

# Fostering Emotional Stability Among Victims Of Bullying In Military Boarding Secondary School In Ibadan Using Assertiveness And Group Behaviour Therapies

IDAYAT BUKOLA FADARE

Department of Counselling & Human Development Studies, Faculty of Education, University of Ibadan

Correspondence Email: Iyiolaidayat52@gmail.com

Tel: +234-081-3641-4536

**Abstract:** *The bullying behaviour of adolescents has been discussed by researchers, families, the government, doctors, and lawyers. It is alarming and upsetting that bullying among teenagers occurs frequently throughout the world. This study explores how assertiveness training and group behaviour therapy can support the emotional growth of bullied students at a military boarding secondary school in Ibadan, Oyo State. The study used a 3x2x3 factorial matrix with a control group, pretest-posttest, quasi-experimental design. 60 victims of harassment who had been chosen at random from three schools in three senatorial districts in Oyo state, Nigeria, made up the samples. Three experimental groups were created for the participants (Group Behaviour Therapy (GBT), assertiveness training (AT) and control). Three instruments used for data collection were: Emotional stability scale ( $\alpha = 0.79$ ); Anxiety Scale ( $\alpha = 0.87$ ); and Self-Esteem Scale ( $\alpha = 0.73$ ). The administration of treatments lasted eight weeks for the experimental groups. Seven hypotheses were tested at 0.05 level of significance. Data were analysed using Analysis of Covariance. There was a significant main effect of treatments on emotional stability among victims of bullying ( $F_{(2, 48)} = 4.111, p < .05, \eta^2 = .246$ ). Participants exposed to GBT ( $\bar{x} = 19.66$ ) had the highest emotional stability mean score, while the AT group ( $\bar{x} = 19.50$ ) and control group ( $\bar{x} = 8.76$ ). Participants with high anxiety ( $\bar{x} = 15.93$ ) recorded the least emotional stability mean score, followed by those with moderate self-esteem ( $\bar{x} = 16.16$ ) and those with low esteem ( $\bar{x} = 15.16$ ). Anxiety had a significant main effect on emotional stability among victims of bullying ( $F_{(2, 48)} = 0.323, p > 0.05, \eta^2 = 0.013$ ), participants with high anxiety displayed lower ( $\bar{x} = 19.505$ ) emotional stability mean score than those with low anxiety ( $\bar{x} = 20.059$ ). Treatment and self-esteem did not have a significant interaction effect. The effects of treatment, anxiety, and self-esteem on each other in a three-way interaction did not produce any significant results. Group Behaviour Therapy and Assertiveness Training enhanced emotional stability, although Group Behaviour Therapy was more effective. It is therefore recommended that secondary school students should be exposed to the rudiment of group behaviour therapy as procedures of fulfilling the requirement for orientation once the students start schools.*

**Keywords:** *Emotional Stability, Group Behaviour therapy, Assertiveness training, anxiety, self-esteem.*

## Introduction

Bullying behaviour is an extraordinary occurrence that has a detrimental effect on the emotional stability of the victims. This is predicated on the idea that it frequently destroys existing intimacies in friendly relationships. It affects those who bully and those who are bullied, as well as onlookers who witness the bullying event, both immediately and over time. Bullying can have immediate negative effects on physical health have long-term negative effects, humiliation, harassment, social exclusion, and mockery.

However, it can be challenging to link the long-term physical effects of bullying to past bullying behaviour as opposed to other causes like traumatic experiences, which can have physical effects into adulthood (Olweus, 2009). Bullying is typically understood to be persistent, international behaviour in which the victim cannot easily defend themselves. According to Ybarra and Mitchell (2014), both bullies and victims experience a variety of psychosocial issues, including substance abuse, depressive symptoms, behavioural issues, low school commitment, and social maladjustment.

