

Assessment of Factors That Cause Aggressive Behaviour Among Secondary School Students In Ilorin South of Kwara State

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Abstract: The study investigates the causes of aggressive behavior among secondary school students in Ilorin East of Kwara State. Data for the study was collected from secondary school teachers through structured interviews. Twelve research questions were consequently raised, survey was carried out in ten (10) secondary schools which represented single sex and co-educational schools. Data were obtained through judicious use of questionnaires on teachers their responses were analyzed in percentages. The result obtained indicates that students home background and up-bringing take the lead in influencing the character of children. Other causes of aggression are that; Students behaved aggressively when their needs are not met (66); and are influence by School cliques-groups with conflicting ideas and values causes indiscipline among students thus ;Students do what is expected of them by the group to which they belong; at homes Parents constant indiscipline and quarreling at home influence the child's behavior (85%). Findings also revealed that students use abusive and foul language and involve in destructive activities (90%) or physical fight. Negative home and family environment (broken and divorced parents and family problems), authoritative and dishonest behavior of teachers (78%), poor teacher-student interaction, pressure of studies, unfriendly relationships with peers (70%), injustice in society are the major causes of aggressive behavior of students at secondary level in students (86%). Researchers recommended that "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, and the need of teachers' training for providing counseling to aggressive students are some measures which can improve the situation. Strict rules should be implemented to keep check and balance on media for presenting material through various means of media.

Key Words: Aggressiveness, Behaviour, Emotions, Adolescence and Peer-Group

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I. Introduction

According to Zirpoli,(2008) antisocial behavior, including aggression, are a developmental trait that begins early in life and often continues into adolescence and adulthood. aggression is a stable personal trait lasting from childhood, through adolescence to adulthood (Loeber and Hay, 1997). As proven in many studies, it is a stable trait and when observed in children, it is a good predictor of later adult criminal behaviour (Fossati, Maffei, Acquarini and Ceglie, 2003; Van Lier 2005). The life of human beings is a combination of different positive and negative emotions. Aggression is one of these emotions, manifested throughout life, but in different forms at different stages. Whenever the term aggressive is used to describe a student's behavior, images of physical injury to another automatically come to mind. Aggression is the most serious of inappropriate behaviors and has the most serious consequences for both the student and those in his or her environment.

In recent years, concern about aggressive behaviour in students appears to have increased sharply both among the general public and the teachers. Molding the personality of a child is the responsibility of first the home and other institutions like community in which he or she had lived, the cultural background, economic and social status of parents, his or her physical condition, peer groups, etc. Aggressive behaviour of students in our secondary schools today is perhaps due to indiscipline. It is being reported that lack of indiscipline in students' homes unequivocally cause mayhem in our society and to curtail this, discipline, perseverance, humanity, obedience and patience should be inculcated in all students. Aggression can be defined as an emotion that tends to hurt, harm or destroy something or someone. In case of persons, the intention of harm can be physical or psychological. Aggressive behavior involves conflict between individuals of equal level (Roland and Idsoe, 2001). The manifestation of such emotion is known as aggressive behavior which is usually overt, and varies from mild to severe and it can be manifested against oneself or others around. According to Nelson (2006), whenever there is a conflict of interests between individuals there is a chance of aggressive behavior to be observed. Generally the terms aggression and aggressive behavior are used to refer negative emotions and behaviors respectively. They are considered part of antisocial behavior; something morally, ethically or legally

unacceptable (Moeller, 2001). However, according to Tesser (1995) as cited by Poggenpoel and Myburgh (2002), aggression can be expressed through both constructive and destructive behaviors. Constructive, if used for individual and collective welfare, and destructive, if used for individual and collective distortion.

