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**PERSONALITY TRAITS AND CYBERBULLYING OF UNDERGRADUATE  
STUDENTS IN OSUN STATE, NIGERIA**

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**ABSTRACT**

*The study determined the prevalence of cyberbullying of undergraduate students in Osun State. It also examined the relationship between personality traits and cyberbullying of students. The study adopted a descriptive survey design. The study population comprised all undergraduate students in Osun State. A total of 334 participants completed the questionnaire. A 4-section instrument titled: “Questionnaire on personality traits, social media and cyberbullying of students” was used to collect data from the participants. The data obtained were analyzed using descriptive statistics and multiple regression statistics. The result revealed that the most predominant trait among the respondents was neuroticism with a mean score of 8.4 while the least predominant trait of the respondents was agreeableness with a mean score of 7.0. The result revealed a negative weak and significant relationship between the perpetration scores and the extraversion and neuroticism scores of the respondents ( $R= 0.18, p<0.05$ ; and  $R=0.24, p<0.05$ ) respectively, a significantly weak and positive relationship between the perpetration scores and the agreeableness of the respondents ( $R= 0.383, p<0.05$ ). The study concluded that Instagram is mostly used for bullying as perceived by publicly owned undergraduates and the level of perpetration of cyberbullying by study participants was found to be low. Also, the most predominant trait among the respondents was neuroticism followed by extraversion and the least rated trait was agreeableness. It was recommended that effective counselling intervention be applied to help the victims of cyberbullying in schools and legal framework that would mitigate the degree of cyberbullying in schools be strengthened for implementation.*

*Keywords: Students, cyberbullying, online, undergraduate, Nigeria*

## **INTRODUCTION**

Globally, bullying-related issues in academic settings are escalating especially among school adolescents and young adults in higher institutions of learning. The concept of Bullying has been defined by the American Psychological Association (APA, 2024) as any form of aggressive behaviour in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying has been described as a public health issue by the World Health Organisation (WHO, 2020). It was defined as any threat or physical use of force, aimed at the individual, another person, or a specific community or group which can result in injury, death, physical damage, some developmental disorders or deficiency (WHO, 2020). Various forms of bullying commonly exhibited by students in school have been established in psychological literature. These among others include physical, verbal, social or emotional and cyber bullying (Gale, 2019).

Out of these forms of bullying, cyberbullying is relatively the most recent form of bullying probably aided by Information Communication Technology (ICT) through the invention of modern communication devices such as smartphones, increased availability of internet facilities development and use of various social network platforms such as Facebook, Instagram, Telegram, 2go, Twitter etc. Despite the legal framework, that's Cybercrimes Prohibition and Prevention, Act 2015 of Nigeria, the magnitude of cyberbullying is growing rapidly. Perpetrators of this form of bullying often target victims with the use of text-based equivalents, pictures or videos to cause social or emotional and social damage. This may also be in the form of online sexual exploitation and abuse, gender-based which results in suicidal ideation or even untimely death of victims.

In Nigeria, students are heavy users of social media and internet facilities. As reported in a National Demographic Health Survey (NDHS, 2008), about 99% of Nigerian youths (including undergraduates) are exposed to at least one media source or the other and these media sources are part of the stimuli that trigger the perpetration of cyberbullying. With the increased use of ICT and technologically facilitated bullying across the world, cyberbullying is increasingly prevalent and its associated risks are heightened. The National Youth Index (NYI) which provides an objective measure of youth development in Nigeria published by Sparkle in 2023 indicated that the health and well-being of Nigerian youth was 43.6% with Osun State (44.1%) ranked 26<sup>th</sup> position out of 36 states and Federal Capital Territory (FCT). The implication of these statistics could mean that there is a need to improve the overall well-being of youths in Nigeria and Osun State in particular.

Previous studies on cyberbullying among adolescents have reported prevalence rates of 17.9% and 20.97% in England (Public Health England, 2017) and Saudi Arabia (Jaffer et al., 2021) respectively. In Nigeria, 23.9% were reported to have harassed another person electronically and a common mode of perpetrating such harassment was through the use of a phone (Olumide, Adams & Amodu, 2015). In addition, the United Nations Population Fund (UNFPA, 2022) reported that 85% of young women have witnessed violence or cyber harassment, hate speech, doxing or the non-consensual use of people's images and 40% have experienced it personally. In terms of demographic characteristics, cyberbullying is more perpetrated by males (Howard et al., 2019) than females.