There are additional characteristics of bullying incidents that have been linked to emotional effects on victims. According to Aluede, Adeleke, Omoike, and Afen-Akpaida (2008), the duration of episodes is associated with a greater emotional toll on mental health. Bullying victims also have trouble adjusting and performing social-emotional tasks. Bullying can result in poor physical health outcomes, both immediately and over time (Bogart, 2014), aside from the previously mentioned negative effects on psychological health and social-emotional skills. Aside from the previously mentioned negative effects on psychological health, academic performance, and social-emotional skills. The term "emotion" describes a feeling along with its distinctive thoughts, biological and psychological states, and assortment of propensities to act. In terms of emotions, stability refers to being firmly established or fixed, not easily upset or disturbed, well-balanced, and capable of maintaining the same status. In addition psychological equilibrium is a key factor in determining personality traits, but it also plays a role in regulating adolescent development. The idea of stable emotional behaviour at any level refers to behaviour that exhibits the results of typical emotional development.

Emotional stability is an amalgamation of distinctiveness and competencies confined to a wide-ranging set of individual expertise and temperament (Gupta, 2014). These studies found a significant impact of emotional intelligence on students' academic success (Ogundokun and Adeyemo, 2010), which has led to the spread of a large number of theories and models in response to prior findings. Only someone who is well-adjusted can be content, full of hope, and successful no matter the circumstances (Animasahun 2003). Emotional stability can be moderated through meditation, exercise, proper nutrition, and healthy sleeping habits. This is why this study would use group behaviour therapy and assertiveness skills to fostering emotional stability among victims of bullying in military boarding secondary school.

Hamoud, El Dayem, and Ossman (2011) claim that assertiveness training programs aim to enhance a person's assertive beliefs and behaviors, which can assist the person in changing how they perceive themselves and establishing self-confidence (Wesley and Mattaini, 2008). In essence, assertiveness training focuses on boosting a person's level of optimism in order to strengthen their resilience and sense of self-worth. Iruloh and Amadi (2008) further stated that assertive training aids in teaching a person how to assert himself in the face of intimidation and pressure from others. Corey (2009) added that a variety of social skills training approaches are used in assertive training, which is based on the social learning theory.

Corey added that the training frequently gets carried out in groups using role-playing, rehearsal, and modelling to practice a new behaviour and assertive children develop into more fulfilled, trustworthy, and healthier children who are less manipulative. Since its early introduction in the 1970s, assertiveness training has been widely used as an intervention technique within psychology offices, university counselling centers, and other mental health settings across the United States. Bishop, (2010) goes on to show how assertiveness is now acknowledged as a useful social trait in the modern world. The ability to establish and maintain satisfying interpersonal relationships in both the business world and one's personal life is frequently linked to assertive behaviour.

Group behaviour therapy involves a variety of bonds between members and the therapist, which may have additional advantages for reducing relationship distress. One can transition from self-deception to a more healthy awareness of one's strengths and weaknesses in group behaviour therapy. The goal of group behaviour therapy is to help clients see themselves through the eyes of others. The individual will interact within the group's boundaries just like they would in any other group setting. In particular, the client will play out those roles and follow those rules that were initially established in his or her family of origin system. The group members' observations and comments are meant to further the objective of interpersonal learning (Norton, 2006).

According to Norton and Philipp (2008), group-behaviour therapy is group therapy that uses the common methods of cognitive behavioural therapy. The average group behaviour therapy session lasts two and a half hours, and the typical treatment course endures within 10 and 12 weeks. Identifying unfavourable automatic thoughts, associated emotional experiences, physical sensations, and behaviours; gradual exposure; behavioural experiments; relaxation techniques; goal-setting; problem-solving; and social skills training are some of the therapeutic techniques used in group behaviour therapy (Keegan and Holas 2009).

The moderating variables in this study are anxiety and self-esteem, which makes sense given that these two variables have been linked to emotional stability in secondary school adolescent bully victims (Azubuike, 2005). All people experience anxiety on some level. Numerous factors may contribute to it, and different people will feel anxiety in different ways. Anxiety can strike at anytime and anywhere, and since it can occasionally manifest physically, it may occasionally be noticed by others.

