



# FACTORS THAT INFLUENCE AGGRESSIVE BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE

Dr. Effiom, Basse Ekeng

DR (MRS.) FLORENCE A. UNDIYAUNDEYE,

Prof. Elizabeth G. Akpama

**Department of Guidance and Counseling,  
University of Calabar, Calabar.**

## ABSTRACT

The article addresses the causes of aggressive behavior among secondary school students. Data for the study was collected from secondary school teachers through structured interviews. Findings reveal that boys use abusive and foul language and involve in destructive activities as compare to girls who were rarely observed in abusive language or physical fight. Negative home and family environment (broken and divorced parents and family problems), unfriendly parents' behavior, authoritative and dishonest behavior of teachers, poor teacher-student interaction, pressure of studies, unfriendly relationships with peers, injustice in society are the major causes of aggressive behavior of students at secondary level in students. Finding depicts no freedom of choice in subject selection makes boys aggressive and gender baseness in society makes girls aggressive. There is need to address the aggressive behavior among students at schools on top priority basis by arranging counseling services for students at school level to provide them psychotherapy for relaxation from aggressive behavior. The role of parents at home, and parents-teacher interaction, strong teacher- student interaction, cooperative learning activities for students and their moral and religious training, scrutiny of presenting movies on promotion of aggression, and need of teachers' training for providing counseling to aggressive students are some measures which can improve the situation. Strict rules may be implemented to keep check and balance on media for presenting material through various means of media.

**KEYWORDS:** Influence, Aggressive Behavior, Family , Student, Learning.

## INTRODUCTION

Education is the medium by which an individual achieves success in his/her life, in the society and in the world, and it lays the foundation of personality (Kumar, 2017). According to the Mauritian Ministry of Education and Human Resources (2014), the secondary school provides an education that enables the fulfillment of the four pillars of the Delors Report, namely learning to know, learning to do, learning to be, and learning to live together. It should also provide the adolescent student with the necessary skills that allow him/her to adjust easily and smoothly to the rapid physical, emotional, mental and social changes (Garcia & Santiago, 2017). Indeed, the adolescence represents the period between 13 and 19 years old (Naganandini, 2017) when students manifest an identity crisis that may have an impact on their mental make-up and attitudes towards people and circumstances (Mutemeri & Gudyanga, 2008; Nealis, 2014).

Indeed, this critical phase of their life may also affect the quality of their relationships with educators, the principal, the school superintendent as well as with their school mates (Kumari & Kumar, 2017).

In addition to the modification of their behaviour due to the transition phase of their life, secondary school students also change their behaviour on account of many other factors that are external. Dupper (2010) maintain that students misbehave because there are mismatches between their needs and the socio- environmental factors that are within their immediate environment. Student misbehavior is not only the naughty behaviour of the student but also the behaviour that disturbs the effective teaching and learning process (Ghazi, Gulap, Muhammad & Khan, 2013) and that interrupts the saner and safer school environment (Schleicher, 2015).

Student misbehavior is a source of worry for all school stakeholders (Gutuza & Mapolisa, 2015; Marais & Meier, 2010; Ramjanally, 2015). It is a multifaceted and complex school problem that is manifested in various forms (Ali, Dada, Isiaka & Salmon 2014). The various common forms of student misbehaviour are late coming, bunking classes, drug and alcoholic abuse, bullying, love affairs, vandalism, assault on the school prefects, insult on educators, wearing the wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts (Gutuza & Mapolisa, 2015; Ghazi, Gulap, Muhammad & Khan, 2013; Ngwokabuenui, 2015; Jeeroburkhan, 2016). Student misbehaviour, however, is linked to academic performance and vice versa (Olley, Cohn, Cowan, 2010; Madziyire, 2012). The principal's role is to design and implement the most effective learner discipline management strategies in order to instill a positive school climate. However, to be successful as an effective learner discipline management leader in his/her school, the principal must understand the various causes of student behaviour that are predominant in the school.

