Efficacy of Cognitive Behaviour Therapy on Reducing Bullying Behaviour among Secondary School Students in Ikwerre Local Government Area

Accepted 15th January, 2016

ABSTRACT

The purpose of this study was to determine the efficacy of cognitive behaviour therapy (CBT) on reducing bullying behaviour among secondary school students in Ikwerre Local Government Area, Rivers State. The population of the study consisted of 2,368 senior secondary 2 (SS2) students. A sample size of ninety (90) students identified as bullies using Olweus Bullying Questionnaire (OBQ) was used in the study. They were randomized into two equal groups for experimental and control groups. The experimental group was treated with cognitive behaviour therapy for six (6) weeks while the control group received no treatment. It was a quasi-experimental design. Three research questions and three null hypotheses guided the study. OBQ had its content validity estimated by the total item cumulative variance of 75.25% while its construct validity estimated by factor loading matrixes ranged between 0.45 and 0.88. The reliability was established using cronbach alpha at r=0.80, p<0.05 level of significance. Data collected were analyzed with mean, standard deviation, paired t-test and independent t-test. Results revealed that cognitive behaviour therapy (CBT) had significant efficacy on reducing bullying among secondary school students as determined by their pretest and posttest mean scores. Cognitive behaviour therapy had significant efficacy of reducing bullying on the experimental group. Based on the findings, recommendations were made including that students with bullying behaviour should be encouraged to receive psychotherapeutic training such as cognitive behaviour therapy (CBT) and that the government and counseling Association of Nigeria (CASSON) should organize workshops and seminars to sensitize and train counselors on how to use Cognitive Behaviour Therapy to help students overcome their bullying behaviours.

Key words: Cognitive Behaviour Therapy (CBT), students bullying behaviours.

INTRODUCTION

Students’ undesirable behaviour has been one of the major concerns of the educational system. The incidence of youth restiveness or gangerism and cultism even at the secondary school is very disturbing, worrisome and posits nightmares to the society. Students’ desirable behavior helps to promote academic performance. However, when students engage in disastrous behaviours, particularly, bullying, the objectives of secondary education as a preparatory ground for desirable behaviour for useful living and a step towards the attainment of higher/tertiary education will be jeopardized.

Olweus in Givens (2009) defined bullying as aggression in which a more powerful individual or more powerful group intentionally inflicts negative acts repeatedly upon those who are less powerful. It is an anti-social behavior and it is contrary to the rules and regulations of the school system.

Bullying as a violent behaviour among secondary school...
students have become an issue of major importance and concern among educators. Interventions to reduce bullying in schools have received minimal success. School principals and teachers try to curb bullying by meting out corporal punishments ranging from flogging to other forms of corporal punishments like cutting of grass, uprooting elephant grasses, digging of pits and suspension, depending on the severity of the bullying incidence; however, these interventions have met with little or no success. Psychotherapeutic means are hardly used in our schools to bring about desirable changes in the behaviour of students.

Unfortunately in Nigeria, counseling services in schools is still struggling to gain acceptance and recognition. The researcher observed that most schools in Rivers State with exception of Federal Government schools hardly have practicing counselors who could use psychotherapeutic techniques in helping students overcome their behavioural problems. Where counselors exist, it is in a very wide ratio to students’ population.

Evidence has steadily accumulated about the negative consequences of students’ involvement in bullying problems. Rigby (2003) based on longitudinal studies concluded that repeated exposures to being bullied often undermine the health and well-being of vulnerable students. Victims of bullying as reported by Lohmann (2014) are unhappy, anxious, depressed and oftentimes find it difficult to concentrate on their studies. Sometimes, they stay away from school because of fear of the bullies and being bullied. This situation may lead to health problems, poor academic performance and failure of the students.

It is also known that perpetrators of bullying tend to experience anger, depression, engage in suicidal thinking and if not corrected, are likely to act violently as adults in the home and place of work. Individuals who enact bullying behaviours may be disliked and rejected by their peer groups; they may suffer low academic achievement and risk-taking behaviours. Bullying is associated with maladjustment. Youths who engage in bullying may be at risk for criminal arrest, school drop-out and may be physically violent. Crick and Grotputer in Givens (2003) reported that perpetrators of bullying activities suffer from internalizing difficulties, including anger, depression, anxiety and loneliness. Students who are both bullies and victims may be prone to mental illness. The school climate may be also negatively affected by bullying. Even students who are not directly involved in bully/victim problem may also find the school environment as hostile and not conducive for learning.

