



## **Family Relationship and Bullying Behaviour among Students with Disabilities in Ogbomoso, Nigeria**

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This paper examined family relationship and bullying behaviour among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria. The research design employed for this study was descriptive method of the correlational survey type. The population for this study comprises all secondary school students with disabilities in Ogbomoso South, Oyo State. Two questionnaires were used to collect the necessary data. Bullying Prevalence Questionnaire (BPQ) was adopted from Rigby and Slee (1994). To measure family relationship, the instrument in this section was adopted from Nuhu (2013). Percentage was used to answer the research questions, while Pearson Product Moment Correlation (PPMC) statistical technique was used to test the generated hypothesis. The finding of this study revealed that majority of the respondents' family relationship was negative. The finding also revealed that majority of the respondents bullying behaviour was low. Also, the finding of this study revealed that there is a significant relationship between family relationship and bullying behaviour among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria. It was recommended that for bullying to be reduced, the Ministry of Education is responsible for the welfare of people and their development.

Keywords: family relationship, bullying behaviour, students, disabilities, Ogbomoso, bullying behaviour, secondary school

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## INTRODUCTION

Mere mentioning the word “bully” to anyone, and stories will flow of either a personal experience; or a second person account of it read or heard on television. Whether it was from a personal experience or something they read or heard on television about bullying, the stories we hear cause considerable alarm in parents and teachers. Teachers, parents and students believe that young people have the right to feel safe, secure, accepted and valued at school and home.

Bullying is an aggressive behaviour characterized by three defining conditions: (a) negative or malicious behaviour intended to harm or distress, (b) behaviour repeated over a time period, and (c) a relationship in which there is an imbalance in strength or power between the parties involved (Olweus, 1993; Nansel, Overpeck, Pilla, Ruan, Simons-Morton & Scheidt, 2001). From the foregoing, fighting between two persons of similar strength and skill would not be defined as bullying.

Bullying behaviour can be physical acts (hitting, pushing, and kicking), verbal utterances (name calling, provoking, making threats, and spreading rumors), or other behaviours (making faces or social exclusion) (Wolke, Woods, Bloomfield & Karstadt, 2000). Bullying takes place within relatively small and stable settings (like classes), which are characterized by the presence of the same people (e.g., children) (Camodeca & Goossens, 2005). Salmivalli, Lagerspetz, Björkqvist, Österman and Kaukiainen (1996) suggested that all the children in a particular class play a role in bullying and that only few of them may be considered to be uninvolved.

Several experts have taken a closer look at this behaviour to determine the cause of bullying, and how it may be corrected. Even more importantly how the victims may be empowered (Sarazen, 2002). According to Clore and Hibel (1997) bullying was described as one or more individuals inflicting physical, verbal, or emotional abuse on another-including threats of bodily harm, weapon possession, extortion, civil rights violation, assault and battery, gang activity, attempted murder and murder. Other experts add sexual harassment to the list of bullying behaviours. Victims not only get victimized by the bully, but they get revictimized by a portion of their peer group as well. Children become less sympathetic to victims as they grow older; almost one- third of the surveyed adolescents said they could understand why the bully chose the victim (Greenbaum, Turner & Stephens, 1989).

Pervious researches on students with bullying behaviour have demonstrated that these students mostly come from families with low social and economic statuses (James, 2001). However, recent studies have indicated that family type is not significantly related to bullying behaviour in schools (Jou, 2010). Therefore, it seems that low social and economic status cannot properly explain the bullying behaviour of students in the present time.

However, attachment theory and parental attachment are considered most relevant in explaining students bullying behaviour Attachment theory aims to probe into interpersonal relationships, such as the parent-child relationship and the teacher-student relationship; when children and parents or teachers and students develop an intimate

relationship, it will lead to the children's psychological health (Bowlby, 1990; Steele, Hodges, Kaniuk & Steele, 2010). Therefore, if children and parents develop positive parent-child relationships, or students and teachers develop good teacher-student relationships, bullying behaviour can be significantly reduced.

There are a number of studies on the correlation between the parent-child relationships and bullying behaviour; Sokol-Katz, Dunham and Zimmerman (1997) observed that the connection between parental attachments and bullying behaviour was that in family interactions, parents teach their children about forbidden behaviour, so as to avoid bullying behaviour. Therefore, the social control of laws in society is conveyed by parental attachment and by parental nurturing and interaction.