Aggressive Behavior in Children and Youth

Youth aggressive and antisocial behavior has become a major problem throughout the world and therefore, a major research area for investigation. Researchers have defined many types and forms of aggressive behaviors. Zirpoli,(2012)describes five patterns of aggressive behavior in students:

1. Over aroused aggression; high levels of activity resulting in accidents and aggressive incidents.
2. Impulsive aggression; quietness and passiveness but very low tolerance for frustration, resulting in violent or destructive activities
3. Affective aggression; characterized by severe rage, anger, begrudge and enmity.
4. Predatory aggression; waiting for a chance and taking revenge from others.
5. Instrumental aggression; bullying, intimidating and threatening others, to achieve the desired goals.

Moeller (2001) has studied the contribution of genetic, biological, temperamental, family, social, and cultural factors in causing aggressive behavior in children and youth under 18 years of age. Television and media violence have also taken into account. He has mentioned different researches stating that male children and youngsters are more aggressive than female, and that physical aggression is exhibited by males more than females. However, female aggression is also increasing gradually.

Prominent among the disturbing behaviour of students are alcoholism, smoking, drug abuse, religious fanaticism harassment of other students etc. It is easy to dismiss the foregoing efforts as necessary by those who are ever looking for the way out. The easy is not often the most officious. If we are busy to care to the extent that the problem of aggressive behaviour in student will remain to torment us. If we do not wish to observe this causes there is no need complaining about the youths of today, because we are partly responsible for what is happening. Thus, the problem of aggressive behaviour is what we must have to tackle.

II. Theoretical Framework

Aggressive is a behaviour that is designed to result in harm to another person or his property. Feshbach (2005) distinguished instrumental aggressive behaviour as a means to an end. In pure cases of instrumental aggressive behaviour, anger and hostility are at minimum. Feshbach insisted most aggressive behaviour contain elements of both hostile and instrumental aggression. Some scientists still feel that aggression is an instinct. After the world war, during which he saw people being killed or mutilated without good reason, he decided that man must have an innate desire to destroy himself and that this drive is expressed through aggression. Like Ronald, European ethnologist such as Johnson Gene believes that aggression has an instinctive base. In his paper entitled "Aggressive pays" Buss noted that aggressive acts often enhance the status and position of the aggressor. The view says adolescence reproduced the behaviour of the conductor of the experiment who was their model. In aggressive model there is greater amount of behaviour than a non-aggressive model.

However, Donn, Byrne and Kathryn (2003) they are of the view that genetic factor were causes that determine in aggressive behaviour, even though learning experiences were important. Although environmental factors contribute heavily to the appearance of aggressive behaviour, it would be a mistake to overlook inherent differences in individuals that might indirectly increase their tendency to react aggressively to environmental events. Genetic causes on aggressive behaviour notwithstanding, frustration breeds aggression. The frustration aggressive hypothesis hold that aggressive behaviour is the typical response to frustration. This hypothesis was developed by the Yale group. Dollard, Doab, Muller, Mowrer and Sear (2005). They wrote that most people experience frustration in the causes of days' events. Goals are blocked, rewards area received, desires remain unfulfilled. The case for the motion that aggression in children is abetted by a permissive atmosphere in the home (that is home background) is not clear cut. The idea does not explain the original onset of aggression. Some parents did not allow the child to identify himself, with them, the child remained anxious and fearful and the cost is likely to be steep in terms of psychic well-being, such a child will be lacking inner controls or conscience and to use distinctions, such a child should be more "other directed" than "inner directed".

It is probably for this reason that close parent ties serve to "insult" the child from delinquency, high crime areas, Herbert Harari and Robert M. Kaplan (2001). This opinion supports, Nduka and Ronald (2002) earlier view that in everyday life one sees the gangs of juvenile delinquents composed of youth from broken homes or with no parent ties at all. Absence of the father from the home, Derek Wright (2004) and Lawrence S. (2005) produces a situation in which the boy generally has no masculine figure to serve as a model for his behaviour. They concluded that it seems clear that father's absence produces a somewhat "feminine" boy when it occurs early. To them, this "feminine" boy is aware that he is not competent in the masculine role, later develops strong ties with his male peer group and in adolescence and early adulthood shows an somewhat uneasy, over compensatory delinquent or "socio-phatic masculinity".