The presence of symptoms like trembling in the limbs, sweating on the hands and forehead, and flushing of the neck and face is thought to be an indication of anxiety, according to McCulloch and Spielberger (2011). Some of the typical anxiety indicators, such as the physical reactions mentioned by McCulloch and Spielberger (2011), include fidgeting or stuttering, but there are many other plainly visible indicators that are displayed by anxious people. Two categories of anxiety reactions have been identified by Kimberly and Jacob (2012). The first type is emotionality, which includes behavioural reactions like stuttering and fidgeting as well as physiological reactions like a racing heart.

Self-esteem is regarded as one of the most important topics in the field of psychology, where it plays an important role in the formation of behaviour by influencing development processes and preventing the occurrence of mental health problems (Yusuf and Adewuyi, 2019; Baumeister, 2003), as it forms an assessment in which individuals express their acceptance or refusal for themselves, as this is an image that the individuals realizes themselves (Guillon, 2007). Epstein (2010) proposes various interpretations of the concept of self-esteem based on scientific theories, from psychological perspectives where the dynamic development of self-esteem is an evolutionary phenomenon, to social and cultural perceptions, The self-esteem is an individual's attitude toward himself, according to the u perspective, while the humanitarian perspective on self-esteem is the ability of the individual to live to honour and accept his view of himself, according to the cognitive perspective (Overholser, 2009).

### **Statement of Problem**

Bullying is a type of behaviour that is frequently disregarded by the general public. Many bullies engage in pointless and sometimes illicit activities outside of school, such as stealing, drug use, gang-related activities, violence, and organized crime. There is an apparent link between unstable emotions and the rise of bullying in our schools, which educational officials are struggling to combat. Because of bullying behaviour common among secondary school adolescents, the world we live in today has lost a significant sense of connection to school.

The rising tide of bullying behaviour in the shape of disorder has become one of our school's main worries today. Those who are bullied appear to be under a lot of pressure because of the negative relationships they had with their peers and the school environment. As the adolescent is the nation's future, it is important to focus on the bullying behaviour rate and youth involvement in the same, as

well as the implications for the future. For a long time, social scientists, psychologists, and educators have been looking for specific predictors of bullying behaviour in children.

Bullying behaviour is a growing issue of public concern; this is due to the fact that it is costly and damaging to the majority of society, despite the fact that it is committed by the majority of the peer group. Adolescents who are bullied by their peers are more likely to truancy, school dropout, poor academic performance, and loneliness. Bullying has a negative impact on Nigerian society by increasing insecurity, depression, anxiety, and emotional instability, as well as suicide. The rising trend of adolescent emotional instability threatens to jeopardize the achievement of national educational and social development goals.

As a result, identifying research problems served as an important pathway to investigate the issue of adolescent emotional stability today. This study thus determined to investigate the effect of group behaviour therapy and assertiveness training in fostering emotional stability among victims of bullying at a military boarding secondary school in Ibadan, Oyo state.

### **Purpose of the study**

This study shall investigate the effect of group behaviour therapy and assertiveness training in the fostering of emotional stability among victims of bullying in Military boarding secondary school in Ibadan, Oyo state. Specifically, this study investigates the effects of:

1. Treatment on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.
2. Anxiety on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.
3. Self-esteem on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.
4. Treatment and anxiety on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.
5. Treatment and self-esteem on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.
6. Anxiety and self-esteem on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.
7. Treatment, anxiety and self-esteem on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.

### **Methodology**

#### **Design**

A pre-test, post-test, control group experimental design with a 3x2x3 factorial matrix was used in this study. It consists of three levels of treatment and control, two levels of anxiety, and three levels of self-esteem to assess the effect of two treatment packages on emotional stability. Before the training sessions began, the two experimental and control groups were pre-tested. Following that, the treatment groups (Group Behaviour Therapy and Assertiveness Training) were taken through therapeutic sessions because they have an impact on this research work. The group serving as a control was given a talk on effective study habits, which had nothing connected with the intervention techniques being measured in this study. All three groups were then subjected to a final post-test.

#### **Population**

The population of this study comprises all Military boarding secondary school adolescents in Ibadan, Oyo State, Nigeria.

