Physical and Verbal Bullying as Determinants of Social Adjustment Among Pupils with Intellectual Disability in Ibadan, Oyo State

***Eesuola, B. A.**
Department of Educational for learners with intellectual Disability, Federal College of Education (Special), Oyo, Oyo State

***Corresponding author email:** yomitb283@gmail.com

Abstract
The study examined the influence of physical and verbal bullying on social adjustment among pupils with intellectual disabilities in Ibadan, Nigeria. A descriptive survey design of the correlational type was adopted. Data were collected from 112 pupils with intellectual disabilities selected through purposive sampling from three special schools in Ibadan. The research instruments included the Bullying Forms Scale (BFS) and the Social Adjustment Scale – Self Report (SAS–SR). Demographic data were analyzed using percentages, while the Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis (MRA) were employed to test hypotheses at the 0.05 level of significance. Findings revealed a significant positive relationship between physical bullying and social adjustment among pupils with intellectual disabilities ($r(111) = .190$, $p < .05$). Conversely, although verbal bullying was commonly experienced by the pupils ($r(111) = .100$, $p > .05$), it did not have a significant impact on their social adjustment. Based on these results, the study recommended that school authorities organize meetings with parents to develop strategies for addressing physical bullying. Additionally, it was suggested that the Oyo State Government enforce the Anti-Bullying Prohibition Act across schools to ensure a safer learning environment for pupils with intellectual disabilities. In addition, the teachers of pupils with intellectual disability should be provided with counseling service to promote social adjustment of the pupils in schools and society at large.

Keywords: Bullying, Social adjustment, Intellectual, Disability, Physical bullying, Verbal bullying

Introduction
Pupils with intellectual disabilities are particularly vulnerable to bullying because of their below-average intellectual functioning, which emerges during the developmental period and is often accompanied by challenges in one or more areas such as maturity, learning and social adjustment, health, academic performance, and speech or language abilities (Ogunsola, 2019). Bullying, defined as the misuse of power within relationships, can manifest in physical, verbal, sexual, or social forms of behavior that cause social, physical, or psychological harm. It is a persistent issue among pupils with intellectual disabilities, who are often the primary victims of such behavior. This unwanted or unacceptance bullying behaviour could be adversely affect pupils with intellectual disability. Bullying is typically a recurring behaviour in which a person or group of people abuses their actual or perceived power against another person. Students with intellectual disabilities who are the targets of bullying may not be able to assist themselves.

Any deliberate, persistent aggressive action aimed by a perpetrator against a target within the same age group is considered bullying (Vinney, 2021). Pupils with intellectual disability (PID) need total acceptance and integration into society like every human being. They also need to be socially adjusted, and not be subjected to unwanted behaviour or discrimination. If pupils with intellectual disability are maltreated in society, they may show extreme moods of depression that would not allow them to function socially. Bullying may have detrimental social and

personal repercussions that persist long into adulthood (Wolke et al., 2013). Olweus (1978) revealed that pupils an intellectual disability are exposed to continuous and repeated negative action from people. Federal Ministry of Education in Nigeria national survey in 2007 also revealed that, physical and social violence including social denigration is common in Nigerian Schools and suggested a social adjustment threat on school-aged children, especially among pupils with intellectual disability. Few studies have examined the impact of childhood bullying on social adjustment, despite several studies demonstrating the detrimental impacts on mental health (Kim, 2006).

Bullying for pupils with intellectual disability could include being made fun of because of their physical appearance, poor social skills, and being emotionally imbalanced. A lifelong condition known as intellectual disability impairs a child's capacity for proper development, growth, and functioning. The Diagnostic and Statistical Manual of Mental Disorders (DSM-V, 2013) states that it involves notable deficiencies in three important areas: practical, intellectual, and social skills. A state of stopped or incomplete mental development, it is defined by deficiencies in cognitive, verbal, motor, and social abilities that appear during the developmental period, according to the National Institute for Health and Care Excellence (2022). In a similar vein, Kalu (2019) observes that people with intellectual disabilities have below-average cognitive functioning in addition to deficiencies in adaptive behaviour, both of which have a detrimental effect on their academic achievement.