Interestingly enough, boys show more aggression than girls after the exposure to an aggressive male model. Harlow (2002) expounded that effect of other children in the development and adjustment of any child is first of all to reduce the influence of parental idiosyncrasy in treatment. Other defense for parents is that the society of children is clearly a primary group. As such, it features close, face to face, then ability to regulate or constrain the behaviour of its members and psychological support for them.

According to Harlow (2002) in many cases, other the fairly, it is only primary group to which a child belongs. They obviously believe that this society is of great significance in shaping a child's beliefs and behaviour. The infants in his first grouping thoughts believed that he was powerful and that the world was merely an extension of himself. Alfred Adler (2003), may have overstated his case when he asserted that, as in peer group, man should love his neighbour as himself as implied in the law.

According to Alfred, he said if this law is upheld, in a few years to come, it should be as natural to mankind as breathing or the upright gait. Not everyone is that loving on the other hand, there are plenty people who cannot help being aggressive. Experiments with animals have showed that several areas of the brain seem to be associated with aggressive behaviour. Adolescent family background, the influence of peers and innate derives are not only causes the child encounters. Harlow (2002) is of the view that the school transmits the values of the primary group to each succeeding generation, thus perpetuating the basis facets of a culture.

Just as models influence the child's personality development, environment plays vital roles in the child's socialization. In the permissive atmosphere, the child's fear of punishment for aggressive behaviour diminishes and his inhibitions concerning the show of aggression lesson. Herbert Harari and Robert M. Kaplan (2002) showed in their studies that the accepting non-reproachful attitudes of the adult is perceived by the child and granting him permission to exhibit aggression.

Bello J. Y. (2005) in his study indicated that one effect of democracy in the home was to raise the child's activity level. Since there is a connection between sheer level of activity and aggressiveness, according to him, this helps to explain the greater aggression, according to him, this explains the greater aggression noted in children from permissive homes. Democratic parents incline towards tolerating all child's behaviours including, quarreling, activeness and aggression.

Causes of Aggressive Behaviour

Common causes of aggressive behavior among students are:

Aggressive behavior is a very complicated behavior with a variety of multidimensional causes e.g Home and Family background, Parents' behavior and parents-children relationship, Teachers' behavior and teachers-students relationship, Burden of Studies, Society, Class Difference, Media, Changing values and Individual etc. 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, monoamines, neurotransmitters, nitric oxide (NO), the stimuli and situational factors, stress and drug abuse. 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. 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.

Therefore the objectives of this study are to

- i) identify the types, and the most important and common causes of students' aggressive behavior at secondary level in Ilorin South and
- ii) explore possible solutions of the aggressive behavior of students at school Ilorin South

III. Methodology

Research Design



Map of Nigeria(Insert is Kwara State)

Kwara State is bounded in the north by Niger State, in the south by Oyo, Osun and Ekiti States, in the east by Kogi State and in the west by Benin Republic. Because of its unique geographical position, the State is referred to as the "gateway" between the north and the south of the country. As of 2006, the population of Kwarans was 2.37 million based on the Nigeria 2006 Census. This population size constitutes about 1.69% of the Nation's total population having relied upon immigration for population growth and socioeconomic development. Residents of the state are sometimes referred to as Kwarans.

POPULATION OF THE STUDY

The population of the study comprises teachers of selected 10 Secondary schools in Ilorin South Local Government of Kwara State. Teachers in these schools was that they represent single-sex and co-educational schools.

Sample And Sampling Technique

Data was collected from a randomly selected sample of 90 teachers who were teaching in Champions Ever College(Sango), Ambassador International School(Tanke, Oke Odo), International Arts And Science Academy(Gaa Akanbi), Cornerstone School(Tanke), Total Care Standard College(Fate), Champions College(Tanke),Ofearan Commercial College(Omu Aran), Golden Era Modern College(Ilorin), Sapati International School(Ilorin South) and OKC International College (Ilorin South) in Ilorin South. The data for the study was collected by personal visits of the schools through conducting structured interviews for the secondary school teachers. The main reason behind selecting teachers as respondents of the study was the fact that teachers had more exposure and experience with students coming from different backgrounds and handling various types of disruptive behaviors in the classroom. Therefore, they can give more practical and generalized solutions for the problem of youth aggression.