Sokol-Katz, Dunham and Zimmerman (1997) suggested that the parent-child relationship and social control are common in studies of bullying behaviour. For students, this includes cutting classes or not following class and school regulations, and so on. Some researchers have intended to find if schools are effective in modifying bullying behaviour. They have probed into teenagers with bullying behaviour in correction schools, demonstrating that their behaviour significantly improves (Shirasa & Azuma, 1996). This shows that teacher discipline can improve bullying behaviours.

However, some studies have demonstrated that family is an important factor for students' bullying behaviour. The loss of parental attachment will lead to bullying behaviour. In addition, students from broken families tend to have anti-social behaviours (Murray & Farrington, 2005). Some researchers have indicated that family factors significantly influence the bullying behaviour of teenagers (Cheng, 2001; Murray & Farrington, 2005).

In addition, research has demonstrated that bullying behaviour is related to parental supervision (Laser, Luster & Oshio, 2007). A research conducted in Boston, U.S., supported the above finding (Boeckel, 2013). Weaker parental attachment and low parental supervision are related to bullying behaviour (Sampson & Laub, 1994). Generally speaking, teacher discipline, and the parent-child relationship are all related to bullying behaviour (Cauffman, Farruggia & Goldweber, 2008).

Studies in Taiwan have demonstrated that the family is the main factor of individual misdeeds. Negative parent-child relationships have an influence (Hsieh, 1996). Hsieh treated normal and criminal teenagers as subjects, and demonstrated that positive parental discipline and a positive parent-child relationship reduce bullying behaviour, and that improper parental discipline is the most important factor of bullying behaviour (Hsieh, 1996). However, research has also suggested that the school is a factor of bullying behaviour (Jou, 2010).

The research related to disabilities and bullying is emerging. Whitney, Nabuzoka and Smith (1992); Torrence (1997); Kaukianinen, Salmivalli, Lagerspetz, Tamminen, Make and Poskiparta (2002) have reported the prevalence of bullying on students with disabilities. Bowman (2001) suggested that students with disabilities have a greater likelihood of being victimized by bullying. Regardless of disability, bullying has been reported at a higher rate than with non-disabled students. Intellectual disabilities (Reiter

& Lapidot-Lefler, 2007; McGrath, Jones & Hastings, 2010); emotional and behaviour disorders (Frances & Potter, 2010) Asperger's Syndrome (Biggs, Simpson & Gaus, 2010). Whitney, Smith and Thompson (1994) reported that bullying was related to disabilities and that bullying occurs regardless of disability (Martlew & Hodson, 1991; Yude, Goodman & McConachie, 1998; Cummings, Pepper, Mishna & Craig, 2006; Dixon, 2006; Biggs, Simpson & Gaus, 2010). Sweeting and West (2001) reported that less attractive, overweight, disabled and poor school performers were more likely to be bullied.

Those students with visible disabilities have been targeted (Dawkins, 1996) as well as students with Attention Deficit Disorders (Unnever & Cornell, 2004). Marini, Fairbairn and Zuber (2001) reported that "children with disabilities are at least twice more likely to be bullied than their nondisabled peers" (p.175). Gil and Costa (2010) similarly stated that children with disabilities are more likely to encounter violence and victimisation. They added that inclusion may exacerbate this bullying.

Luciano and Savage (2007) found that students with learning disabilities self-reported significantly more incidents of being bullied than their non-disabled peers. Taylor (2012) explained that all students are susceptible to bullying but that students with disabilities are more susceptible due to "characteristics that place them on either side of the bullying issue, be it as a bully or victim of bullying" (p. 1).

Martlew and Hodson (1991) report that students with learning disabilities had fewer friends and were teased significantly more than non-learning disabled peers. Other studies on students with learning disabilities, regardless of placement have shown higher incidences of bullying than their non-disabled peers (Whitney, Nabuzoka & Smith, 1992; Nabuzoka & Smith, 1993; Sabornie, 1994; Morrison, Furlong & Smith, 1994; McNamara, Vervaeke & Willoughby, 2008).

Further, Whitney and Smith (1993) underscored bullying as a subset of disability harassment by using terms as "stupid", "idiot" and "retard" in addition to physical abuse directed at students with disabilities. In addition to bullying in class, bullying has been reported to occur on the playground, bathrooms, and hallways during transition to classes regardless of the level of teacher presence. In fact, little or no intervention occurs when bullying is witnessed. If there is intervention, it is most likely to be as peer intervention rather than adult. The purpose of this study was to investigate family relationship and bullying behaviour among secondary school students with disabilities.