Unfortunately, when the incidence of cyberbullying occurs, many of the victims suffer in silence, especially when it is more cyber sexual harassment. This may have negative and devastating effects such as academic underachievement, school drop-out and social anxiety (Rodríguez-Enríquez et al., 2-19), self-isolation, depression and death (Hinduja & Patchin, 2010; Låftman, Modin & Östberg 2013; (Peebles, 2014).

Although generally, human behaviour is associated with many factors such as social and environmental, biological and more specifically, psychological factors (Hossain, 2022). Studies have established the association between general bullying with aggression (Escortell, 2020), antisocial behaviour and physical health as well as psychological problems (Balakrishnan et al., 2019). In terms of personality traits, Bullies, have been characterized by lower levels of agreeableness and conscientiousness (e.g., order, precision and fulfilment of commitments), and higher levels of neuroticism (Celik, Atak & Erguzen 2012; Kokkinos, 2016). The victims of bullying are characterized by personality traits of openness to new experiences, and agreeableness (Rodríguez-Enríquez, 2019; Celik, Atak & Erguzen 2012; Kokkinos, 2016). In Nigeria, the rate at which many young adults are currently bullying each other on social media is increasing. This has become worrisome to the extent that governments at various levels are trying to find a way to curtail and reduce it significantly. However, empirical information that could impact policy directions and help professional helpers in higher institutions of learning to provide therapeutic help for the victims of bullying and development of intervention programmes for improved social and mental well-being is required but insufficient in Nigeria. Therefore, this present study was designed to investigate cyberbullying and determine the personality traits connected to cyberbullying in Nigeria.

### **Objectives of the study**

This study seeks to investigate the influence of personality traits and social media on cyberbullying behaviour among university students in a public institution. The specifically the study:

- i. determined the prevalence of bullying among undergraduate students
- ii. examined the relationship between personality traits and cyberbullying among undergraduate students.

### **Research Questions**

The following research questions will guide the research study to address the problem statement and achieve the objectives of the study.

- i. What is the prevalence of cyberbullying among undergraduate students in a public university?
- ii. What personality traits are associated with cyberbullying among undergraduate students in a public university?

### **Research Hypotheses**

Hypothesis One: There is no significant relationship between personality traits and cyberbullying among undergraduate students in a public university.

Hypothesis Two: There is no significant relationship between the use of social media platform and cyberbullying.

## METHOD

The research design adopted was a descriptive survey. The population consisted of all undergraduate students in Osun State, Nigeria. A total number of 334 students was selected across public and private universities as the study sampled using a disproportionate stratified sampling technique. One hundred and ninety-four representing 58.1% of the total sampled participants were selected from public a university that has a larger population size while 194 participants were selected from a private university in the state. A structured but adapted instrument titled “Personality and Cyberbullying of Students’ Questionnaire” was used to data for the study. The instrument is made up of four sections A, B, C, and D. Section A contains socio-demographic information such as gender, age, and institution ownership type. Section B contained 6 items on social platforms used by students for social networking. These are Twitter, Instagram, Facebook, TikTok, Snapchat, and YouTube. Section C contained a 15-item scale that measured cyberbullying perpetration. Responses range from 1=Never to 4 = More than three times. High scores indicate higher cyberbullying perpetration while low scores will indicate a lower level of cyberbullying perpetration. Section C contained 16-item on Big Five Personality. The 16-item Personality Inventory (TIPI) was developed by Barrick and Mount (1991) to measure the Big Five Personality factors of the respondents: Extraversion (E), Neuroticism (N), Openness To Experience (O), Conscientiousness (C) and Agreeableness (A). Responses were scored on a 5- 5-point Likert scale (1) strongly agree, (2) agree, (3) neutral, (4) disagree, (5) strongly disagree. A high score indicates a higher level of E, N, O, C and A while a low score indicates a lower level of E, N, O, C and A. The Big-Five dimensions along which personality is scored and the associated traits. O: Openness, C: Conscientiousness, E: Extraversion, A: Agreeableness, N: Neuroticism is shown below in Table 1:

Table 1: The Big-Five dimensions and associated personality traits

Dimension of Personality	Associated personality traits
Openness.	Appreciation for arts, Imagination, Curiosity, Valuing intellectual matters
Conscientiousness.	Order, Dutifulness, Achievement striving, Self-discipline, Deliberation
Extraversion.	Talkative, social, Warmth, Activity, Excitement seeking, Positive emotions
Agreeableness.	Trust, Altruism, Compliance, Modesty, Tender-mindedness
Neuroticism	Anxiety, Self-pity, Being self-conscious, Impulsiveness, Fluctuating moods

Data obtained were analysed using the Statistical Package for the Social Sciences (SPSS) 22 version. Descriptive statistics was used to answer the research questions while Pearson Correlation and multiple regression analyses were carried out to test the hypotheses.

