Parental Monitoring	1,120	1	-0.857	Strong Negative Correlation
Bullying Victimization	1,120	-0.857	1	

The result from Table 2 indicates a strong negative relationship between parental monitoring and students' bullying victimization in public secondary schools in Awka and Onitsha Education Zones of Anambra State. The correlation coefficient ($r = -0.857$) shows a strong negative relationship, implying that increased parental monitoring is associated with reduced levels of bullying victimization among students.



Research Question 3: What is the relationship between parental monitoring based on educational attainment, and students' bullying perpetration scores of their wards in Awka and Onitsha Education Zones in Anambra State?

Table 3: *Relationship between Parental Monitoring based on Educational Attainment, and Students' Bullying Perpetration Scores in Awka and Onitsha Education Zones in Anambra State*

Variables	N	Parental Monitoring based on Educational Attainment	Bullying Perpetration	Remark
Parental Monitoring based on Educational Attainment	1,120	1	-.672	Strong Negative Correlation
Bullying Perpetration	1,120	-.672	1	

Findings from Table 3 reveals a strong negative relationship between parental monitoring based on educational attainment and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones of Anambra State. The correlation coefficient ($r = -0.672$) indicates that higher levels of parental monitoring associated with parents' educational attainment correspond to lower levels of bullying perpetration among their wards.

Research Question 4: What is the relationship between parental monitoring based on educational attainment, and students' victimization scores of their wards in Awka and Onitsha Education Zones?

Table 4: *Relationship between Parental Monitoring based on Educational Attainment, and Students' Victimization Scores in Awka and Onitsha Education Zones in Anambra State*

Variables	N	Parental Monitoring based on Educational Attainment	Bullying Victimization	Remark
Parental Monitoring based on Educational Attainment	1,120	1	-.699	Strong Negative Correlation
Bullying Victimization	1,120	-.699	1	

The finding from Table 4 shows a strong negative relationship between parental monitoring based on educational attainment and students' bullying victimization in public secondary schools in Awka and Onitsha Education Zones of Anambra State. The correlation coefficient ($r = -0.699$) indicates that higher levels of parental monitoring associated with parents' educational attainment are linked with lower levels of bullying victimization among students.

Hypothesis 1: There is no significant relationship between parental monitoring and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones in Anambra State.



Table 5: *Test of Significance of Pearson Correlation between Parental Monitoring and Students' Bullying Perpetration*

Sources of Variation	N	R	P-value	Remark
Parental Monitoring	1,120	-0.812	0.02	Significant
Bullying Perpetration				

The result in Table 5 shows that there is a significant relationship between parental monitoring and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones of Anambra State. The Pearson correlation coefficient ($r = -0.812$) indicates a strong negative relationship, and the p-value (0.02) is less than the 0.05 level of significance. Consequently, the null hypothesis is rejected, indicating that increased parental monitoring is significantly associated with reduced bullying perpetration among students.

Hypothesis 2: There is no significant relationship between parental monitoring and students' victimization in public secondary schools in Awka and Onitsha Education Zones in Anambra State.

Table 6: *Test of Significance of Pearson Correlation between Parental Monitoring and Students' Victimization*

Sources of Variation	N	R	P-value	Remark
Parental Monitoring	1,120	-0.857	0.00	Significant
Bullying Victimization				

The result from Table 6 indicates that there is a significant relationship between parental monitoring and students' bullying victimization in public secondary schools in Awka and Onitsha Education Zones of Anambra State. The Pearson correlation coefficient ($r = -0.857$) shows a strong negative relationship, and the p-value (0.00) is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected, implying that higher levels of parental monitoring are significantly associated with lower levels of bullying victimization among students.

Hypothesis 3: There is no significant relationship between parental monitoring based on educational attainment and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones in Anambra State.

Table 7: *Test of Significance of Pearson Correlation between Parental Monitoring based on Educational Attainment and Students' Bullying Perpetration*

Sources of Variation	N	R	P-value	Remark
Parental Monitoring based on Educational Attainment	1,120	-.672	0.02	Significant
Bullying Perpetration				



The result of Hypothesis 3 reveals that there is a significant relationship between parental monitoring based on educational attainment and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones of Anambra State. The Pearson correlation coefficient ($r = -0.672$) indicates a strong negative relationship, and the p-value (0.02) is less than the 0.05 level of significance. Consequently, the null hypothesis is rejected, showing that higher levels of parental monitoring associated with parents' educational attainment significantly reduce students' bullying perpetration.