Reliability of Structural Questions

There was a pre-test carried out with some teachers and from ten (10) localities before the questionnaire respondents were interviewed to make sure that the questionnaire had quality and to eliminate clauses of Ambiguity for the respondents answer. The number of respondents involved in the pre-test was Teachers (60males and 60 females).

Instrumentation

The pre-test evaluated the proposed questions, when the three questions were approved by teachers. Ten (10) questions which demanded "yes" or "no" answers were asked. The questionnaires were carefully framed according to the choice and corrections made by teachers during the pre-test exercise. These questions were structured to investigate the root factors that cause the development of aggressive behaviour in students.

Validity of Instrument

The questions were shown to the experts in the teaching fields who critically examined the content in line with the purpose of the study. The final draft of the questions was based on his corrections and suggestions. This modification ensures that the questions covered all the research questions and provide the nature of information needed for the study.

IV. Results

Gender of Respondents

90 teachers; 35 male and 55 female, were interviewed during the study.

Gender of Respondents

Table 1: Age of respondents (secondary school teachers)

Age	Number	Percentage(%)
21-30	25	27.78
31-40	20	22.22
41-50	19	21.11
51-60	21	23.33
61-65	5	5.56
Total	90	100

Table 1 indicated that majority of teachers are in the age bracket of 21-30. This represent active force age.

Table 2: Academic Qualification of Respondents

Qualification	Number	Percentage(%)
BA/B.Sc	55	61.11
MA/M.Sc	35	38.89
Total		

The minimum academic qualification of the teachers included in the sample was First degree and maximum masters.

Table 3: Experience of Respondents

Years	Number	Percentage(%)
Less than 1	9	10
1-5	11	12.22
6-10	10	11.11
11-15	13	14.44
16-20	8	8.89
21-25	10	11.11
25-30	18	20
31 and above	11	12.22
Total	90	100

Teachers in services from 25 – 30 top the list(18:20%) followed by those of 11 -15 years

Table 4: Teachers responses

S/NO	OPINION	No. of Respondents	Yes	%	No	%
1.	Students behaved aggressively when their needs are not met	90	66	66	34	54
2.	School cliques-groups with conflicting ideas and values causes indiscipline among students	90	75	75	35	35
3.	Students do what is expected of them by the group to which they belong	90	77	77	23	23
4.	Day school makes administration and control of students difficult	90	60	60	40	40
5.	Parents now leave moral training to the children's teachers alone	90	50	50	50	50
6.	Parents no longer care very much about the behaviour of their children	90	64	64	36	36
7.	Parents constant fighting and quarreling at home influence the child's behavior	90	85	85	15	15
8.	Parental punitive measure and family instability causes children to be indiscipline at school or class	90	86	86	14	14
9.	Children from poor families are more aggressive than children from rich families	90	28	28	72	72
10.	Broken homes make children to be more aggressive at school	90	67	67	33	33
12	Most students use abusive and foul language and involve in destructive activities.	90	90	100	-	-

13	Students frank at dishonest and authoritative behavior of teachers.	90	78	78	22	22
14	Students react to poor teacher-student interaction, pressure of studies, unfriendly relationships with peers	90	70	70	30	30
	Student dislike injustice in School society are the major causes of aggressive behavior of students at secondary level in students.	90	86	86	14	14

Some causes of aggression are presented in Table 4. Topping the list, are that; Students behaved aggressively when their needs are not met (66); and can be influence by School cliques-groups with conflicting ideas and values causes indiscipline among students thus ;Students do what is expected of them by the group to which they belong; at homes Parents constant fighting and quarreling at home influence the child’s behavior (85%). More so, Parental punitive measure and family instability causes children to be indiscipline at school or class

Findings also revealed that students use abusive and foul language and involve in destructive activities (90%) or physical fight. Negative home and family environment (broken and divorced parents and family problems), authoritative and dishonest behavior of teachers (78%), poor teacher-student interaction, pressure of studies, unfriendly relationships with peers (70%), injustice in society are the major causes of aggressive behavior of students at secondary level in students (86%).