Intellectual disability can be classified into different categories (WHO, 2021). The first category is known as mild intellectual disability. Pupils with intellectual disabilities (PID) are generally categorized based on their intelligence quotient (IQ) levels. The first group, those with mild intellectual disability, typically have an IQ range of 52 to 68. They are capable of learning academic subjects, maintaining social relationships, and contributing meaningfully to society. The second group, individuals with moderate intellectual disability, have IQ scores between 35 and 49. Although they often experience significant developmental delays in childhood, they can acquire basic self-care, communication, and academic skills, enabling a certain level of independence. However, as adults, they usually require varying degrees of support to function effectively within the community. The third category comprises individuals with severe intellectual disability, with IQ levels between 20 and 34. These individuals require consistent and substantial assistance throughout life. Lastly, those with profound intellectual disability, characterized by IQ scores below 20, exhibit severe limitations in self-care, communication, continence, and mobility, and therefore need constant care and supervision.

Oyefeso (2019) mentioned that more than 545,000 children within the age bracket of 6 – 21 years have some level of intellectual disability. Udo (2023) reported that among Nigeria's population of approximately 25 million, the number of pupils with intellectual disabilities increased by two-thirds (66.7%), rising from 1.5 million in 1990 to 2.5 million in 2016. Despite the existence of supportive legal frameworks such as the National Policy on Disability (2017) and the Discrimination Against Persons with Disabilities (Prohibition) Act (2018), which advocate for the full inclusion of persons with disabilities in all aspects of society, many still experience widespread human rights violations. These include persistent stigma, discrimination, physical and psychological abuse, and inadequate access to essential services such as healthcare, housing, and education (Ewang, 2019).

 Bullying of students with intellectual disabilities carries severe consequences in many developed nations, including fines and jail time for violators. A 2011 UNESCO research estimates that every year, 246 million teenagers and students are subjected to violent bullying in schools. Students with intellectual disabilities are especially susceptible to overt and covert forms of bullying, which can include physical violence, verbal abuse, social exclusion, and psychological intimidation.

Physical bullying is also known as a physical assault on pupils with intellectual disability. It can cause short-term injury or permanent damage to children with intellectual disability who happen to be the victim. Examples of physical bullying are kicking, slapping, pushing, pulling, hitting, pinching tripping, or destroying the properties that belong to pupils with intellectual disability. According to the following, current definition of bullying Like other types of bullying, physical bullying at school is characterised by an imbalance of power between bullies and victims and is linked to a string of negative behaviours that happen repeatedly over time (Fu, 2023). According to a 2019 survey conducted by the Centres for Disease Control and Prevention (CDC), 19.5% of students in grades nine through twelve experienced bullying.

Compared to their non-bullied peers, victims of physical bullying exhibit significantly higher levels of loneliness, school avoidance, suicidal ideation, low self-esteem, and depression, as reported by Hawker and Boulton (2000) in their study on multiple victimization experiences among urban elementary school students with intellectual disabilities. In severe cases, victims of persistent physical bullying may suffer fatal injuries or resort to suicide

due to intense feelings of worthlessness and emotional distress.

Verbal bullying is another form of bullying which involves spoken insult or abuse to pupils with intellectual disability. It could occur when the PID was called different disgusting names, labeled, teased, made jest of and intimidated majorly because of their condition. Verbal bullying seems harmless but has strong effects on pupils with intellectual disability who happen to be a victim and it could make them feel lonely among their peers which can aggravate depression or other disabilities. Verbal bullying can become a long-term source of stress and anxiety (Vinney, 2021).

A study conducted by Hamidsyukrie et al. (2023) on verbal bullying and its effects on the social relationships of high school students in Mataram Municipality, Indonesia, revealed that 75.4% of verbal bullying incidents had a direct impact on pupils. The affected students exhibited feelings of inferiority, social withdrawal, reluctance to express opinions in friendly settings, increased peer conflicts, poor communication, and weakened social relationships within the school environment. Similarly, Norwich and Kelly (2004) found that pupils with intellectual disabilities enrolled in segregated educational settings—such as special schools, self-contained classrooms, or resource rooms reported higher incidences of bullying compared to their peers in regular schools. Furthermore, Glumbić and Žunić-Pavlović (2010), in their study on bullying behavior among pupils with intellectual disabilities, discovered that 18.3% of adolescents with intellectual disabilities were involved in bullying, either as perpetrators or victims. Overall, bullying remains a major contributing factor to school dropout among pupils with intellectual disabilities (Dunn et al., 2004).