Furthermore, bullying as a problem behavior has been correlated with emotional symptoms as well as, thoughts like anger, anxiety, depression and beliefs which can be controlled by Cognitive Behavior Therapy. Cognitive Behaviour Therapy (CBT) was developed by Aaron Beck in the 1960s. Cognitive Behaviour Therapy (CBT) is based on the idea that how we think affect our behaviour and we can monitor and change how we think in order to change our behaviour. Cognitive Behaviour Therapy (CBT) has the following principles as identified by Dobson and Dobson in McLeod (2009):

1. Cognitive activity affects behaviour;
2. Cognitive activity may be monitored and altered;
3. Desired behaviour change may be affected through cognitive change.

The cognitive behavior therapist teaches clients how to identify distorted cognition through the process of re-evaluation. They learn to discriminate between their own thoughts and reality. CBT helps people to develop alternative ways of thinking and behaving which may reduce their level of bullying. Individuals who enact bullying behaviours have faulty or distorted thinking pattern. These patterns stem from what he called “cognitive schemas”. “Cognitive Schemas” are deeply-held general statements that sum up the assumptions the client hold about the world. They are core beliefs that bias the way we perceive and interpret our experiences. Negative schemas like “everybody hates me”, “I need to use force to get what I want or I will never have them” “life is war”, “I am angry with everyone” give rise to faulty thinking patterns in day-to-day situations and therefore contribute to anxiety, depression, frustration, anger, aggression, bullying and other psychological and behavioural problems. The aim of therapy is to help people recognize and change their faulty thinking patterns and bullying behaviours. For lasting change to occur or in more serious cases, it is necessary to move beyond identifying and challenging irrational beliefs and automatic thoughts, and deal with the schema within which they are embedded.

Cognitive Behavior Therapy, according to Lohmann (2014), is the most widely acclaimed, trusted and research supported treatment method for the treatment of the problems earlier mentioned. Cognitive Behaviour Therapy teaches individuals to understand their thoughts and feelings better in relation to the situation. Furthermore, it teaches how their thoughts and feelings as well as, beliefs influence their actions and ultimately their behaviour. Students who indulge in bullying other students have problem with their cognition and psychology, these students may have learnt bullying from their environment or may be responding to their early life experiences with their parents and immediate family. Several studies have found that older children engage in less overt bullying behaviour than younger children as the motor skills necessary for children to inflict physical harm develop prior to children’s verbal, cognitive and social capacity to inflict mental or emotional harm.

Researchers have found that physical bullying aggressive behaviour tends to peak during early childhood and steadily decrease from ages 10 to 18 years. For instance, Lee in Givens (2009) reported that the prevalence of
physical aggression in females decreased with age while no age differences were detected in the physical aggression of males. Other researchers like Pellegrini and Bartini in Givens (2009) reported that once dominance within the peer group is established, bullying behaviours decrease. Relational bullying aggression peaks in middle childhood as desire for intimacy and closeness in relationships increase from childhood to adolescence, and continues to adulthood. As adolescents’ cognitive and verbal capacities develop, they may use these skills for the social manipulation involved in relational bullying aggression.

Males are seen as generally having more power than females as a consequence of societal beliefs that males should be the dominant sex. In order to maintain their dominance, boys feel justified in oppressing girls. However, numerous studies indicated that boys are more likely than girls to initiate bullying, Olweus et al. in (Rigby2003). Moreover, it is clear that boys are more likely to bully girls than vice versa. For example, in a large-scale Australian study of 38,000 children in Rigby cited in Rigby (2003), a much higher proportion (22.1%) of girls claimed to be bullied exclusively by boys than 3.4% of boys reporting being bullied only by girls.