Hypothesis 4: There is no significant relationship between parental monitoring based on educational attainment and students' victimization in public secondary schools in Awka and Onitsha Education Zones in Anambra State.

Table 8: *Test of Significance of Pearson Correlation between Parental Monitoring based on Educational Attainment and Students' Victimization*

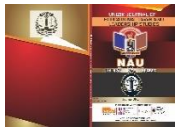
Sources of Variation	N	R	P-value	Remark
Parental Monitoring based on Educational Attainment Victimization	1,120	-.699	0.02	Significant

Findings from Table 8 shows that there is a significant relationship between parental monitoring based on educational attainment and students' bullying victimization in public secondary schools in Awka and Onitsha Education Zones of Anambra State. The Pearson correlation coefficient ($r = -0.699$) indicates a strong negative relationship, and the p-value (0.02) is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected, implying that higher levels of parental monitoring associated with parents' educational attainment significantly reduce students' experiences of victimization.

Discussion of Findings

A number of findings emerged providing insight into the factors that may account for students' bullying perpetration and victimization in schools. This section discussed the findings of the study as follows:

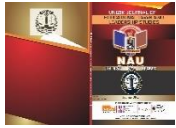
The result from Table 1 shows that there is a strong negative relationship between parental monitoring and students' bullying perpetration in public secondary schools in Awka and Onitsha Education Zones of Anambra State. Specifically, the correlation coefficient indicates a strong inverse relationship, meaning that higher levels of parental monitoring are associated with lower levels of bullying perpetration among students. This finding supports the results of Xu *et al.*, (2021) and Doty *et al.*, (2021) who found out that parental monitoring plays maximum role in mitigating bullying perpetration in schools. This implies that parental monitoring reduced students' bullying perpetration in schools. This suggests that the level of parental monitoring employed by parents to deter bullying in schools significantly reduces bullying perpetration among students. However, the finding that parental monitoring has negative relationship with bullying perpetration in schools disagrees with that finding of Mustapha *et al.*, (2023), which indicates that parental monitoring is significantly related to students' bullying perpetration. Similarly, Ahmed



(2019) found that parental monitoring is more potent predictor of cyber bullying among students. The findings of the study suggests that students with low or minimal levels of parental monitoring are more involved in bullying perpetration than those with moderate or high levels of monitoring. This means that higher parental monitoring reduces the odds of bullying perpetration among students in schools.

The results of the study also support the findings of Figueira *et al.*, (2015), who investigated the association between parental supervision and bullying perpetration among students. The researchers discovered that parental supervision correlated highly with bullying perpetration in schools. This implies that students, who are regularly supervised by their parents or guardians or whose parents/guardians are highly involved in their activities and whereabouts, are less likely to engage in bullying behaviours. The finding of Eze *et al.*, (2024) also supports the result of the study, after their research on the parental involvement as correlate of bullying behaviour among secondary school students. The result of their findings revealed that parental involvement has a strong relationship with bullying perpetration of students, meaning that parents are highly recommended to be involved in their teens' activities, socialization and emotional wellbeing to curb bullying in schools. Furthermore, the findings from hypothesis 1 revealed a significant relationship between parental monitoring and students' bullying perpetration in public secondary schools within the Awka and Onitsha Education Zones of Anambra State. This finding aligns with the study by Xu *et al.* (2021), and Figueira, *et al.*, (2015) who also reported a significant association between parental monitoring and students' involvement in bullying perpetration. The result suggests that when parents actively monitor their children's activities, friendships, and school engagement, students are less likely to engage in bullying behaviors. Parental monitoring may provide guidance, reinforce positive behavior, and serve as a deterrent to aggressive tendencies, thereby reducing the likelihood of students perpetrating bullying. This emphasizes the critical role parents play in shaping their children's social behaviors and maintaining a safe school environment.