 Many factors contribute to verbal bullying depending on how the class teacher of pupils with an intellectual disability manages their classrooms and respond to inappropriate pupils' behaviour (Allen, 2010). Consequently, the study's conclusions suggest that social interactions in the classroom may suffer if verbal bullying of students with intellectual disabilities persists. According to the findings of another study, verbal bullying's negative impacts on victims are closely linked to their perceived stress levels and low psychological well-being (Coetzer, 2018). Adjustment as a process is important in the life of pupils with intellectual disability because it depends largely on interpersonal relationships with their external environment. According to Sharma (2016), pupils with intellectual disability need to adjust socially to their environment purposely for emotional maturity, satisfaction of needs, and strong motivation in realizing their needs. Generally, it has been discovered that, if an individual adjusts socially, they are likely to achieve greatly in every area of their life (Ogunsola, 2019). Social adjustment also reflects the extent to which students with intellectual disabilities are able to interact effectively and maintain positive relationships with their peers and other members of society. Social adjustment encourages social maturity and imbibing of appropriate social skills.

Social adjustment may occur through an individual's ability to adapt and modify their behavior, attitudes, and responses in order to fit effectively within their social environment. Social adjustment is a situation that lasts long in every human endeavor especially among pupils with intellectual disability through an exhibition of acceptable roles and functions in their lives. Dude (2022) conceptualized social adjustment in two dimensions: (i) the harmonious establishment of relationships with one's social environment, and (ii) the acquisition of appropriate behaviors or modification of existing habits to align with societal expectations. Therefore, individuals with intellectual disabilities must attain a certain level of social adjustment to sustain their well-being and maintain fulfilling relationships that conform to social norms and demands.

In addition, social adjustment is about the alteration of an individual to the social setup around him/her. Every human needs to adjust regardless of the disabilities depending on how far an individual can cope with social behavior, human relationships, and adaptation to the social context of the surroundings. Hence, pupils with intellectual disability encompass a very extensive range of academic, and social acceptance which manifests in behaviour, emotion, and social realms of the pupil's lives (Ogunsola, 2021). Meanwhile, social adjustment contributes to the social well–being of an individual based on the experience that comes from within the environment. This could be social acceptance by accepting pupils with an intellectual disability the way they are by allowing them to be socially integrated. According to Olusanya (2021), several factors have been identified to contribute to the social adjustment of pupils with an intellectual disability such as self-esteem, control over one's life, good health, access to education, a sense of freedom, and a sense of love for others. Pupils with intellectual disability are supposed to adjust to their environment cortex based on their level of intelligence quotients especially those at mild and moderate states to some extent if they were not being marginalized as a result of external stimulus such as bullying or emotional blackmailing.

Consequently, bullying among pupils with intellectual disabilities has severe negative implications for their self-

esteem and social adjustment within society. These pupils are frequently subjected to bullying, particularly by classmates, peers, and community members. Persistent victimization can profoundly affect their self-perception, leading to diminished self-worth and emotional instability. According to Solstice (2020), adolescents who experience repeated bullying report lower levels of self-esteem, emotional imbalance, and increased anxiety. Low self-esteem among pupils with intellectual disabilities, in turn, impairs their communication abilities and hinders the development of healthy interpersonal relationships. A study conducted in Russia by Ryabova and Parfyonova (2015) on the personal and social adjustment abilities of pupils with disabilities revealed that mastering basic educational programs should serve as an introduction to cultural and personality development, fostering traits such as social and domestic adaptability. Similarly, Adewoye (2020) reported no significant gender differences in emotional, social, educational, or overall adjustment among students. In contrast, Ogunsola (2021) found that students with special needs generally possess a positive self-concept and perceive themselves as socially competent, indicating satisfactory levels of social adjustment.

Dickson, Jeff and Paul (2005) discovered that students with intellectual disabilities experienced significantly higher rates of bullying (28%) compared to their peers without disabilities (9.8%). Similarly, a comparative study by Glumbic and Zunic-Pavlovic (2010) on bullying and victimization patterns among general education students and those with special needs revealed that students with intellectual disabilities were more frequently subjected to verbal assaults and bullying than both students with other disabilities and typically developing peers.