**RESULTS**

Table 2: Socio-demographic characteristics of respondents

Variables	Frequency (N=334)	Percentage (%)
Age (years) Mean ± SD =22.3±3.4		
18 and Below	49	14.7
19 – 21	105	31.4
22 – 24	118	35.3
25 and above	62	18.6
Gender		
Male	167	50.0
Female	167	50.0
Institution Type		
Private	140	41.9
Public	194	58.1

The socio-demographic profile of respondents is as presented in Table 2. The mean ± standard deviation of the age of the respondents was found as 22.3±3.4 years and the modal age range of the respondents was 22 – 24 years (35.3%). There was 31.4 % of respondents who were between the ages of 21 and 23 years. An equal distribution of males and females were present in this study (50.0% vs 50.0% respectively). The result showed 58.1% the respondents in the present study attends a publicly owned institution and 41.9% attended a privately owned institution.

Table 3: Cyberbullying perpetration among undergraduates

Items	Never	Once	Twice Or Three Time	More than Three times
I steal Personal Information from computer (like files, email addresses, pictures, IM messages, or Facebook info)	215(64.4)	61(18.3)	34(10.2)	24(7.2)
I steal computer nicknames or screen names	234(70.1)	53(15.9)	35(10.5)	12(3.6)
I threaten people in an online forums (like chat rooms, Facebook, or twitter)	269(80.5)	31(9.3)	18(5.4)	16(4.8)
I insults in an online forums (like chat rooms, Facebook, or twitter)	228(68.3)	52(15.6)	27(8.1)	27(8.1)
I exclude in an online forums by blocking others' comments or removing them.	221(66.2)	36(10.8)	47(14.1)	30(9.0)

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I commit slander by posting fake photos on the internet.	236(70.7)	31(9.3)	47(14.1)	20(6.0)
I share private internet conversations without the other's knowledge (such as chatting with a friend on Skype with other (s) in room)	246(73.7)	30(9)	37(11.1)	21(6.3)
I make fun of comments in online forums (such as Facebook)	156(46.7)	30(9)	76(22.8)	72(21.6)
I send threatening or hurtful comments through e-mail.	282(84.4)	17(5.1)	26(7.8)	9(2.7)
I steal email access (usernames and passwords) and blocking true owner's access.	283(84.7)	15(4.5)	23(6.9)	13(3.9)
I steal email access and reading personal messages.	298(89.2)	18(5.4)	12(3.6)	6(1.8)
I publish online an embarrassing photo without a permission.	299(89.5)	7(2.1)	23(6.9)	5(1.5)
I mislead people by pretending to be other gender (male/female)	251(75.1)	37(11.1)	34(10.2)	12(3.6)
I post mean or rude things about other people on the internet	282(84.4)	32(9.6)	13(3.9)	7(2.1)
I harass or bother online for no apparent reason	285(85.3)	26(7.8)	7(2.1)	16(4.8)

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The responses of respondents on the use of social media for bullying is presented in Table 3. The result showed that 7.2% of respondents have used social media for stealing personal information from computers (like files, email addresses, pictures, IM messages, or Facebook info about twice and 10.2% have used it thrice or more while 64.4% have never done it. Also, 3.6% have used social media to steal computer nicknames or screen names about thrice or more and 15.9% have done it once while 70.1% have never carried out such actions. Furthermore, 9.0% indicated that they have excluded in an online forum by blocking others' comments or removing them more than twice and 14.1% have done this about twice. The result revealed also that about 29.3% have been engaged in committing slander by posting fake photos on the internet about once or more while 70.7% have not been engaged in such activity. It was also found that 15.6% have threatened people in an online forum (like chat rooms, Facebook, or Twitter) more than once. The result showed that 15.6% have at least once posted mean or rude things about other people on the internet and 14.7% have at least once harassed or bothered online for no apparent reason. Further to this, the Relative Significant Index was carried to show the nature of bullying commonly exhibited by students. The results is presented in Table 4.