V. Discussion

Starting from small animals and later on specializing in humans, a lot of work has been done internationally on aggression and aggressive behavior. The scientists and researchers are continuously contributing new knowledge to this field. Findings of the present study are consistent with results of previous researches like Shores, Jack, Gunter, Ellis, DeBriere, & Wehby (1993); Van Acker, Grant, and Henry (1996); Moeller, 2001; Poggenpoel & Myburgh (2002); Spaulding, A. (2005). Nelson (2006 and Zirpoli, 2012).

The percentage of aggression in secondary school students are on the increase (Moeller, 2001). The causes of aggressive behavior among the students revealed by this study are also similar to the ones already investigated by other researchers. In this study, the causes have been divided into four main categories: home, teacher’s behavior and teacher- student interaction, society and individual. The findings of this study also match with a list described by Poggenpoel & Myburgh (2002), investigated by different researchers from time to time as possible causes of human aggression. However, this similarity does not mean that these are the only causes of aggression, nor does it show that these factors are universal. Differences mainly depend on the context in which an individual lives. For example, if we consider home as an important factor, the home environment, domestic problems, family system, and other aspects are not identical throughout the world. Similarly, there may be contextual variety in the teacher’s behavior and nature of teacher- student interaction, the school environment, administration policies, etc. can vary according to the education system.

All these, in addition to the biological and genetic factors contribute directly or indirectly to the formation of an individual’s personality, which may cause aggression. Therefore, there is always a need of understanding all these aspects in detail. The present study was an effort in this regard to contribute the existing knowledge by providing some solutions of aggressive behavior of secondary level as it was explored by our respected respondents.

Solutions

Solutions to aggressiveness are in reversing the cause of aggressions for good. Teachers of both male and female students emphasized the importance of good domestic environment, trust based parents-children relationship, teachers’ good behavior and positive attitude towards students, parent’s teacher interaction, and regular moral and religious education to prevent and treat aggressive behavior in secondary school students. In case of media, teachers said that media can change its policies and parents may keep an eye on their children about what they are watching. Anyhow, teachers of boys did not mention the role of media in solutions. On the other hand, teachers of male students focused on the positive role of school administration for many of the students’ problems that ultimately lead to aggression.

VI. Conclusions

Based on facts deduced from the review of literature and during the analysis of research findings, one will attempt to make the following conclusions. That students from broken homes, purely democratic and autocratic homes, the students whose parents are constantly quarrelling and fighting or whose parents are morally loose are more deviant than their counterparts from stable, warm, caring, supportive and morally stable homes. The family social-economic background does not so much affect deviant behaviour in secondary schools students in both urban and rural areas.

However, this particular conclusion serves as postulate, which subject to further investigation that the peer maneuvers are obviously of great significant in shaping a child beliefs and behaviours. The expectation that teachers should perform the wonder of positive in influencing students behaviour is over emphasized as teachers influence is nothing compared to those of home, somewhat uneasy over-compensatory, delinquent or "sociopathic masculinity". Also the peer groups comprise close friends, cliques, gangs and crowds. The group membership is necessary condition for appropriate social development of adolescent boys and girls.

Generally, the adolescent group wears the expressions, do the same things in the same way and enjoy the same amusements. In the peer group, the children often have playmates that are three or four years old or younger than they are. Therefore, children who are interacting about the same behavioural level are regarded as peers, regardless of age. Peer exerts influence on various aspects of life, such as dress, diet, friends, sexual behaviour standards, entertainment and attitudes toward another figure and academic pursuit. Peer groups develop their own sets of values and goals and established lasting social relationship, the peer group also play the role of emancipation for the adolescent. Peer, friends, clique and primary groups influences. This preposition too calls for further investigations by potential researchers.

VII. Recommendations

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.

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