Furthermore, bullying has a significant negative influence on the health and general well-being of students with intellectual disabilities. Bogart, Elliot, Klein, ,Tortolero, Mrug, Peskin, Davises, Schink and Schuster, (2014) discovered that children who were bullied had worse physical health outcomes than their peers who were not bullied, underscoring the negative impact of bullying on these students' general development and quality of life. Being bullied can affect the general life of children with intellectual disability mostly their social adjustment. Furthermore, being bullied at school can make PIDs abscond from school when they find it difficult to get along with their peers. At times, it can lead to threatened or attempted self-harm out of frustration. Bullying always makes PID feel worried, unhappy, and uncomfortable at school which may causes failure in their academics.

All human beings are easily influenced by nature and the characteristics of their environment regardless of their disabilities. Pupils with intellectual disability were not left out because societal forces play a vital role in their level of adjustment to the needs of their environment. Therefore, adjustment can be defined as an individual's response or reaction to the demands, challenges, and pressures exerted by the surrounding social environment (Sigurdson et al., 2014).

Statement of the problem
Pupils with intellectual disability are sometimes subjected to bullying physical and verbal bullying. These could come in the form of jesting, insulting, kicking and slapping ignoring and host of others which could adversely affect their social adjustment. While previous studies have primarily examined the impact of bullying on academic achievement, the present study specifically investigates physical and verbal bullying as key determinants of social adjustment among pupils with intellectual disabilities in Ibadan, Oyo State, Nigeria.

Aim and Objectives of the study
The primary goal of this research is to examine how bullying, both verbal and physical, affects the social adjustment of students with intellectual disabilities in Ibadan, Oyo State, Nigeria. In particular, the research will ascertain:
1. to find out the relationship of physical bullying on social adjustment among pupils with intellectual disability.
2. to find out the relationship of verbal bullying on social adjustment among pupils with intellectual disability.

Hypotheses
1. There is no significant relationship between physical bullying and social adjustment of pupils with intellectual disability in Ibadan, Oyo State Nigeria.
2. There is no significant relationship between verbal bullying and social adjustment of pupils with intellectual disability in Ibadan, Oyo state, Nigeria.

Research Questions
1. What is the relative contribution of physical and verbal bullying on the social adjustment of pupils with intellectual disability?

Methodology
Research Design
This study adopted a descriptive survey research design of correlational type. This method is considered appropriate for the study due to its effective way of obtaining information from the participants without the manipulation any of the variables of interest.

Population
All of the students with intellectual disabilities in Ibadan, Oyo State, Nigeria, made up the study's population.

Sample and Sampling Technique
The study sampled 112 male and female primary school students with intellectual disabilities from Ibadan, Oyo State. Participants were drawn from three purposively selected special schools in the area, including the University of Ibadan Child Clinic, Oluyole Cheshire Special School, Agodi Gate Basic Special School, and HLA Ibadan, using a purposive sampling technique.

Research Instruments
The research instrument for the study was standardized and self-developed questionnaire.
Bullying - Forms Scale (BFS) and Social Adjustments Scale Self-Report (SAS – SR) instrument was adapted and contains twenty (20) items. The instrument has a four-Likert scale of N = Never, S = Sometimes, O= Often, and A = Always. The instrument is further divided into sections. Section A is the demographical data of the respondents while section B contains 20-item questionnaires on physical and verbal bullying. Data generated were subjected to Cronbach alpha statistical analysis and the coefficient of 0.76 and 0.72 respectively was obtained.

Results
1. There is no a significant relationship between physical bullying and Social Adjustment among pupils with intellectual disability in Ibadan, Oyo state Nigeria

Table 4.8 Result of PPMC showing the significant relationship between physical bullying and Social Adjustment of pupils with intellectual disability in Ibadan, Oyo state Nigeria

'Variable	N	Mean	Std. Dev.	df	R	P	Remark'
Social Adjustment	112	29.52	5.90				
				111	.190*	.045	Sig.
Physical Bullying	112	16.23	2.78				

Sig. at .05 level

Table 4.8 shows a positive and substantial correlation between physical bullying and social adjustment among students with intellectual disabilities in Ibadan, Oyo State, Nigeria (r(111) =.190*, p <.05). The mean social adjustment score was 29.52 with a standard deviation of 5.90, while the mean for physical bullying was 16.23 with a standard deviation of 2.78. These findings support a strong positive correlation, implying that physical bullying has a meaningful impact on social adjustment in this population. Consequently, the null hypothesis is rejected.