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Table 4 Relative significance index of bullying actions

Items	Score Obtained	Frequency (N)	RSI	Ranks
I steal Personal Information from computer (like files, email addresses, pictures, IM messages, or Facebook info)	201	334	0.20	3
I steal computer nicknames or screen names	159	334	0.16	7
I threaten people in an online forums (like chat rooms, Facebook, or twitter)	115	334	0.11	9
I insults in an online forums (like chat rooms, Facebook, or twitter)	187	334	0.19	4
I exclude in an online forums by blocking others' comments or removing them.	220	334	0.22	2
I commit slander by posting fake photos on the internet.	185	334	0.18	5
I share private internet conversations without the other's knowledge (such as chatting with a friend on Skype with other (s) in room)	167	334	0.17	6
I make fun of comments in online forums (such as Facebook)	398	334	0.40	1
I send threatening or hurtful comments through e-mail.	96	334	0.10	10
I steal email access (usernames and passwords) and blocking true owner's access.	100	334	0.10	10
I steal email access and reading personal messages.	60	334	0.06	15
I publish online an embarrassing photo without a permission.	68	334	0.07	14
I mislead people by pretending to be other gender (male/female)	141	334	0.14	8
I post mean or rude things about other people on the internet	79	334	0.08	13
I harass or bother online for no apparent reason	88	334	0.09	12

The relative importance index (RII) result (Table 6) showed that the most common bullying activity carried out by undergraduates was making fun of comments in online forums (such as Facebook). The second most rated action was “I excluded in an online forum by blocking others’ comments or

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removing them,” and also rated high was “I steal Personal Information from the computer (like files, email addresses, pictures, IM messages, or Facebook info).”

Table 5: Level of cyber bullying perpetration by study participants

Level	Frequency (N=334)	Percentage (%)
Not at all	89	26.6
Low	212	63.5
Moderate	24	7.2
High	9	2.7

From Table 5, the level of perpetration of cyberbullying was determined by adding all scores obtained by respondents. The maximum obtainable score was 45. The minimum and maximum scores obtained by respondents were 0.0 and 36.0 respectively, while the mean  $\pm$  standard deviation score obtained was found as  $6.8 \pm 7.8$ . This revealed that most respondents' scores were lower than the mean and the data is rightly skewed. The scores were categorized, and it was found that 26.6% had not been engaged in any form of cyberbullying while about 63.5% had engaged in the act at a low level (1-40% of the total obtainable score). About 9.0% of the respondents had a high level of perpetration.

Table 6: Descriptive statistics showing personality traits exhibited by participants

I see myself as someone who	SA	A	N	SD	D
...					
<b>Extraversion</b>					
...is talkative	26(7.8)	74(22.2)	74(22.2)	79(23.7)	81(24.3)
...is assertive	39(11.7)	114(34.1)	66(19.8)	61(18.3)	54(16.2)
...is social	74(22.2)	85(25.4)	56(16.8)	58(17.4)	61(18.3)
<b>Neuroticism</b>					
...is emotionally instable	41(12.3)	70(21.0)	66(19.8)	78(23.4)	79(23.7)
...is anxious	51(15.3)	101(30.2)	59(17.7)	65(19.5)	58(17.4)
... is worrisome	34(10.2)	89(26.6)	63(18.9)	79(23.7)	69(20.7)
... is insecure	45(13.5)	82(24.6)	46(13.8)	94(28.1)	67(20.1)
<b>Agreeableness</b>					
...is good-natured	113(33.8)	154(46.1)	25(7.5)	21(6.3)	21(6.3)
...is forgiving	95(28.4)	147(44.0)	38(11.4)	33(9.9)	21(6.3)
...is tolerant	98(29.3)	151(45.2)	41(12.3)	25(7.5)	18(5.4)
<b>Conscientiousness</b>					
... is organized	97(29.0)	156(46.7)	43(12.9)	18(5.4)	20(6)
...is careful	91(27.2)	175(52.4)	34(10.2)	16(4.8)	18(5.4)
...is thorough	64(19.2)	161(48.2)	65(19.5)	6(1.8)	38(11.4)