Public schools in Nigeria are schools that are owned and governed by the government. Public schools are managed with funds realized from taxation. Private schools in Nigeria, unlike public schools are owned and governed by private individuals or institution with personal fund provided by owner(s). Admittance into public schools allows all students regardless of academic ability, religious creed, or any other factor, as a result, the classrooms are usually overcrowded. Overcrowding in classrooms in public schools do not allow for adequate classroom management and can lead to stress, anxiety, aggression, bullying, violence and other behavioural problems, but private schools can choose not to allow certain students admittance. In most private schools, students are excluded or expelled if they do not adhere to the schools policies or standards. Most classrooms in private schools are not overcrowded. In a 2002 study which focused on environmental effect of bullying in adolescents, Rowland and Gallway cited in Zirpoli (2013) found that classroom management had direct impact on the amount of bullying.

It is known that perpetrators of bullying tend to experience depression, engage in suicidal thinking and if not corrected, are likely to act violently as adults in the home and place of work. Individuals who enact bullying may be disliked and rejected by their peer groups because of their bullying behaviour; they may suffer low academic achievement and risk-taking behavior. Youths who engage in bullying are at risk for criminal arrest, school drop-outs and physical violence, for the reason that bullying is an aggressive and violent behaviour. Perpetrators of bullying suffer from internalizing difficulties, including depression, anxiety and loneliness due to the psychological distress they suffer. Students who are both bullies and victims are seen as especially prone to mental illness; this may be because they suffer psychological distress as victims of bullying and also as perpetrators of bullying.

The school climate also is negatively affected by bullying. Students who are not directly involved in bullying will find the school environment as not conducive for learning due to aggression and hostility in the school environment.

Punishments have not been successful in curbing bullying among students in secondary schools in Nigeria, the problem is can Cognitive Behaviour Therapy, a psychotherapeutic approach curb bullying among students in secondary schools in Nigeria. Cognitive Behaviour Therapy has proved to be most effective in the treatment of bullying but the issue now is that this technique might work very well in developed countries like the United States of America unlike developing countries such as Nigeria where Cognitive Behaviour Therapy (CBT) is not known for reducing bullying. Based on this premise, the researcher decided to investigate the efficacy of Cognitive Behavior Therapy on reducing bullying among students in Secondary School in Ikwerre Local Area, in Rivers State, Nigeria.

**Purpose of the study**

The main objective of this study is to determine the relative effectiveness of Cognitive Behavior Therapy in reducing bullying among secondary school students.

**Research hypotheses**

The following three research questions and three hypotheses tested at 0.05 level of significance were formulated to guide this study.

**Research Question 1:** To what extent does Cognitive Behavior Therapy reduce bullying among secondary school students as measured by their pretest and post test mean scores?

**H1:** There is no significant difference on the efficacy of Cognitive Behavior Therapy on the reduction level of bullying among secondary school students as determined...
by their pretest and post test mean scores.

Research Question 2: To what extent does Cognitive Behaviour Therapy reduce bullying among male and female secondary school students as measured by their posttest mean scores?

H2: There is no significant difference on the efficacy of Cognitive Behaviour Therapy on the reduction level of bullying among male and female secondary school students as determined by their posttest mean scores.

Research Question 3: To what extent does Cognitive Behaviour Therapy reduce bullying among public and private secondary school students by their posttest mean scores?

H3: There is no significant difference on the efficacy of Cognitive Behaviour Therapy on the reduction level of bullying among public and private secondary school students as determined by their posttest mean scores.

METHODOLOGY

The study is a quasi-experimental research that adopted a pre-test-post-test control group design. The study has one experimental group and one control group. The target population of the study comprised of all senior secondary (SS2) students in Ikwerre Local Government Area numbering 2,368 from the 13 public secondary schools and 24 government approved private schools, (Source: Senior Secondary Schools Board, Office of the Director, Planning, Research and Statistics, and Rivers State Ministry of Education). For easier manageability and with due regard to certain extraneous variables, two schools were purposively chosen - a public school and private school from the Local Government Area. A sample of 90 students was identified as having bullying behavior, using Olweus Bullying Questionnaire (OBQ), Ballot system was used to assign students into experimental group and control group.