The following research questions were raised to guide the conduct of the study:

1. What is the family relationship among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria?
2. What is the level of bullying behaviours among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria?
3. What is the relationship between family relationship and bullying behaviour among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria?

The following null hypothesis is formulated to guide the conduct of the study:

H<sub>01</sub>: There is no significant relationship between family relationship and bullying behaviour among secondary school students with disabilities in Ogbomosho South, Oyo State, Nigeria.

## **METHOD**

### **Research Design**

The research design adopted for this study was descriptive survey of the correlational method. According to Stangor (2004), correlational design is appropriate for measuring such complexities of the pattern of relationships that exists among measured variables. Correlational research design was preferred in this study because the design is capable of looking at the relationship between or among two or more variables. Ogwokhademhe (2010) explained that correlational studies are relevant where there are many variables that are needed to be studied simultaneously. Correlational design was found to be appropriate for this study because the study established the degree and nature of the relationship among a number of variables. This enabled the researcher to ascertain the extent to which variations in one variable were related to variations in another variable.

### **Participants**

The population for this study consisted of all secondary school students with disabilities in Adeniran Memorial Grammar School, Ogbomosho South, Oyo State, Nigeria. There are 613 students at Adeniran Memorial Grammar School, Ogbomosho South, Oyo State, Nigeria while Research Advisor (2006) was used to select 234 students.

### **Data Collection Tools**

Two questionnaires were used to collect the necessary data. In order to collect the data on the bullying behaviour, Bullying Prevalence Questionnaire (BPQ) was adopted from Rigby and Slee (1994) to measure bullying behaviour. To measure family relationship, the instrument in this section was adopted from Nuhu (2013).

### **Data Analysis**

Frequency counts and percentage were used to answer the research questions 1 and 2, while the Person Product Moment Correlation (PPMC) statistical technique was used to test the generated hypothesis at the significance level of 0.05.

## **FINDINGS**

**Research Question 1:** *What is the level of family relationship among secondary school students with disabilities in Ogbomosho South, Oyo State, Nigeria?*

In order to answer this research question, respondents' responses on the family relationship questionnaire were collated. The data collected from the study was analyzed as shown on Table 1.

Table 1  
Rank Order of the Family Relationship among Secondary School Students With Disabilities In Ogbomosho South, Oyo State, Nigeria

S/N	Family Relationship	Mean	Rank
1	Intimacy with father	2.96	4 <sup>th</sup>
2	Intimacy with mother	2.47	9 <sup>th</sup>
3	Intimacy with siblings	2.18	10 <sup>th</sup>
4	Relationship with father	2.68	7 <sup>th</sup>
5	Relationship with mother	2.68	7 <sup>th</sup>
6	Relationship with sibling	2.74	6 <sup>th</sup>
7	Feeling for father	3.51	2 <sup>nd</sup>
8	Feeling for mother	3.16	3 <sup>rd</sup>
9	Feeling for sibling	3.53	1 <sup>st</sup>
10	Members of my family are encouraged to say what they really mean	2.96	4 <sup>th</sup>
11	We feel free to express our opinions in my family, but we consider each other's feelings	1.45	16 <sup>th</sup>
12	If you say something in my family, people ignore you	1.55	15 <sup>th</sup>
13	We encourage and praise each other's efforts and successes in my family	1.85	14 <sup>th</sup>
14	Members of my family are encouraged to work together in dealing with family problems	1.95	12 <sup>th</sup>
15	My family is good at sorting out our disagreements	2.27	11 <sup>th</sup>
16	My parents let me help decide about matters that affect us all as a family	1.95	12 <sup>th</sup>
Weighted Mean Score		39.90	

Table 1 indicates that 234 respondents participated in this study. Responses to items that sought information on family relationship revealed that majority of the respondents family relationship was negative because the benchmark weighted mean score stood at 48.0 and their weighted mean score is 39.90 which is below the benchmark weighted mean score.

**Research Question 2:** *What is the level of bullying behaviours among secondary school students with disabilities in Ogbomosho South, Oyo State, Nigeria?*

In order to answer this research question, respondents' responses on the bullying behaviour questionnaire were collated. The data collected from the study was analyzed as shown on Table 2.