Aggressive behavior is a very complicated behavior with a variety of multidimensional causes. In past, social factors were mainly the center of attention for the researchers as causes of aggression in humans. But, with recent scientific and technological advancements, researchers are now trying to explore new areas, including biological factors. Nelson (2006) in his book has summarized the recent advancements in finding a relationship between biological factors and aggression. The major areas of interest include; molecular biology, genetics, nervous system, 5-HT, monoamines, neurotransmitters, nitric oxide (NO), the stimuli and situational factors, stress and drug abuse. The studies included in the book are based on genetics, biochemistry, brain imaging, and psychophysiology, and it is concluded that individual biological differences lead humans to antisocial behavior according to their own environmental contexts. Shores, Jack, Gunter, Ellis, DeBriere, & Wehby (1993) identify that behavior of teacher relating to student-teacher interactions can promote proper behavior and reduced improper behavior. Therefore, Spaulding, A. (2005)

describes that teachers should willingly demonstrate respect for students. Respect means that teachers became role models for their students and admit their mistakes by even apologies to students for their mistakes.

Stoff & Cairns (1996) have analyzed genetic, neuro biological and biosocial approaches to the biological study of human antisocial, aggressive, and violent behaviors. They believe that aggressive behavior cannot be studied alone. It requires an interdisciplinary understanding of economics, sociology, politics, psychology, sociology, criminology, biomedicine, and other related disciplines. It is impossible to separate the effects of biology on experience and context, and vice versa. Disturbing behavior in schools has been a source of concern for teachers and head teachers for several years and Rose & Gallup, (2005) observe that teachers generally have been found for asking assistance related to behavior problems in classroom management.

Researches Bandura, Ross, and Ross 1963; Roden 1971 as cited in James (2010) show that watching aggressive cartoons, television plays and games negatively affect students and they start learning and behaving aggressively through the imitation of either from real-life or media based visuals. Current research in New Zealand found instances of physical fighting and weapon carrying among high school students in Dunedin were equal to that of rates for the United States of America (Marsh, L., 2006).

Poggenpoel & Myburgh (2002) proposed a list of psycho-social factors investigated by different researchers from time to time that can possibly lead humans to aggressive behavior. These factors include: frustration, economic pressures, exposure to violence through media, aggression in parents, uncomfortable home environment, socio-economic status, and non-compatibility with peers. Van Acker, Grant, and Henry (1996) describe following important findings relating to students' aggressive behavior: Schools can adversely affect student behavior as there is connection between school environment and students' behavior; teachers may transfer their own anger and aggression against students; and lack of positive teacher feedback for appropriate student behavior can create undesirable behavior in students.

### **Statement of Problem**

The fact that aggressive behaviour from secondary school students is a major and persistent security challenge as well as a public problem in Calabar South, it is of utmost importance to identify the causes of the problem. It is always basically recommendable to determine and understand the root causes of a problem when people aim at controlling it or preventing it from worsening. Indeed, when it comes to student discipline, there is often a blame game whereby parents shift the responsibility to the parents and vice versa, or principals is ineffective in dealing with student aggressive behaviour due to a lack of knowledge about the potential causes of this lack of discipline amongst the students. A sound knowledge of the causes of indiscipline in the Nigerian context is the fundamental knowledge that the principals, in particular must have to be successful school leaders.

The basic purpose of this study was to investigate the factors responsible for secondary school students' aggressive behavior, in Calabar South as perceived by teachers of secondary schools. The study further aims to investigate teachers' opinions about solution of aggressive behavior of students. In the present study term "aggressive behavior" refers to behaviors like (a) complaining against teachers (b) grudges with teachers and with peer groups, (c) physical fighting (d) using abusive and foul language (e) not doing the assigned work, (f) no tolerance for criticism, (g) unwilling to accept defeat, h) torturing themselves and others.

Calabar south Local Government Area has been noted for violence from time immemorial. Calabar residence dreads Calabar south with Passion because the area is associated with violence, high crime rate and high juvenile delinquencies. However, the factors that are responsible for this aggressive behaviour and violence in the area though are widespread and generalized, but they have been classified and prioritized. The research therefore seeks to classify and prioritize the factors that aggravates aggressive behaviour among secondary school students' in Calabar south with a view to create awareness and proffer solution to them.