#### **Sample and Sampling Technique**

This research adopted simple random sampling techniques in selecting the participants. Ibadan has eleven local governments. A senior secondary school was randomly selected from ten local governments and simple random sampling technique was used in selecting twenty (20) participants each from the three Military boarding secondary schools. The participants were male and female in-school adolescents in Military boarding Secondary School that are victims of bullying with low emotional unstable who were selected through the administration of diagnostic instrument. It was believed that adolescents that are victims of bullying with low emotional unstable score.

#### **Instrumentation**

##### **Emotional Stability Scale**

Gordon Parker, Hilary Tupling, and Brown (2010) developed Emotional Stability. It has 25 items with response options ranging from Strongly Disagree to Strongly Agree. Emotional stability continues to be a central theme in personality research. The concept of stable emotional behavior at any level refers to the outcomes of normal emotional development. Cronbach's alpha reliability was.81, and the split half method reliability was.79.

##### **Self-Esteem Scale**

Rosenberg (2005) created the self-esteem scale. It consists of ten items with response options ranging from Strongly Disagree to Strongly Agree. The author reported split-half reliability of.86 and.67, respectively.

##### **Anxiety Scale**

Hamilton (2009) developed this section of the questionnaire to address social anxiety. This consists of 20 items with response options ranging from Strongly Disagree to Strongly Agree. Internal reliability co-efficient (alphas) ranging from.93 and.47 for parts 1 and 2, respectively, with a Cronbach alpha of.92 for this study.

#### **Procedure**

The researcher visited the selected Military boarding secondary schools to obtain permission for the students' participation in the study after informing the administrative the purpose of the research work and what they stand to gain from it. The participants was reached and retained through the help of guidance counsellor allocated to the schools. Administering of the screening instrument to

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all the SS I-III students in experimental group, students with low emotional stability was selected from each arm. For ten weeks, the researcher held an average of one hour of training sessions for each of the experimental groups, while the control group was engaged in other academic information. The three groups, however, received the same pre-test and post-test instrument. Participants were given biscuits as a form of incentive after each training session.

**Method of Data Analysis**

The data was analysed using the Analysis of Covariance (ANCOVA). Analysis of Covariance was considered suitable for this study because of its ability to determine the effect of the treatment packages on the experimental groups. Scheffe Post hoc analysis was done to clarify the margin of difference between the treatment groups and control group.

**Results**

**H01:** There is no significant effect of treatment on emotional stability among victims of bullying in Military boarding secondary school in Ibadan

Table 1: Summary of 3x2x2 Analysis of Covariance (ANCOVA) Results Showing Treatment's Significant Main and Interactive Effects on Self-esteem and Anxiety on emotional stability among victims of bullying in Military boarding secondary school

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2948.501 <sup>a</sup>	11	268.046	16.598	.000	.792
Intercept	80.862	1	80.862	5.007	.030	.094
Pre-test	1815.347	1	1815.347	112.413	.000	.701
Treatment	132.777	2	66.389	4.111	.000	.246
Self-esteem	9.334	1	9.334	.578	.451	.012
Anxiety	13.333	1	13.333	.826	.368	.017
treatment*Self-esteem	10.441	2	5.221	.323	.725	.013
treatment*Anxiety	124.238	2	62.119	3.847	.071	.174
Self-esteem * anxiety	51.130	1	51.130	3.166	.092	.162
treatment*SE*Anxiety	12.543	1	12.543	.777	.383	.016
Error	775.149	48	16.149			
Total	21785.000	60				
Corrected Total	3723.650	59				

a. R Squared = .792 (Adjusted R Squared = .744)

Table 1 revealed that treatments had a significant main effect on emotional stability among bullying victims ( $F(2, 48) = 4.111, p.05, \eta^2 = .246$ ). This suggests that the bullying victims in the treatment groups varied significantly in terms of their emotional stability. The table also shows that treatment groups explained 74.4% of the variation in emotional stability among bullying victims. A Scheffe post-hoc analysis was performed to further clarify the margin of differences between the treatment and control groups, and the results are shown in Tables 2