Table 2  
Rank Order of the Bullying Behaviours among Secondary School Students With Disabilities In Ogbomosho South, Oyo State, Nigeria

S/N	Bullying Behaviour	Mean	Rank
1.	I like playing sport	2.50	16 <sup>th</sup>
2.	I get good marks in class	2.46	17 <sup>th</sup>
3.	I get called names by others	2.76	12 <sup>th</sup>
4.	I give soft students a hard time	2.88	8 <sup>th</sup>
5.	I like to make friends	2.88	8 <sup>th</sup>
6.	I play up in class	2.72	13 <sup>th</sup>
7.	I feel I cannot trust others	2.09	20 <sup>th</sup>
8.	I get picked on by others	2.60	15 <sup>th</sup>
9.	I am part of a group that goes round teasing others	2.71	14 <sup>th</sup>
10.	I like to help people who are being harassed	2.39	18 <sup>th</sup>
11.	I like to make others scared of me	2.37	19 <sup>th</sup>
12.	Others leave me out of things on purpose	2.85	11 <sup>th</sup>
13.	I get into fights at school	3.28	5 <sup>th</sup>
14.	I like to show others that I'm the boss	3.38	4 <sup>th</sup>
15.	I share things with others	3.47	2 <sup>nd</sup>
16.	I enjoy upsetting wimps	3.41	3 <sup>rd</sup>
17.	I like to get in fights with someone I can easily beat	3.51	1 <sup>st</sup>
18.	Others make fun of me	3.10	6 <sup>th</sup>
19.	I get hit and pushed around by others	2.86	10 <sup>th</sup>
20.	I enjoy helping others	3.03	7 <sup>th</sup>
Weighted Mean Score			57.26

Table 2 indicates that 234 respondents participated in this study. Responses to items that sought information on bullying behaviour among students with disabilities in Ogbomosho South, Oyo State, Nigeria revealed that majority of the respondents bullying behaviour was low because the benchmark weighted mean score stood at 60.0 and their weighted mean score is 57.26 which is below the benchmark weighted mean score.

**Research Question 3:** *What is the relationship between family relationship and bullying behaviour among secondary school students with disabilities in Ogbomosho South, Oyo State, Nigeria?*

Research question 3 has a corresponding hypothesis. This implies that there would be NO need for answering such research question. Since the hypothesis is already tested.

**H<sub>01</sub>:** *There is no significant relationship between family relationships and bullying behaviour among secondary school students with disabilities in Ogbomosho South, Oyo State, Nigeria.*

In order to test this hypothesis, responses of the respondents on the questionnaires were collated. The data collected from the study was analysed as shown on Table 3.

Table 3  
(Pearson R) Relationship between Family Relationships and Bullying Behaviour among Secondary School Students with Disabilities in Ogbomoso South, Oyo State, Nigeria

Variable	N	Mean	S.D	df	Cal.r-Value	Sig. (2-tailed)	Decision
Bullying Behaviour	234	57.76	15.76				
Family Relationship	234	39.90	4.90	232	0.63	0.00	Rejected

$p < 0.05$

Table 3 shows the summary of the comparison of family relationship and bullying behaviour. The sig (2-tailed) of 0.00 is lower than 0.05 significant level at which the hypothesis was tested. This implies, therefore, that the null hypothesis is rejected, meaning that, there is a significant relationship between family relationships and bullying behaviour among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria. This is in favour of bullying behaviour with mean score of 57.76 greater than mean score family relationship mean score of 39.90 ( $57.76 > 39.90$ ).

## DISCUSSION

The finding of this study revealed that majority of the respondents' family relationship was negative. This finding supported the findings of Holt, Kaufman-Kantor and Finkelhor, (2009) who found that parent relationship with students with bullying was negative.

The finding of this study revealed that majority of the respondents bullying behaviour was low. This finding is in consonance with that of Harris and Hathorn (2006) who reported that the following statistics were found in studies they and their associates have completed on bullying in grades 7 - 12:

- 74% of students have been sometimes called hurtful names.
- 62% of students have sometimes witnessed teasing happening at school, more girls than boys were the victims of this bullying.
- 13% of students have been often called insults based on their race, ethnicity, religion, gender, sexual orientation, and disability.

The finding of this study revealed that there is a significant relationship between family relationship and bullying behaviour among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria. This finding is in disagreement with that of Jou (2010) who found that family type is not significantly related to bullying behaviour in schools. Also, Sokol-Katz, Dunham and Zimmerman (1997) reported that the connection between parental attachments and bullying behaviour was that in family interactions, parents teach their children about forbidden behaviour, so as to avoid bullying behaviour. Therefore, the social control of laws in society is conveyed by parental attachment and by parental nurturing and interaction. Murray and Farrington (2005) reported that loss of parental attachment will lead to bullying behaviour. In addition, students from broken families tend to have anti-social behaviours.