2. There is no significant relationships between verbal bullying and Social Adjustment among pupils with intellectual disability in Ibadan, Oyo state Nigeria

Table 4.9 Result of PPMC showing the significant relationship between verbal bullying and Social Adjustment of pupils with intellectual disability in Ibadan, Oyo state Nigeria

'Variable	N	Mean	Std. Dev.	df	R	P	Remark'
Social Adjustment	112	29.52	5.90				
				111	.100	.294	Not Sig.
Verbal Bullying	112	15.83	2.87				

Sig. at .05 level

Table 4.9 shows that there is no significant relationship between verbal bullying and social adjustment among pupils with intellectual disabilities in Ibadan, Oyo State, Nigeria (r(111) = .100, p > .05). The mean social adjustment score was 29.52 with a standard deviation of 5.90, while verbal bullying had a mean of 15.83 and a standard deviation of 2.87. These findings indicate that verbal bullying does not significantly influence social adjustment in this population. Consequently, the null hypothesis is accepted.

Research question one: What is the composite contribution of physical bullying and verbal bullying on social adjustment among pupils with intellectual disability?

Table 4.7: Summary of Multiple Regression Analysis Showing the interactive effects of the Independent Variable on the Dependent Variable

'Model	Sum of squares	Df	Means Square	F	Sig.'
Regression	711.911	4	177.978	6.038	.000[b]
Residual	3154.009	107	29.477		
Total	3865.920	111			

'R = .429[a]
R^2 = .184
Adjusted R^2 = .154
Std. Error of the Estimate = 5.42925'

'Denotes significant relationship at 0.05 significance level'.

Table 3 indicates that the combined influence of the independent variables physical bullying and verbal bullying on social adjustment among pupils with intellectual disabilities is statistically significant. The regression analysis produced a multiple correlation coefficient of R = .429, with R^2 = .184 and an adjusted R^2 = .154. This means that physical and verbal bullying together explain approximately 15.4% of the variance in the social adjustment of pupils with intellectual disabilities. Therefore, both variables make a meaningful joint contribution to predicting social adjustment, while the remaining unexplained variance can be attributed to other factors outside the scope of this study. The ANOVA result further confirms this finding, showing a significant combined effect of the independent variables on social adjustment ($F_{(4, 107)}$ = 6.038; $p < .05$). Hence, physical and verbal bullying jointly have a significant predictive influence on the social adjustment of pupils with intellectual disabilities.

Discussion

The findings of this study indicate a significant positive relationship between physical bullying and social adjustment among pupils with intellectual disabilities. The mean scores for social adjustment and physical bullying were 29.52 and 16.23, respectively, at a 0.05 level of significance, demonstrating the existence of this positive relationship. This result aligns with the findings of River and Noret (2013), who reported that pupils exposed to physical bullying exhibited higher levels of interpersonal sensitivity, feelings of inferiority, helplessness, and even suicidal ideation compared to peers not subjected to such bullying. Similarly, Akanbi (2019) found that approximately 32% of elementary school pupils with intellectual disabilities had experienced physical attacks.

Conversely, verbal bullying was found to have no significant relationship with social adjustment among pupils with intellectual disabilities, and the corresponding hypothesis was accepted. This finding corroborates Lazarus (2006), who posited that pupils rely on self-appraisal, situational factors, and social understanding to determine coping strategies when confronted with bullying. Adaptive coping mechanisms, such as seeking advice from friends or reporting incidents to teachers, can mitigate the negative impact of verbal bullying on social adjustment (Donoghue et al 2014; Lazarus & Folkman, 1987).