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### Openness

...is imaginative	110(32.9)	144(43.1)	32(9.6)	21(6.3)	27(8.1)
...is curious	91(27.2)	156(46.7)	39(11.7)	14(4.2)	34(10.2)
... is artistic	75(22.5)	151(45.2)	47(14.1)	30(9)	31(9.3)

The perception of respondents on the big five personality traits is presented in Table 6. The result showed that about 30.0% of respondents agreed that they are talkative and more than 45.8% asserted that they were assertive. Less than 34.0% of respondents reported that they were emotionally unstable and 45.5% agreed that they were anxious. In addition, about 38.1% reported that they always feel insecure. More than 79.9% agreed that they have a good nature 72.4% affirmed that they are forgiving and 74.5% reported that they are tolerant beings. In terms of conscientiousness, 85.0% of respondents indicated that they were organized 79.6% affirmed that they are careful while less than 58.0% responded that they were thorough. The mean and standard deviation scores of respondents on each of the big five personality traits were presented in Table 9.

Table 7: Descriptive statistics showing the summary of personality traits of participants

	N	Minimum	Maximum	Mean	Std. Deviation
Extraversion	334	0.0	15.0	7.0	4.5
Neuroticism	334	0.0	20.0	8.4	6.1
Agreeableness	334	0.0	15.0	5.9	2.8
Conscientious	334	0.0	15.0	6.1	2.8
Openness	334	0.0	15.0	6.4	2.9

From Table 7, the result revealed that the most predominant trait among the respondents was neuroticism with a mean score of 8.4 and extraversion was the second most rated with a mean score of 7.0. The least rated among the respondents was agreeableness.

Table 8: Relationship between the perpetration of cyber bullying and personality traits

		Perpetration	Extraversion	Neuroticism	Agreeableness	Conscientious	Openness
Perpetration	Pearson	1					
	Correlation						
	Sig. (2-Tailed)						
	N	334					
Extraversion	Pearson	.038	1				
	Correlation						
	Sig. (2-Tailed)	.485					
	N	334	334				

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Neuroticism	Pearson	.022	.824**	1			
	Correlation						
	Sig. (2-Tailed)	.690	.000				
	N	334	334	334			
Agreeableness	Pearson	.291**	.417**	.412**	1		
	Correlation						
	Sig. (2-Tailed)	.000	.000	.000			
	N	334	334	334	334		
Conscientious	Pearson	.466**	.346**	.344**	.629**	1	
	Correlation						
	Sig. (2-Tailed)	.000	.000	.000	.000		
	N	334	334	334	334	334	
Openness	Pearson	.393**	.363**	.376**	.578**	.640**	1
	Correlation						
	Sig. (2-Tailed)	.000	.000	.000	.000	.000	
	N	334	334	334	334	334	334

\*\* . Correlation is Significant at The 0.01 Level (2-Tailed).

The Person correlation coefficient between the perpetration of cyberbullying scores of respondents and their personality traits was presented in Table 8. The result showed that there was a significant relationship between the perpetration scores, agreeableness, conscientious and openness of the respondents ( $p < 0.050$ ).

Table 9: Prediction of cyberbullying perpetration from personality traits of study participants

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515 <sup>a</sup>	.265	.25	6.8

a. Predictors: (Constant), openness, extraversion, agreeableness, conscientious, neuroticism

The model independent variables (the five personality traits) were able to explain about 51.5% of the variance in the perpetration scores.

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### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5503.445	5	1100.689	23.639	.000 <sup>b</sup>
	Residual	15272.714	328	46.563		
	Total	20776.159	333			

a. Dependent Variable: prepretation

b. Predictors: (Constant), openness, extraversion, agreeableness, conscinetious, neuroticism

A multiple regression was run to predict the capability of the level of respondents to carry out cyberbullying on any social media from the personality traits. These personality traits were found to be statistically significant predictors of cyberbullying perpetration of the respondents ( $F(5, 328) = 23.64, p < 0.050, R^2 = 0.515$ ).