### **Research Hypotheses**

The following hypotheses were formulated to guide the study.

- 1) Ho: There is no significant relationship between drug abuse and aggressive behaviour among secondary school students in Calabar south LGA of Cross River State.
- 2) Ho: There is no significant relationship parental education and aggressive behaviour among secondary school students in Calabar south LGA of Cross River State.
- 3) Ho: There is no significant relationship between peer group influence and aggressive behaviour among secondary school students in Calabar south LGA of Cross River State.

### **Hypothesis One**

Drug abuse has no significant influence on students' aggressive behaviour

Independent variable: Societal factors

- 1) Ho1: There is no significant relationship between drug abuse and students' aggressive behaviour.

Independent variable: Drug abuse

Dependent variable: Students' aggressive behaviour

Test Statistics: F – test analysis

### **Hypothesis Two**

Membership of cults has no significant influence on students' involvement in examination malpractices

- 1) Ho2: There is no significant relationship between membership in cults and students' aggressive behaviour.

Independent variable: Membership in cults

Dependent variable: Students' aggressive behaviour

Test Statistics: F – test analysis

### **Hypothesis Three**

Ho3: There is no significant relationship family background and students' aggressive behaviour

Independent variable: Family background

Dependent variable: Students aggressive behaviour

Test Statistics: F – test analysis

### **Hypothesis One**

Ho1: There is no significant relationship between membership in student cults and students' involvement in examination malpractice.

Independent variable: Membership of students' cult

Dependent variable: Students' aggressive behaviour

Test Statistics: F – test analysis

Table 2

**F-Statistics for student cults membership and aggressive behaviour among students'**

Variable	Variance (F)	F-Calculated	F-Tabulated	Comparison	Conclusion
Dependent	194.54	12.20	10.54*	12.20 > 10.54	Significant (Reject H <sub>0</sub> )
Independent	15.94				

Tabulated F = 10.54; df = 198; N = 200; \* Significant @ 5% level of probability

**H<sub>0</sub>:** There is no significant relationship between student cults membership and students' aggressive behaviour

5.93 > 3.26, Reject H<sub>0</sub>

The null hypothesis is rejected and the alternate hypothesis accepted because calculated F is greater than the tabulated F. This implies that students' cult membership significantly influences aggressive behaviour among secondary school students in Calabar South Local Government Area of Cross River State, Nigeria.

**Hypothesis Two**

H<sub>02</sub>: There is no significant relationship between drug abuse and students' aggressive behaviour

Independent variable: Drug abuse

Dependent variable: Students aggressive behaviour

Test Statistics: F – test analysis



Table 3

## F-Statistics for drug abuse and aggressive behaviour among students'

Variable	Variance (F)	F-Calculated	F-Tabulated	Comparison	Conclusion
Dependent	129.82	13.04	10.54 *	13.04 > 10.54	Significant (Reject H <sub>0</sub> )
Independent	9.95				

Tabulated F = 10.54; df = 198; N = 200; ns = Non-significant @ 5% level of probability

**H<sub>0</sub>:** There is no significant relationship between drug abuse and students' aggressive behaviour

1304 > 10.54, Reject H<sub>0</sub>

The null hypothesis is rejected and the alternate hypothesis accepted because calculated F is greater than the tabulated F. This implies that drug abuse significantly influences aggressive behaviour among students in Calabar South Local Government Area of Cross River State, Nigeria.

### Hypothesis Three

**H<sub>03</sub>:** There is no significant relationship between peer group influence and aggressive behaviour amongst students in secondary schools in Calabar south

Independent variable: peer group influence

Dependent variable: Students aggressive behaviour

Test Statistics: F – test analysis

**Table 4****F-Statistics for peer group influence and aggressive behaviour among students**

Variable	Variance (F)	F-Calculated	F-Tabulated	Comparison	Conclusion
Dependent	89.72	11.07	10.54*	11.07 > 10.54	Significant (Reject H <sub>0</sub> )
Independent	8.10				

Tabulated F = 10.54; df = 198; N = 200; \* Significant @ 5% level of probability

11.07 > 10.54, Reject H<sub>0</sub>

The null hypothesis is rejected and the alternate hypothesis accepted because calculated F is greater than the tabulated F. This implies that peer group significantly influences aggressive behaviour amongst senior secondary schools in Calabar South Local Government Area of Cross River State, Nigeria.