Further analysis of the relative contributions of bullying behaviors revealed that physical bullying significantly influenced social adjustment, whereas verbal bullying did not. The calculated total values for physical bullying (1.984 and 2.240) exceeded the 0.05 significance threshold, while verbal bullying (0.679) remained below it. This outcome is consistent with Komolafe and Ikem (2019), who noted that nonverbal cues, such as facial expressions and body language, often carry more salient social information than verbal communication. Pupils with intellectual disabilities face additional challenges in social adjustment due to personal limitations and environmental barriers, particularly in integrated educational settings (Kumar, 2016).

Overall, the study demonstrates that pupils with intellectual disabilities are vulnerable to both physical and verbal bullying, with physical bullying exerting a significant influence on their social adjustment. The composite effect of these bullying behaviors was substantial (F = 6.038, $p < 0.05$), highlighting the multifaceted challenges these pupils face, including poor learning environments, social stigmatization, negative experiences, low self-concept, and perceived incompetence. Empirical evidence further supports that bullied pupils exhibit lower levels of social adjustment compared to their non-bullied peers (Akanbi, 2019; Risser, 2013).

Conclusion

Based on the findings, it can be concluded that pupils with intellectual disabilities are more susceptible to physical bullying than verbal bullying. Their lower intellectual development renders them particularly vulnerable, making them frequent targets of bullying and exploitation by peers and others within their environment. The majority of them were been hit, slapped, pushed by their oppressors because they were less powerful than them and it influence their social adjustment while but study revealed that verbal bullying has not been affected their social adjustment in Ibadan, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are proposed:
1. The school personnel should hold a strong meeting with parents of pupils with intellectual disability to discuss the likely solution to physical bullying experience by pupils in the schools.
2. The Oyo state government should implement the harassment Prohibition Act in schools as a top measure to stop physical and verbal bullying in elementary schools
3. The class teachers of pupils with ID should encourage open communication on school-based programs that will strengthen the pupils' skills and reduce the physical and verbal bullying in school environment.
4. The society should be made to understand through the mass media the ills associated with any form of bullying being inflicted on pupils with intellectual disability.

References

Adewoye, S. E. (2020). Bystanders' experiences of school bullying following a self- debasing cognitive distortion restructuring intervention. Thesis for: Ph.D Educational Psychology. Retrieved online from researchgate.net

Akanbi, S. T. (2019). Variability in vulnerability to peer victimization among students with learning disability in Oyo State, Nigeria. *Journal of Special education, 17*.1: 7-60.

Allen, K. P. (2010). Classroom management, bullying and teacher practices. *Elementary Secondary Education 34* (1) (15. Eds,)

Bogart, L. M., Elliot M. N., Klein, D. J.,Tortolero, S.R.,Mrug, S., Peskin, M. F., Davises, S.L., Schink, E. T and Schuster, M. A. 2014. Peer victimization in fifth grade and health in tenth grade. Pediatrics: 133.3:440 – 447.

Coetzer, W. C. 2018. The Impact of bullying on children and adolescents. *Ermss 108-15*. https://doi.org/10.25236/ermss.2021.015

Dickson, b. G., Jeff, S. J., Paul, B. (2005).influence of vegetation, topography, and road on cougar movement in South Califonia. Journal of wildlife management: 264-276.

Donoghue, C., Almeida, A., Brandwein, D., Rocha, G., & Callahan, I. (2014). Coping with verbal and social bulling in middle school. *The international Journal of emotional education, 6*(2), 40-53. www.Um.edu.mt/cres/ijee. ISSN:2073-7629

Dude, S. 2022. Description of student social adjustment. *International Journal of Innovations in Engineering Research and Technology (IJIERT)* 9.4. ISSN: 2394 – 3696. ijiert.org.

Dunn, C., Chambers, D., & Rabren, K. 2004. Variables affecting student's decisions to drop out of school. *Remedial and Special education*, 25(5), 314-323.

Glumbic, N., & Zunic-Pavbvies, V. (2010). Bullying behaviour in children with intellectual disability. *Procedia Social and behavioural Science, 2*(2), 2784 – 2788.

Ewang, C. (2019). Acomparative study of online and face-to-face learning contexs. https://selfdeterminationtheory.org

Fu, W. (2023). A critical examination of effective leadership in early childhood education. *Journal of Educational leadership and Policy Studies, 7*(10), 231-243

Hamidsyukrie, M. A., & Handayam, N. (2023). Verbal bullying and its effects on social relations of high school students in Mataram municipality. Sociology Education Study Program. A. Amrullah (Eds.): *ACCESS SSEHR 686*. 118-130.