**Table 2:** Scheffe post-hoc analysis was performed to further clarify the margin of differences in Emotional Stability between Bullying Victims and the Control Group

Treatment group	N	Subset for alpha = 0.05		
		1	2	3
Group Behaviour Therapy (GBT)	20	19.6667		
Assertiveness Training (AT)	20		19.5000	
Control group (CG)	20			8.7692
Sig.		1.000	1.000	1.000

The highest mean was found in experimental group I (Group Behaviour Therapy) (GBT) ( $x = 19.6667$ ), followed by experimental group II (Assertiveness Training) (AT) ( $x = 19.5000$ ) and control group ( $x = 8.7692$ ). As a result, Group Behaviour Therapy was more effective than Assertiveness Training (AT) in fostering emotional stability among victims of bullying. The coefficient of determination (Adjusted  $R^2 = .744$ ) indicates that group differences account for 74% of the variation in emotional stability among victims of bullying.

**H02:** There is no significant main effect of anxiety on emotional stability among victims of bullying in Military boarding secondary school in Ibadan

Table 1 also shows that there was no significant main effect of anxiety on emotional stability among bullying victims  $F(2,48)= 0.578$ ,  $p>0.05$ ,  $\eta^2=0.012$ . This implies that there is no significant difference in emotional stability among bullying victims. The table also shows that anxiety accounts for 1.2% variance in emotional stability among bullying victims.

Table 3: Estimated Marginal Means Showing the Significant Differences of emotional stability among victims of bullying based on anxiety

Anxiety	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High Anxiety	15.300 <sup>a</sup>	.345	14.595	16.005
Low Anxiety	15.939 <sup>a</sup>	.247	15.435	16.444

Table 3 shows that low anxiety had the highest mean score ( $\bar{X} = 15.939$ ) than high anxiety ( $\bar{X} = 15.300$ ). By implication, low anxiety students performed better in emotional stability than those with high anxiety.

**H03:** There is no significant main effect of self-esteem on emotional stability among victims of bullying in Military boarding secondary school in Ibadan

Table 1 also demonstrates that there was no significant main effect of self-esteem on emotional stability among bullying victims.  $F(2,48)= 0.826$ ,  $p>0.05$ ,  $\eta^2= 0.017$ . As a result, the null hypothesis is accepted. This implies that there is no significant difference in self-esteem and emotional stability among bullying victims. The table also shows that age self-esteem accounts for 1.7% of the variation in emotional stability among bullying victims. An estimated marginal means analysis was performed to further clarify the margin of differences between self-esteem, and the results are shown in Tables 4.

Table 4: Estimated Marginal Means Showing Significant Differences of emotional stability among victims of bullying Based on Age

Self-esteem	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High self-esteem	16.167 <sup>a</sup>	.337	15.478	16.855
Low self-esteem	15.163 <sup>a</sup>	.316	14.517	15.810

Table 4 demonstrates that those with high self-esteem had a higher mean score ( $X = 16.167$ ) than those with low self-esteem ( $X = 15.163$ ). Students with high self-esteem performed better in emotional stability than students with low self-esteem.

**H04:** There is no significant interaction effect of treatment and anxiety on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.

Additionally, Table 1 demonstrates that among bullying victims, there was no significant interaction between anxiety and emotional stability.  $F(2,48)= 0.323$ ,  $p>0.05$ ,  $\eta^2= 0.013$ . The null hypothesis is therefore accepted. This suggests that anxiety did not significantly affect how well anxiety treatments affected the emotional stability of bullying victims. For 1.3% of the variation in the participants' emotional stability, the interaction effect of the treatments and anxiety was responsible. To further illustrate the nature of the difference, Table 5 presents the outcomes of a pair-wise comparison with the Bonferonni correction.

Table 5 shows a pair-wise Bonferonni correction comparison of the effects of treatment and anxiety on students' emotional stability.