The instrument used for data collection was Students’ Bullying Behavior Scale (SBBS). SBBS has part 1 and 2. Part 1 is titled Personal Information (PI) and elicited personal information including students’ gender and type of school (public school and private school). Part 2 is Olweus Bullying Questionnaire (OBQ). The OBQ is a standardized bullying scale developed to measure degree of bullying behaviour among students. The researcher adapted the OBQ to make it suitable for local use. OBQ contains 18 items, each item has five (5) possible responses designed to assess specific bullying behavior with bullying score ranging from 1 to 5 as assigned to each response. The total score will be computed to determine the degree of bullying of an individual student. The total scores range from 18 to 90. The questions or items measure frequency of physical bullying, verbal bullying, social bullying, relational bullying and cyber bullying. All respondents were required to tick any of the statements of five options as it concerned them, for example, several times a week, about once a week, twice or 3 thrice a month, it has only happened once or twice, it has not happened in the past couple of months, and definitely no, No, I don’t know, Yes maybe, Yes.

The instrument has 18 items in all with a maximum score of 90 points and a minimum score of 18 points. 31 points and above represented bullying behaviour disorder. OBQ was given to the participants to use in monitoring and recording their refrains from bullying behaviours in the course of the treatment.

The psychometric properties of the instrument were established. The face validity was determined through the assistance of three specialists of not less than senior lecturer cadre in Measurement and Evaluation, Educational Psychology and Guidance and Counseling respectively.

The content and construct validity was determined using the multivariate factor analyses. The content validity was estimated by the total item cumulative variance of 75.25% while its construct validity was estimated by factor loading matrixes which ranged between 0.45 and 0.88. The reliability of the instrument was established using the cronbach alpha method of internal consistency. The instrument was pilot tested on 32 respondents Olweus Bullying questionnaire (OBQ) with 18 items had cronbach alpha r =0.80, P<0.05 level of significance.

Data were collected in three phases of pre-treatment, treatment and post-treatment.

Pre-treatment phase involved collection of base-line data of the experimental and control groups for judgment. The pre-treatment data was taken one week before the commencement of treatment.

The treatment phase involved the manipulation of the experimental condition using Cognitive Behavior Therapy in order to reduce bullying behaviour in the participants. The treatment was carried out for a period of six (6) weeks. The control group received no treatment.

The post-test was carried out 3 weeks after the expiration of the treatment period. Every participant in both experimental and control groups was post-tested to ascertain the effectiveness of treatment. The OBQ statements were reshuffled serially to guide against easy recall and authenticate the treatment, hereby, baring other extraneous variables.

The data collected were analyzed using mean and standard deviation to answer the research questions while null hypothesis 1 was tested using paired t-test and independent sample t-test was used to test null hypotheses 2 and 3.

RESULTS

The results of this study are presented in tables based on the three research questions and three hypotheses formulated in the study.
Table 1. paired t-test analysis on the efficacy of CBT on the reduction level of bullying among students as determined by their pretest and posttest mean scores.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Diff.</th>
<th>Df</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>45</td>
<td>43.38</td>
<td>8.37</td>
<td>24.71</td>
<td>44</td>
<td>20.02</td>
<td>0.000</td>
</tr>
<tr>
<td>Post-test</td>
<td>45</td>
<td>18.67</td>
<td>6.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Independent t-test analysis on the efficacy of CBT on the reduction level of bullying of male and female students.

<table>
<thead>
<tr>
<th>Post-test gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Diff.</th>
<th>Df</th>
<th>T</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>18.6471</td>
<td>0.70189</td>
<td>0.0315</td>
<td>43</td>
<td>0.143</td>
<td>0.887</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>18.6786</td>
<td>0.72283</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Independent t-test analysis on the efficacy of CBT on the reduction level of bullying of public and private school students.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Mean Diff.</th>
<th>Df</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>31</td>
<td>18.6452</td>
<td>0.66073</td>
<td>0.06912</td>
<td>43</td>
<td>0.300</td>
<td>0.765</td>
</tr>
<tr>
<td>Private</td>
<td>14</td>
<td>18.7143</td>
<td>0.82542</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research Question 1:** To what extent does cognitive behaviour therapy reduce bullying among secondary school students by their pretest and posttest mean scores?