### Coefficient Table

Table 10:

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	-1.408	1.025		-1.374	.170
	extraversion	-0.086	0.147	-.050	-.587	.558
	neuroticism	-0.200	0.109	-0.155	-1.834	0.068
	agreeableness	-6.422E-5	0.186	0.000	.000	1.000
	conscientious	1.109	0.188	0.399	5.889	0.000
	openness	0.577	0.175	0.214	3.288	0.001

a. Dependent Variable: perpetration

Table 10 revealed that out of the five dimensions of personality traits, only conscientiousness ( $B = 1.109; t = 5.889; p < 0.05$ ) and openness ( $B = 0.577; t = 3.288; p < 0.005$ ) were found to be statistically significant, and were potent enough to predict and explain perpetration of cyberbullying among students among undergraduates in Nigeria.

## DISCUSSION

The results of this study showed that the modal age range of the respondents was between ages 19 – 21 years. The study also revealed a nearly equal distribution of males and females in the study who were all attending a privately owned institution. This is similar to the findings of Umar et al., (2020) who assessed cyberbullying among in-school adolescents and youth which revealed the modal age of the respondents to be between the age of 18-21 years and more than half of the respondents are female. This is also in line with the study of Chantal et al., (2014) who assessed cyberbullying among university students: gendered experiences, impacts, and perspectives. The study revealed that 74% of the respondents to the survey are female.

The study revealed that the majority of the participants have not engaged in committing slander by posting fake photos on the internet. The study also revealed that only of the respondents have used social media for stealing personal information from computers (like files, email addresses, pictures, IM messages, or Facebook info about twice and have used it thrice or more while have never done it. The study further summarized the highest mean activity to be, “I make fun of comments in online forums (such as Facebook)” while the second most prevalent form of cyberbullying was found as ‘I exclude in an online forum by blocking others’ comments or removing them’. This finding corroborates the finding of Sobowale et al., (2017) who assessed the big five personality traits and attitudes towards cyberbullying as predictors of cyberbullying perpetration where the majority of the respondents have not engaged in committing slander by posting fake photos on the internet nor stealing personal information from computer but they do make fun of comments on social medial platforms.

The study showed more than half of the participants were assertive. The study also revealed that the majority of the respondents were organized and the most predominant trait exhibited by the respondents was openness followed by agreeableness and conscientiousness while the least rated trait was neuroticism. This does not corroborate with the findings of Deniz et al., (2017) who assessed the relationships between big five personality traits and subjective vitality and reported the most predominant trait among the respondents to be agreeableness followed by extraversion. However, the least rated was found to be the same as the present study which is neuroticism.

The study showed that there was a significant relationship between cyberbullying scores and the agreeableness of the respondents. This relationship was found to be negatively weak. Another relationship was found to be positive except with conscientiousness and not significant. Also, the study revealed that personality traits were found not to be a significant predictor of cyberbullying perpetration by the respondents. Although the model is not a significant predictor, agreeableness was found to significantly add to the predictability of the model. This is not in line with the work of Sobowale et al., (2017) who reported that extraversion and agreeableness independently predict cyberbullying perpetration while conscientiousness, neuroticism and openness to experience did not independently predict cyberbullying perpetration.

### **CONCLUSION**

The study concluded that Instagram is mostly used for bullying perpetration undergraduates in Nigeria and the level of perpetrations of cyberbullying by students was low. Also, the most predominant trait among the respondents was neuroticism while the least was agreeableness.

### **RECOMMENDATIONS**

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

1. Counsellors should ensure that they go the extra mile to find out the social climate of their schools about the interpersonal relationships of the students. With the help of lecturers and administrators, they should utilise the bullying questionnaire generated in this study or any other good bullying questionnaire to assess their students’ involvement in bullying.

2. Committees should be constituted in the various schools which should be in charge of the implementation of policies against bullying among the students, while the state government should institute a monitoring team which should supervise the activities of the committees at the school level.
3. Students who are highly involved in bullying and are rated as potential criminals should be helped with special programmes that will enable them to appreciate that bullying is an evil wind that blows no man any good. They should be taken to visit teenage inmates in the prisons to see for themselves some of the consequences of their present behaviour, the counsellor can apply psychodrama or play therapy with aim of sensitising the students on dangers associated with cyberbullying among students.
4. The study also recommended that effective counselling intervention be applied to help the victims of cyberbullying in schools and legal framework that would mitigate the degree of cyberbullying in schools be strengthened for implementation.
5. Effort must be made to regulate the use of online social platform through appropriate policy by government to reduce the prevalence of cyberbullying in Nigerian schools.

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