Treatment group	Anxiety	Mean	Std. Error
Group Behaviour Therapy	Low	20.059 <sup>a,b</sup>	.664
	High	19.505 <sup>a,b</sup>	.386
Assertiveness training	Low	19.686 <sup>a</sup>	.644
	High	19.503 <sup>a,b</sup>	.440
Control	Low	8.526 <sup>a</sup>	.480
	High	8.892 <sup>a,b</sup>	.472



After controlling for the effect of the pre-test emotional stability mean score, Table 5 shows that experimental group I (GBT) was more moderated by gender than experimental group II (AT) and the control group. Participants in experimental group I experienced varying degrees of improvement in emotional stability depending on their level of anxiety. GBT was more effective in promoting emotional stability among participants. While AT was also more effective in improving emotional stability in students with low anxiety ( $x = 19.69$ ) than in students with high anxiety ( $x = 19.50$ ).

**H05:** There is no significant interaction effect of treatment and self-esteem on emotional stability among victims of bullying in Military boarding secondary school in Ibadan

According to Table 1, there was no significant interaction effect of treatment and self-esteem on emotional stability among bullying victims.  $F(2,48) = 3.847$ ,  $p > 0.05$ ,  $\eta^2 = 0.174$ . The null hypothesis is thus accepted. This means that self-esteem had no effect on the treatment's effect on students' emotional stability. Treatments and self-esteem interaction accounted for 1.7% of the variance in participants' emotional stability.

**H06:** There is no significant interaction effect of anxiety and self-esteem on emotional stability among victims of bullying in Military boarding secondary school in Ibadan

According to the findings in Table 1, there is no significant interaction effect of anxiety and self-esteem on emotional stability among bullying victims ( $F(2, 48) = 3.166$ ,  $p > .05$ ,  $2 = .162$ ). The null hypothesis was thus accepted. This means that anxiety had no effect on participants' emotional stability.

**H07:** There is no significant interaction effect of treatment, self-esteem and anxiety on emotional stability among victims of bullying in Military boarding secondary school in Ibadan.

Table 1 shows that there was no significant three-way interaction effect of treatment (indigenous game strategies), self-esteem, and anxiety age on students' emotional stability ( $F(2, 48) = 0.777$ ,  $p > .05$ ,  $2 = .016$ ). As a result, the null hypothesis was accepted. As a result, self-esteem and anxiety are not significant moderators of the effect of treatment on students' emotional stability.

### Discussion of findings

According to the first hypothesis, there is no significant main effect of treatment on emotional stability among bullying victims at a military boarding secondary school in Ibadan. The results of testing the hypothesis using ANCOVA at the 0.05 alpha level show that there was a significant main effect of treatment on emotional stability among bullying victims. This study's findings are consistent Huppert (2009) found that Group behaviour therapy has been demonstrated as an efficacious treatment for emotional stability in a variety of populations, including bullied students. Esere and Idowu (2000) showed that Group behaviour training was effective in emotional stability of adolescents. It was also found that the treatment was not affected by gender. The results Esere, (2010) showed that group behaviour was effective in resolving the participants' emotional instability thereby leading them to optimal.

The second hypothesis stated that there is no significant main effect of anxiety on emotional stability among victims of bullying at a military boarding secondary school in Ibadan. The hypothesis was tested using ANCOVA. According to the findings, there was no discernible main effect of anxiety on the emotional stability of bullying victims. This result negates with the findings of Wiese and Frued (2011) reported that anxiety may be caused by emotional stability and a lack of self-control. Based on this, delinquent adolescents developed social anxiety, which shaped and reinforced emotional stability. Cook, Henson, and Buchler (2010) discovered that anxiety contributed to adolescent emotional stability. He also stated that adolescents who engage in delinquent behaviour construct anxiety, which molds and strengthens emotional stability.