**H0:** There is no significant difference on the efficacy of cognitive behaviour therapy on the reduction level of bullying among secondary school students.

To answer this research question, mean and standard deviation were used and to test the corresponding null hypothesis paired t-test was used (Table 1). Table 1 revealed that the mean of the students on bullying was 43.38 and 8.67 for their pre-test and post-test respectively. It was shown that their standard deviations are 8.37 and 6.71 respectively. The mean score difference shows that the students' reduction level on bullying is 24.71. This indicated that cognitive behaviour therapy was effective in reducing bullying by 24.71.

Furthermore, when this mean difference was subjected to paired t-test, it was observed that the t-value that obtained 20.02 was significant at 0.05 (p<0.05). Hence, the null hypothesis is rejected. The rejection of the null hypothesis indicates that cognitive behaviour therapy had significant efficacy on reducing bullying among secondary school students.

**Research Question 2:** To what extent does cognitive behaviour therapy reduce bullying among male and female students in secondary school by their post-test mean scores?

**H0:** There is no significant difference on the efficacy of Cognitive Behaviour Therapy on the reduction level of bullying among male and female secondary school students as determined by their post-test mean scores.

To answer this research question, mean and standard deviation were used and to test the corresponding null hypothesis independent t-test was used (Table 2). Table 2 revealed that the mean of male and female students on bullying reduction for their post-test are 18.6471 and 18.6786 respectively. It was shown that their standard deviations are 0.70189 and 0.72283 for male and female respectively. The mean scores showed that the difference between male and female students' reduction level on bullying is 0.315. This indicates that cognitive behaviour therapy did not bring about any significant difference on the reduction level of bullying among male and female students.

Furthermore, when this mean difference was subjected to independent t-test, it was observed that the t-value 0.143 was not significant at 0.05 level (p>0.05). Hence, the null hypothesis was accepted. This acceptance of the null hypothesis indicates that cognitive behaviour therapy had no significant difference on the bullying reduction level of both male and female secondary school students.

**Research Question 3:** To what extent does Cognitive Behaviour Therapy reduce bullying among public and private secondary school students as measured by their post-test mean scores?

**H0:** There is no significant difference on the efficacy of Cognitive Behaviour Therapy on the reduction level of bullying among students in public and private school as determined by their posttest mean scores.

To answer the research question, mean and standard deviation were used and to test the corresponding null hypothesis independent t-test was used (Table 3). Table 3
revealed that the mean of public school and private school students on bullying reduction for their post-test are 18.6452 and 18.7143 respectively. It was shown that the standard deviations are 0.66073 and 0.82542 for public and private school students respectively. The mean difference is 0.06912. This indicates that cognitive behaviour therapy did not bring about significant level of difference on the reduction of bullying among public and private secondary school students.

Furthermore, when this mean difference was subjected to independent t-test, it was observed that the t-value 0.300 was not significant at 0.05 level (p>0.05). Hence, the null hypothesis is accepted. The acceptance of the null hypothesis indicates that there is no significant difference on the efficacy of cognitive behaviour therapy on the reduction level of bullying among public and private secondary school students.

Summary of results

The results obtained after the data analysis are summarized as follows:

- The students treated with Cognitive Behaviour Therapy had a lower mean score on their bullying level in their post-test score than in their pre-test. This was statistically significant when tested with paired sample t-test.
- The male students treated with Cognitive Behaviour Therapy had a lower post-test mean score on their bullying reduction level than their female counterpart; however, this was not proven statistically significant when tested with an independent t-test.
- The public school students treated with Cognitive Behaviour Therapy had a lower post-test mean score on their bullying reduction level than their private school counterparts, although, this was not proven statistically significant when tested with an independent t-test.