### Findings

The results has shown that membership of students cults, drug abuse, peer group influence, family/parental background and the school/community environment significantly influences aggressiveness and aggressive behaviour among secondary school students in Calabar South Local Government Area of Cross River State of Nigeria.

### Discussion of finding

#### The school environment and aggressive behaviour

The school is the place where adolescents spend most of their daily time, interacting and socializing with others. It is the natural social setting for them. However, it is also in this socio-temporal space that the student behaviour is influenced. In fact, the characteristics of the school may impact on the ways in which the students behave with others. Panchoo (2016), Ugboko &



Adediwura (2012), Ramharai, Curpen and Mariaye (2012), Pascal (2015), Gutuza and Mapolisa (2015) and Edinyang (2017) found the following school features that encourage students to misbehave: overcrowded classroom; too much harsh discipline measures; student alienation; the feeling of disempowerment from the principal to deal with indiscipline; lack of effective leadership from the principal; inadequate supervision; absence of the teaching of social, creative, communication and interpersonal skills; lack of student voice and choice in their learning; the feeling of rejection by students; lack of care from friends, educators and the principal; lack of extracurricular activities and sport activities; the banning or controversial use of corporal punishment; and absence of academic support for students with academic and behaviour problems.

However, according to Save the Children (2017), poor student discipline as a result of the failure to inflict corporal punishment; yet educators and even parents believe that corporal punishment is effective in teaching a lesson as it is a behaviour modification strategy (Mugabe & Maposa, 2013). In this legal context, principals and educators do not take the risk of prosecution for child abuse and they feel that their power to discipline students has been reduced; they feel disempowered (Coetzee, 2010).

### **Peer group pressure and aggressive behaviour**

Adolescents are more likely to give in to peer pressure and manifest unacceptable behavior that may have a negative impact on themselves or on others (Gallani, 2015). Besides, Lukman and Kamadi (2014) argue that the peer group pressure influences what the adolescent values, knows, wears, eats and learns. Bezuidenhout (2013) maintains that adolescents display aggressive behaviour in groups, not individually. With peer pressure, students may be take drugs, alcohol, tobacco and weapons, bully other students who are not part of the group or who do not fit the group, and involved in illegal gang activities (Gitome, Katola & Nyabwari, 2013; Temitayo, Nayaya & Lukman, 2014). They also often break the school rules to show their disapproval of the school authority and to challenge it; therefore, they are mainly involved in antisocial behaviour (Johnson, 2012).

## **The family/parental background and aggressive behaviour**

Some characteristics of the family have an impact on the student behaviour at school (Oloyede&Adesina, 2013). Child neglect and abuse by family members, exposure of the child to parental criminal activities and behaviour and acts of violence, the availability and use of dangerous weapons and drugs at home, divorce or remarriage of either parent are some of the family situations that negatively impact on the adolescent's behaviour (Adigeb&Mbua, 2015; Magwa&Ngara, 2014; Seegopaul, 2016). Moreover, the socio-economic status of the family may influence the behaviour of the adolescent. Khaliq, Baig, Ameen&Mirza (2016) found that there is a moderate positive relationship between parental income/status/occupation and the adolescent's academic performance and behaviour. In the same vein, Sonali (2016) confirmed that students from low socio-economic status have a greater academic stress and therefore behaviour problem than those with high socio-economic status. Arum and Ford (2012) add that the broader the economic inequality and social distance among adolescents at schools, the more disruptive they are.

Parental participation helps develop a positive sense of efficacy into learners whose self-esteem is raised and therefore, they manifest less disruptive behaviour (Garcia & Santiago, 2017; Masabo, Muchopa&Kuoth, 2017). It is thus obvious that a lack of parental participation and support in the enforcement of school discipline is likely to contribute to learner misbehaviour (Centres for Disease Control and Prevention, 2012; Khumalo, 2012).