This finding is in line with the finding of Alvarez-Garcia *et al.*, (2019), which revealed that parental control is strongly related to cyber-victimization. This means that students who are monitored by their parents are less likely to become victims of cyber-aggressions. This is also in line with Figueira *et al.*, (2015) whose findings revealed that parental supervision reduced the odds of bullying victimization among adolescent school students in Brazil. This implies that students, who frequently eat meals with their parents or guardians, have their homework checked by them, and whose free time activities are monitored are less likely to suffer bullying victimization at school. These results do not corroborate with the findings of Xu *et al.*, (2021). The researchers reported that parental behavioral control was found to be negatively related to students' victimization. This means that parental behavioral control could not directly predict school victimization. This indicates that students are not influenced by their parents' efforts to control their activities or socialization in schools to avert bullying or being victimized. One possible explanation for this weak influence of parental control is the greater role played by peer groups during adolescence. It is difficult for parents or guardians to exercise rigorous control over adolescents, who often spend a lot of time away from them (Alvarez-Garcia *et al.*, 2019). In addition, the peer groups often



encourage or approve of risky behaviours more than parents or guardians. Nevertheless, other factors may be the cause of this negativity which requires further investigation.

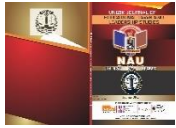
Furthermore, the findings from hypothesis 2 revealed a significant relationship between parental monitoring and students' victimization in public secondary schools within the Awka and Onitsha Education Zones of Anambra State. This finding corroborates the study by Alvarez-Garcia et al. (2019), which reported a significant association between parental control and cyber-victimization. The result suggests that active parental monitoring can help protect students from being targeted by bullying, including online forms, by providing guidance, supervision, and support that reduce their vulnerability to victimization. This underscores the important role of parents in creating a protective environment that safeguards their children from harmful social interactions both within and outside the school setting.

The results from research questions 3 and 4 showed that parents' educational attainment had some influence on bullying perpetration of students and on victimization of students in relation to parental monitoring. This implies that educational attainment account for low and high correlation in how parents monitor their teens in schools in exhibiting bullying or experiencing victimization. This means that parental educational background can influence how parents or guardians monitor their children's activities, socialization and attitudes in schools based on their experiences. This finding aligns with other studies that have demonstrated that a higher level of education plays an important role in curbing bullying perpetration and victimization in schools (Mustapha *et al.*, 2019; Wokoma Udokwukwu 2020). This implies that bullying and victimization in schools are higher among students of the secondary school age from uneducated or poorly educated parents than those from educated parents. This means that students whose parents are highly educated tend to be monitored more closely than those of uneducated or poorly educated parents. There is no work found by the researcher that contradicts the findings.

Findings from hypotheses 3 and 4 revealed a significant relationship between parental monitoring, considering parents' educational attainment, and students' bullying perpetration and victimization in public secondary schools within the Awka and Onitsha Education Zones of Anambra State. This finding is consistent with the studies of Mustapha et al. (2019) and Wokoma and Udokwukwu (2020), who also reported a significant association between parental monitoring and both the perpetration and victimization of students in school settings. The results suggest that parents' level of education may influence the effectiveness of monitoring strategies, thereby impacting students' involvement in bullying behaviors either as perpetrators or victims.

Conclusion

Based on the study's findings, it was concluded that parental monitoring is strongly associated with students' involvement in bullying, both as perpetrators and victims, in public secondary schools within the Awka and Onitsha Education Zones of Anambra State, including among parents with formal educational attainment. The study further concluded that parental monitoring significantly influences students' engagement in bullying behaviours and their vulnerability to victimization in secondary schools across Anambra State.



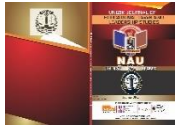
Recommendations

The following recommendations were made based on the findings of the study:

1. Parents should be encouraged to actively monitor their children's activities, friendships, and online interactions to reduce the likelihood of bullying perpetration and victimization.
2. Schools should organize workshops and seminars to educate parents on effective monitoring strategies and the importance of their involvement in their children's social and academic life.
3. Teachers should provide regular feedback to parents about students' behavior, social interactions, and any observed signs of bullying, fostering a collaborative approach to addressing student misconduct.
4. Educational authorities should develop and enforce school policies that promote parental involvement as a core component of anti-bullying initiatives.
5. Special guidance and resources should be provided to parents who may lack formal education to help them effectively monitor and guide their children.
6. School counselors should design programs that address both students' and parents' roles in preventing bullying, emphasizing communication, supervision, and conflict resolution skills.
7. Given the rise of online victimization, parents and schools should be educated on strategies to monitor and protect students in digital spaces.

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