DISCUSSION

Efficacy of Cognitive Behaviour Therapy on the reduction level of bullying among students

The result in Table 1 showed that the pre-test and post-test mean scores of the students treated with Cognitive Behaviour Therapy were 43.38 and 18, 69 respectively; this is to say that the students scored higher in their pre-test mean score than in their post-test mean score. This is an indication that their bullying level reduced after their treatment. When this mean difference was subjected to paired t-test, it was found that Cognitive Behaviour Therapy had significant efficacy on reducing bullying among secondary school students. This finding was expected and not surprising because Cognitive Behaviour Therapy is a treatment consisting of a combination of three different types of techniques; cognitive behavioural and emotive techniques. It is used to help an individual identify and change his faulty and irrational thinking pattern and therefore change his problem behaviour to healthier behaviours.

This finding is in positive connotation with the view of Mclead (2008), which stated that Cognitive Behaviour Therapy is empirically supported and has been shown to effectively help patients overcome a wide variety of maladaptive behaviours which bullying is inclusive. The efficacy of Cognitive Behaviour Therapy on the reduction of bullying among secondary school students was possible due to the fact that bullies are seen to have faulty or distorted thinking pattern. This may be that they may think that they are justified to bully the weaker and junior students because they were bullied themselves when they were juniors. They may also think that they do not have any other choice but to bully others in order to remain relevant. They may think that bullying others may earn them acceptance among their friends. On the other hand, bullying may be a learned behaviour from their families or immediate environment. All these ways of thinking and feeling can be modified through psychotherapeutic method such as Cognitive Behaviour Therapy. This is because Cognitive Behaviour Therapy aims at helping individuals become aware of when they make negative interpretations and of behavioural patterns which reinforce the distorted thinking. Cognitive Behaviour Therapy helps people to develop alternative ways of thinking and behaving which reduce their level of bullying.

Efficacy of Cognitive Behaviour Therapy on the reduction level of bullying among male and female secondary school students

Table 2 shows that the post-test means score of male and female students are 18.6471 and 18. 6786 respectively. When this mean difference was subjected to independent t-test statistics, it was proved that no significant difference existed in the efficacy of cognitive behaviour therapy on the reduction level of bullying among male and female students. This result is in line with that of Moore (1999), who found that gender did not significantly affect efficacy on altering the belief, attitude and behaviours of at risk adolescents.

Efficacy of Cognitive Behaviour Therapy on the reduction level of bullying among students in public and private schools

Table 3 shows that the post-test means score on the reduction level of bullying of public and private school students are 18.64 and 18.714 respectively. When the mean
difference was subjected to independence t-test, it was proved that there was no significant difference on the bullying reduction level of public and private school students. This finding is similar to the finding of Eweniyi et al (2013) who found that there is no significant effect of class type on cognitive self-instruction on bullying behaviour and recommended that psychologists should use this treatment package in controlling bullying behaviour among secondary school students without the fear of these moderating variables interfering with the treatment.

Conclusion and Recommendations

Based on the results of the study the researcher drew some conclusions such as:

i) Cognitive Behaviour Therapy (CBT) is an effective and rewarding technique in the treatment of bullying among students.

ii) School authorities should avoid overcrowding in classrooms and ensure effective classroom management.

iii) Leaving the students with bullying behaviour without subjecting them to psychotherapeutic drilling is not the best.

Consequent upon the findings of this study, it is recommended as follows:

i) Students with bullying behaviour should be encouraged to receive psychotherapeutic trainings like Cognitive Behaviour Therapy.

ii) School management boards and the Ministry of Education should equip the schools with trained Guidance Counselors in a good ratio to the population of the students in each school.

iii) School authorities should encourage the use of psychotherapeutic methods to correct students’ undesirable behaviours such as bullying.

iv) School authorities should encourage adequate classroom size and classroom management.

v) School Guidance Counselors should make use of Cognitive Behaviour Therapy to correct students’ bullying behaviour.

vi) The government and counseling Association of Nigeria (CASSON) should organize workshops and seminars to sensitize and train counselors on how to use Cognitive Behaviour Therapy to help students overcome their bullying behaviour.

REFERENCES


Givens EJ (2009). Does Theory of the Mind Mediate Aggression and Bullying in Middle School Male and Female. [https://www.researchgate.net](https://www.researchgate.net)


Cite this article as:


Submit your manuscript at

http://www.academiapublishing.org/ajer