Finally, Hsieh (1996) treated normal and criminal teenagers as subjects, and demonstrated that positive parental discipline and a positive parent-child relationship reduce bullying behaviour, and that improper parental discipline is the most important factor of bullying behaviour.

### **CONCLUSION**

The study concluded that majority of the respondents' family relationship was negative. The finding of this study also revealed that majority of the respondents bullying behaviour was low. Also, it was reported that there is a significant relationship between family relationship and bullying behaviour among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria. However, the display of various attitudes by secondary school student with disabilities cannot be isolated from family influence of various categories.

### **RECOMMENDATION**

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

The central idea of the study was to critically explore and examine family relationship and bullying behaviour among secondary school students with disabilities in Ogbomoso South, Oyo State, Nigeria. In this regard, the target group for advice included policy makers, teachers and parents. Reducing and preventing bullying requires the joint efforts of the policymakers, school administrators, teachers, students, parents and community members. Thus, for bullying to be reduced, the Ministry of Education is responsible for the welfare of people and their development; therefore it should devote the political will to empower students' development by setting aside a clear policy about punishment in secondary schools. Second, schools need to introduce intervention programmes for both teachers and students. Teachers need to be aware of the alternative ways of punishing students which are not aggressive in nature and students need to be informed on the best ways of interaction when at school. With all efforts there needs to be a collaborative partnership with parents to make school resources available and provide for communication. It is imperative that generalized bullying behaviour from school to home is corrected and management consistently for maximum effectiveness for correction. Additionally, university professional teacher education program, for both general and special education, should include knowledge and skills in identifying bullying and its long term effects. Effective behaviour management strategies to address bullying could be incorporated into classes.

Finally, there is a need for the parents to be aware of the positive returns of investing their children's education. Parents need to be educated on the negative effects of bullying so as to assist their children develop good moral values and behaviour.

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**Turkish Abstract****Ogbomoso, Nijerya'da Engelli Öğrenciler Arasındaki Aile İlişkileri ve Zorbalık Davranışı**

Bu makalede Ogbomoso South, Oyo State, Nijerya'daki ortaokul öğrencileri arasındaki aile ilişkileri ve zorbalık davranışları incelenmiştir. Bu çalışmada, tanımlayıcı yöntemde kullanılan ilişkisel anket tipi araştırma dizaynı kullanılmıştır. Araştırmada gerekli verileri toplamak için iki ayrı anket kullanılmıştır. Bunlar anketler Zorbalık Yaygınlık Anketi (BPQ) ve Rigby ve Slee (1994) anketleridir. Oluşan hipotezi test etmek için, Pearson Ürün Momenti Korelasyon (PPMC) istatistiksel tekniği kullanılırken araştırma sorularına cevap bulmak için yüzde kullanılmıştır. Bu çalışmanın bulguları, katılımcıların aile ilişkilerinin çoğunluğunun olumsuz olduğunu ortaya koymuştur. Bulgular ayrıca, katılımcıların çoğunluğunun zorbalık davranışının düşük olduğunu ortaya koymuştur.

Anahtar Kelimeler: aile ilişkileri, zorbalık davranışı, öğrenciler, engelli, Ogbomoso

**French Abstract****Relation Familiale et Intimidation de Comportement parmi Étudiants avec Handicaps dans Ogbomoso, le Nigeria**

Ce papier a examiné la relation familiale et le comportement d'intimidation parmi des étudiants de collège d'enseignement général avec des handicaps au Sud Ogbomoso, Oyo l'État, le Nigeria. Le design de recherche qui a été employé pour cette étude était la méthode descriptive du type d'enquête de corrélationnel. Deux questionnaires ont été utilisés pour rassembler les données nécessaires. L'intimidation du Questionnaire de Fréquence (BPQ) a été adoptée de Rigby et Slee (1994). Le pourcentage a été utilisé pour répondre aux questions de recherche, tandis que la Corrélation de Moment de Produit Pearson (PPMC) la technique statistique a été utilisée pour tester l'hypothèse produite. La découverte de cette étude a révélé que la majorité de relation familiale des défenseurs (des personnes interrogées) était négative. La découverte a aussi révélé que la majorité des défenseurs bafouant le comportement était basse.