The third hypothesis, there is no significant main effect of self-esteem on emotional stability among victims of bullying at a military boarding secondary school in Ibadan. ANCOVA was used to test. The results show that among bullying victims, there was no significant main effect of self-esteem on emotional stability. This finding contradicts Caro's (2009) discovery of a positive relationship between emotional stability and self-esteem. Chen (2009) also proposed that self-esteem is an important predictor of students' emotional stability. They went on to say that because children with low emotional stability have low self-esteem, they are more likely to drop out of school and are less likely to get into college. Udida, Ukway, and Ogodo (2012) agreed that student characteristics are a significant source of variation in students' emotional stability. They went on to say that adolescent emotional stability has an impact on students' self-esteem, and that those who have high self-esteem can take complete responsibility for their emotional stability.

Fourth hypothesis, there is no significant interaction effect of treatment and anxiety on emotional stability among bullied students at a military boarding secondary school in Ibadan. The hypothesis was tested with ANCOVA. There was no significant interaction effect of treatment and anxiety on emotional stability, according to the results. This study's findings support those of Idialu (2003), who discovered that low anxiety can act as a protective factor, increasing students' emotional stability and marital dissatisfaction among victims of bullying in the military.

According to the fifth hypothesis, there is no significant interaction effect of treatment and self-esteem on emotional stability among bullying victims at a military boarding secondary school in Ibadan. The hypothesis was tested using ANCOVA. There was no significant interaction effect of treatment and self-esteem on emotional stability, according to the findings. The findings of this study support the findings of Farooq (2011), who identified student self-esteem as one of the important factors influencing students' emotional stability. In his opinion, self-esteem has little impact on a student's emotional stability. Femi and Adewale (2012) investigated and discovered that self-esteem is not a significant factor in students' emotional stability.

The sixth hypothesis, there is no significant interaction effect of anxiety and self-esteem on emotional stability among bullying victims at a military boarding secondary school in Ibadan. The hypothesis was tested using ANCOVA. There was no significant interaction effect of anxiety and self-esteem on emotional stability, according to the findings. This finding supports Garzon Kiskup's (2005) finding that self-esteem plays an important role in students' emotional stability. Students with high levels of self-esteem outperform middle-class students, and middle-class students outperform students with high levels of emotional stability. Moszamo (2003), the home environment influences students' self-esteem and emotional stability.

The seventh hypothesis, there is no significant interaction effect of treatment, self-esteem, and anxiety on emotional stability among victims of bullying at a military boarding secondary school in Ibadan. The hypothesis was tested using ANCOVA. The findings show that there was no significant interaction effect of treatment, anxiety, or self-esteem on emotional stability. This finding supports Landau's (2012) finding that there is no relationship between students' anxiety and emotional stability. Students' self-esteem and emotional stability are also influenced by their surroundings. However, that adolescents who spent time with peers who consumed withdrawal, did not attend school regularly, and were physically aggressive were more likely to engage in emotional stability (Cook, Henson, & Buchler, 2010). According to King'endo (2010), anxiety contributes to emotional instability. This was supported by Mwaniki and Nyaga (2014), who explained that adolescents succumb to anxiety because they do not want to be mocked, and they want to try new things that their peers do.

#### **Contribution to knowledge**

This study's findings have contributed to knowledge in the following ways:

1. Group behavior therapy and assertiveness training in fostering emotional stability among victims of bullying in Military boarding secondary school.
2. A better understanding of group behavior therapy and assertiveness training has been made possible by the literature this study reviewed as well as the training sessions used in the study's execution.
3. Group behaviour therapy and assertiveness training were effective in fostering of emotional stability among victims of bullying in Military boarding secondary school, group behaviour therapy was more potent in fostering emotional stability.

#### **Recommendations**

1. The effectiveness of group behaviour therapy and assertiveness training should be incorporated in to the school counselling sessions as well as in the procedure of fulfilling the requirement for student getting an admission by way of indoctrination, as these therapies will help in fostering emotional stability and reduces victims of bullying.
2. School counselling units can adopt the rudiment of group behaviour therapy in helping to fostered emotional stability and reduces cases of bullying among students.
3. The two therapies should be used as emotional stability enhancement therapies for secondary school students
4. Secondary school students are enjoined to understand the uniqueness of themselves, their peers in school environment and work together to reduce cases of bullying.

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