## **Community environment and aggressive behaviour**

The community in which the student lives may be socially disorganised. When there is poverty, low employment and education opportunities, gang activities, drug activities and crimes and the absence of cohesion among neighbours and community networking, the community is dysfunctional (Peterson & Morgan, 2011; Gambo&Mukhtar, 2017). As a result, there is a divergence between the values of the family and the values of this disorganised community, and the school fails at synchronising them. Such a situation causes the adolescents to lack social competence such as pro social behaviour and emotional regulation (Vijila, Thomas &Ponnusamy,

2013). Besides, they may have inadequate respect for the cultural and traditional norms and manifest a low self-esteem. Adolescents with low self-esteem cannot handle their emotions and behaviour; they are disoriented (Naganandini, 2017). So, it is obvious that student indiscipline in schools is a reflection of signs of disorders in the community which surround the school and the society at large (Ministry of Education and Human Resources, Tertiary Education and Scientific Research, 2015).

### **Summary of the study**

The purpose of the study was to investigate the influence of factors on aggressive behaviour in among senior secondary school students in Calabar South Local Government Area of Cross River State, Nigeria. To achieve the following five research hypotheses were formulated to guide the study;

1. Student cult membership does not have significant relationship with students' aggressive behaviour
2. Drug abuse does not significantly influence aggressive behaviour amongst students.
3. Peer group pressure does not significantly influence students aggressive behaviour.
4. Family /parental background does not significantly influence aggressive behaviour amongst students in secondary schools
5. School/community environment does not significantly influence students aggressive

behaviour Literature review was carried out according to the variables under study. Survey design was adopted for the study. The population of the study was made up of one hundred students in the study area. A total sample of one hundred (100) students were randomly drawn from ten (10) selected secondary schools in Calabar South Local Government Area. The selection was done through stratified random sampling techniques. The instrument for data collection was questionnaire titled "Questionnaire for aggressive behaviour among secondary school students" (QFABASSS). The instrument was both faced and content validated by the supervisor and experts in measurement and evaluation in the department of educational foundations in Faculty of education, University of Calabar, Calabar. The

reliability coefficient estimate of the instrument was established through Cronbach alpha reliability method.

The F-Statistics test was the statistical technique adopted for the testing of the hypotheses under the study to ascertain whether to accept or reject the null hypotheses. All the hypotheses were subjected to test at 5% level of significance with the relative degree of freedom.

The results of hypotheses reveals that students' membership of cult, students' drug abuse, peer group pressure, family/parental background and school/community environment significantly influenced aggressive behaviour among senior secondary schools students in Calabar South Local Government Area of Cross River State, Nigeria. Based on the findings, it was recommended among others that appropriate measures be taken to reduce aggressive behaviour among students in the area to foster security of lives and properties in the area.

### **Conclusion**

Considering the findings of this study, it was concluded that indiscipline among students is critical variable in students' aggressive behaviour. This was evident in the findings which singled out drug abuse, peer group pressure and membership of cults as a root cause of aggressive behaviour among students of secondary schools in the State. The findings have led the researcher to conclude that drug abuse, Cultism, peer group pressure and parenting style plays significant role in aggressive behaviour among students. The findings have also led the researcher to conclude that effective community policing of students is lacking in many secondary schools while the measures currently taken to discourage, prevent or otherwise violence from aggressors among the students are insufficient as additional measures need to be taken.

### **Recommendations**

From the findings and conclusion of this study, the following recommendations are made:

(1) There should be an enlightenment campaign on the evil perpetuated on our knowledge-based environment by student cults, in order to empathetically disabuse the young people and learners from getting involved in these illicit and unwholesome associations, which greatly affects the security in society.

- (2) Efforts should be made to advise young people of the negative role peer group pressure may play in inciting aggressive behaviour and the adverse consequences.
- (3) Drugs use should be discouraged at all forms
- (4) Regulatory bodies should be charged with the responsibility of setting standards and checking excess on the part of students.