Hawker, D. S., & Boulton, M. J. (2000). Twenty years research on peer victimization and psychosocial maladjustment. A meta-analytic review of cross- sectional studies. *Journal of child Psychology and psychiatry and Allied Disciplines, 4*(1), 441 -455.

Kalu, I. (2019). Effect of incorporating adaptive functioning scores on the prevalence of intellectual disability. *Journal of Intellect Development Disability, 3*(6), 65-71.

Kim, B. L. (2006). School bullying and youth violence: Causes or consequences of psychopathologic behavior? *Archives of General Psychiatry, 63*, 1035-1041.

Komolafe, A. F., & Ikem, A. I. (2019). Assistive technology, self- esteem and home factors as a predictor of social adjustment of students with visual impairment in Lagos state, Nigeria. *International Journal of*

educational Research, 6, 1.

Kumar, A. (2016). Relationship of academic anxiety among adolescent in relation to their home environment. *International Journal for research in education*, *2*(7), 35-37.

Lasarus, R. S., & Folkman. S. (1987). Transactional theory and research on emotions and coping. In L. Laux and O. Vossel (Eds.). Personality in biographical stress and coping research. *European Journal of personality, 1*, 141-169.

Norwich, B., & Kelly, N. (2004). Pupil's view on inclusion: moderate learning difficulties and bulling in mainstream and special schools. *British Educational Research Journal, 30*(1), 43-65.

Ogunsola, G. O. 2019. Variability in vulnerability to peer victimization among students with learning disability in Oyo State, Nigeria. *Journal of Special education* 17.1: 7-60.

Ogunsola, G. O. (2021). Parental Socio-economic status on social adjustment of Students with learning disabilities in Oyo. *The Journal of advocacy and rehabilitation in special Education (JARSE), 21*(1), 41-49.

Olusanya, E. O. (2021). Empty Nest syndrome and social well-being among older adult in Nigeria. *Journal of Adult and Non formal education (SPED), 3*(1), 214-229.

Olweus, D. (1978). *Aggression in the Schools. Bullies and Whipping boys.* Washington, D.C. Hemispere publishing corporation. ISBN 0470993618. 218

Oyefeso, E. O. (2019). Effect of discussion method and computer assisted instruction on social studies performance of pupils with intellectual disability in Ibadan, Nigeria. *Journal of Special Education*, *17*(1): 73-84.

Risser, S. D. (2013). Relational Aggression and academic performance in elementary school. *Psychology in the schools,* 50: DOI: 10. 1002/pits.21655 pp13-26

Rivers, I. P., & Noret, N. A. (2013). Observing bullying at schools: The mental health implications of witness status. *School Psychology Quarterly, 24*(4), 211-223.

Ryabova, N. V., & Parfyonova, T. A. (2015). *Study of personal and social adjustment ability of the disable pupils.* http: //dx. Doi.org/10.5539/ies.v8n5p213

Sharma, S. (2016). *Adjustment: process, achievement, measurement and dimensions.* researgegate.net.

Sigurdson, G. A., Wallander, N. C., & Sund, D. F. (2014). Evaluation of a modified self-report measure of social adjustment. The *British Journal of Psychiatry*, *141*(1), 68-75.

Solstice, W. (2020). How Does Bullying Affect Self-Esteem in Teens? https://solsticertc.com/how-does-bullying-affect-self-esteem-in-teens/

Udo, G. C. (2023). Population growth and economic development in Nigeria. Retrieved online from researchgate.net

Vinney, C. (2021). *What are the different types of bullying?* verywellmind.com

Wolke, D., Wolke, W. E., Copeland, A., Angold, E. J., & Costello, T. D. (2013). Impact of bullying in childhood on adult health, wealth, crime, and social outcomes. *Psychological Science, 24*(10) pp1058-1970.

National Institution for Health and Care Excellence. (2022). Get Involve. Retrieved March 3, 2023 from https://www.nice.org.uk/get.involves.

World Health Organization. (2021). *Social opportunities and challenges of the deaf.* Unpublished Master's thesis Addis Ababa, Ethiopia.