Mots Clés: relation familiale, bafouant comportement, étudiants, handicaps, Ogbomoso

**Arabic Abstract****العلاقة الأسرية و السلوك التسلط بين الطلاب ذوي الإعاقة في أوغبوموسو، نيجيريا**

بحثت هذه الورقة العلاقة الأسرية والسلوك البلطجة بين طلاب المدارس الثانوية ذوي الإعاقة في جنوب أوغبوموسو ، ولاية أويو، نيجيريا. كان تصميم البحث الذي تم استخدامه لهذه الدراسة طريقة وصفية لنوع المسح الترابطي. واستخدم استبيانان لجمع البيانات اللازمة. اعتمد استبيان انتشار البلطجة (BPQ) من ريجبي أند سلي (1994). استخدمت النسبة المئوية للإجابة على أسئلة البحث، في حين استخدمت تقنية بيرسون برودوكت مومنت كورلاتيون (PPMC) الإحصائية لاختبار الفرضية المتولدة. وأظهرت نتائج الدراسة أن غالبية أفراد العائلة كانت سلبية. وكشفت النتائج أيضا أن غالبية المستطلعين سلوك البلطجة كان منخفضا.

الكلمات الرئيسية: العلاقة الأسرية، سلوك البلطجة، الطلاب، الإعاقة، أوغبوموسو

**German Abstract****Familienbeziehung und Mobbing-Verhalten bei Studenten mit Behinderungen in Ogbomoso, Nigeria**

Dieses Papier untersuchte Familienbeziehung und Mobbing Verhalten unter Sekundarschüler mit Behinderungen in Ogbomoso Süd, Oyo State, Nigeria. Das Forschungsdesign, das für diese Studie eingesetzt wurde, war die beschreibende Methode der Korrelationsumfrage. Zwei Fragebögen wurden verwendet, um die notwendigen Daten zu sammeln. Mobbing-Prävalenz-Fragebogen (BPQ) wurde von Rigby und Slee (1994) angenommen. Prozentsatz wurde verwendet, um die Forschungsfragen zu beantworten, während Pearson Produkt Moment Korrelation (PPMK) statistische Technik verwendet wurde, um die generierte Hypothese zu testen. Die Feststellung dieser Studie ergab, dass die Mehrheit der Familienbeziehungen der Befragten negativ war. Der Befund zeigte auch, dass die Mehrheit der Befragten Mobbing Verhalten war niedrig.

Schlüsselwörter: familienbeziehung, mobbing verhalten, studenten, behinderungen, Ogbomoso

**Malaysian Abstract****Hubungan Keluarga dan Kelakuan Buli dalam kalangan Pelajar Kurang Upaya di Ogbomoso, Nigeria**

Kertas kerja ini mengkaji hubungan keluarga dan tingkah laku buli dalam kalangan pelajar sekolah menengah kurang upaya di Ogbomoso Selatan, Oyo State, Nigeria. Reka bentuk kajian yang digunakan dalam kajian ini adalah kaedah deskriptif jenis kajian korelasi. Dua soal selidik telah digunakan untuk mengumpul data yang diperlukan. Soal selidik buli (BPQ) telah diterima pakai daripada Rigby dan Slee (1994). Peratusan telah digunakan untuk menjawab persoalan kajian, manakala Pearson Product Moment Korelasi (PPMC) teknik statistik digunakan untuk menguji hipotesis yang dihasilkan. Dapatan kajian ini menunjukkan bahawa majoriti hubungan kekeluargaan responden adalah negatif. Dapatan kajian juga menunjukkan bahawa majoriti responden mempunyai tingkah laku buli yang rendah.

Kata Kunci: hubungan keluarga, tingkah laku buli, pelajar, kurang upaya, Ogbomoso

**Russian Abstract****Семейные отношения и издевательства среди студентов с ограниченными возможностями в Огбомосо, Нигерия**

В настоящем документе рассматриваются семейные отношения и поведение издевательства среди учащихся средних школ с ограниченными возможностями в Огбомосо Юг, Штат Ойо, Нигерия. Дизайн исследования, который использовался для этого исследования, был описательным методом типа корреляционного обследования. Для сбора необходимых данных были использованы два вопросника. Анкета Преобладания Издевательства (BPQ) был принят от Rigby and Slee (1994). Процент используется для ответа на вопросы исследования, В то время как статистический метод Соотношение Момент Пирсона (PPMC) использовался для проверки сгенерированной гипотезы.Находка этого

исследования показала, что большинство семейных отношений респондентов было отрицательным. Находка также показала, что большинство издевательств над респондентами были низкими.

Ключевые Слова: семейные отношения, поведение издевательств, студенты, инвалиды, Ogbomoso