## REFERENCE

- Amelink CT 2005. *Predicting Academic Success Among First-Year, First Generation Students*. PhD Dissertation, Unpublished. USA: Virginia Polytechnic Institute and State Senior secondary school.
- Anderson KG, Case A, Lam D (2001). Causes and consequences of schooling outcomes in Nigeria: Evidence from survey data. *Social Dynamics: A Journal of African Studies*, 27(1): 37-59.
- Berger, J. B. ( 1997 ). Students ' sense of community in residence halls ,social integration , and first - year persistence . *Journal of College Student Development* 38 : 441-452.
- Bell J, McKay TM (2011). The rise of 'class apartheid' in accessing secondary schools in Sandton, Gauteng. *Southern African Review of Education*, 17: 27-48.
- D'zurrilla, T.J., & Sheedy, C.F. (1991). Relation between social ability and subsequent level of psychological stress in college students. *Journal of Personality and Social Psychology* 61 : 841-846.
- Gillborn D (2001). Race equality and education policy. *Education Review*, 15(01): 21-26
- Gray MJ, Vernez G, Rolph E 1996. Student access and the "new" immigrants: Assessing their impact on institutions. *Change*, 41-47.
- Guo G, Harris KM (2000). The mechanisms mediating the effects of poverty on children's intellectual development. *Demography*, 37(4): 431-447.
- Ishitani T (2003). A longitudinal approach to assessing attrition behaviour among first-generation students: Time-varying effects of pre-college characteristics. *Research in Higher Education*, 44(4): 433-449.
- Kiang P (1992). Issues in curriculum and community for first-generation Asian Americans in college. *New Directions for Community Colleges*, 80: 97-112.
- King JE (2002). *Crucial Choices: How Students' Financial Decisions Affect their Academic Success*. American Council on Education: Washington DC. From < http://www.ace.net.edu/bookstore/pdf/2002\_crucial\_choices.pdf.> (Retrieved on 15 August 2011).

- Laiqa R, Shah RU, Khan SM (2011). Impact of quality space on students' academic achievement. *International Journal of Academic Research*, 3(2): 706- 711.
- Lawson BR (2001). *The Language of Space*. Boston: The Architectural Press.
- Leibowitz B (2005). Learning in an additional language in a multilingual society: A Nigerian case study on senior secondary school-level writing. *TESOL Quarterly*, 39(4): 661-681.
- Lubienski ST, Lubienski C (2006). Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics Data. USA: National Centre for the Study of in Education, *Research Report*.
- Martin, M. L. (2004). Involvement in College Clubs and Organizations and Its Relationship to Academic Performance. *National Undergraduate Research Clearinghouse 7* . Available: <http://www.webclearinghouse.net/volume/7/MARTIN-Involvemen.php>
- Milne AM, Meyers DE, Rosentha, AS, Ginsburg, A (1986). Single parents ,working mothers, and the educational achievement of school children. *American Sociological Association*, 59(3): 125-139.
- Montgomery T (2008). Space matters: Experiences of managing static formal learning spaces. *Active Learning in Higher Education*, 9(2): 122-138.
- Orbe MP (2004). Negotiating multiple identities within multiple frames: An analysis of first-generation college students. *Communication Education*, 53(2): 131-149.
- Paul, E.L., & White, K.M. (1990).The development of intimate relationships in late adolescence. *Adolescence 24* : 375-400.
- Prisbell, M. (1986).The relationship between assertiveness and dating behaviour among college students. *Communication Research Reports 60* : 659-664.
- Snyders AR, McLaughlin DK, Findeis J (2006). Household composition and poverty among female-headed households with children: Differences by race and residence. *Rural Sociological Society*, 71(4): 591- 624.
- Soudien C (2010). The reconstitution of privilege: Integration in former white schools in Nigerian. *Journal of Social Issues*, 66(2): 352-366.
- Umar, S.S., &Shaib, I.O. (2007).*Design and analysis of experiments: Concept, theory, and application* .Edo, Nigeria: Smitel.