

## **Social Variables as Correlate of Aggressive Behaviours among Secondary School Students in Obio/Akpor Local Government Area of Rivers State**

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DOI: [10.56201/ijee.v10.no2.2024.pg1.17](https://doi.org/10.56201/ijee.v10.no2.2024.pg1.17)

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### **Abstract**

*The research examined the relationship between social characteristics and aggressive behaviours among secondary school students in Obio-Akpor Local Government Area of Rivers State. The study used a correlational research design. The study was directed by three research questions and three hypotheses. The research included a population of 8,252 students at the SSS2 level attending public senior secondary schools in the Obio/Akpor Local Government Area of Rivers State. The research used a sample size of 400 pupils from public senior secondary school two (SSS2), selected using the Taro Yamane Formula. The research used a simple random sampling approach. Two self-designed instruments, namely the "Social Variable Scale (SVS)" and the "Aggressive Behaviour Scale (ABS)," were used to extract information after a process of face and content validation. The reliability of the instruments was assessed using the test-retest approach. The Social Variable Scale (SVS) had a reliability value of 0.76, whereas the Aggressive Behaviour Scale (ABS) exhibited a reliability coefficient of 0.79. The Pearson Product Moment Correlation Method was used to address the study objectives and test the null hypotheses at a significance level of 0.05. The study revealed a clear and substantial correlation between family background and aggressive behaviour among students in public senior secondary schools in the area. Additionally, there was a notable and meaningful association between peer pressure and aggressive behaviour among students in public senior secondary schools in the area, among other findings. The study's results suggest that one of the recommendations is to establish a collaborative relationship between schools and parents to address and prevent violent conduct among adolescents. Furthermore, it is essential for parents to exemplify positive behaviour as a guiding influence for their children. Additionally, senior secondary school students should exercise caution when selecting their companions, in order to avoid succumbing to peer pressure that may lead to engaging in unlawful activities.*

**Keywords:** *Social Variables, aggressive behaviour, students.*

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## **Introduction**

Aggression is a widespread and disturbing kind of aberrant human behavior in society. This is due to the fact that, when examining our historical records, it becomes evident that aggressive human conduct and conflicts among our species have consistently persisted. Presently, such conduct poses an even greater threat due to the proliferation of weapons of mass devastation that were non-existent in previous times. Nevertheless, several scholars have shown that this was not consistently the situation, since such conduct was instigated by certain foods and dietary patterns that were consumed by early humans. In their exemplary publication "Left in the Dark," Graham and Tony provide compelling data demonstrating the simultaneous occurrence of devolution in the human brain and the rise in violence and unpredictable behaviors. They substantiate the hypothesis that the primary catalyst for this transformation was a shift in human dietary patterns, perhaps triggered by a catastrophic incident, from mostly fruit and vegetable-based diet to one centered on grains and meat. This alteration in nutrition had a profound impact on the brain's chemistry. A research conducted by Werbach (2004) in the American Journal of Psychiatry demonstrated the correlation between poor nutrition and both violent and anti-social behavior. Additionally, the study found that inadequate nutrition may result in a decline in an individual's IQ, which in turn can negatively impact their academic achievement. In 1995, Dr. Melvyn Werbach conducted a study that was published in the Journal of Orthomolecular Medicine. The research demonstrated the impact of diet on aggressive behavior, suggesting that humans were not originally predisposed to aggression. However, certain factors have effectively altered their behavior and brain functioning. According to Heather (2009), if essential resources like food and clean water become scarcer, as many scientists predict due to climate change and energy shortages, it may become harder to manage the environmental and societal factors that contribute to violence.

Furthermore, an evolutionary rationale exists to explain our proclivity towards violence, demonstrating that the extensive course of human evolution has molded the many manifestations of hostility seen in contemporary culture. The phenomenon originates inside the household, taking the shape of either physical or verbal aggressiveness shown by partners, siblings, or parents who use it as a means of disciplining their children. Neighbours often exhibit violence against one other as a result of various misunderstandings. Aggression is shown in several gathering settings, including village meetings. In society, delinquents engage in violent acts such as robbery, abduction, sexual assault, and even murder. Occasionally, even churches are not exempt from verbal hostility. Elizabeth Cashdan John, a Professor of Anthropology at the University of Utah, quoted that evolution may account for the presence of aggressiveness in humans since it is a fundamental emotion, similar to other basic emotions. Furthermore, she argues that emotions, such as vengeance, spite, pleasure, and fury, have likely developed due to their ability to drive activities that increase an individual's fitness. This holds true not just for humans but also for other species (Elizabeth, 2019).

The acceptance of the inherent violent inclinations of human beings, acknowledging that the capacity to display aggression against others is an integral aspect of our core human nature,

aligns with the tenets of evolutionary psychology. In some instances, the objective of preserving and improving one's own well-being necessitates taking measures to protect ourselves and our loved ones from potential damage caused by others. Additionally, we may engage in aggression against others in order to acquire important resources, like food and attractive mates, or to defend ourselves from direct aggression by others. Aggressive behavior develops in species when it enhances an individual's chances of survival or reproduction. The occurrence of aggression is influenced by several factors such as the environment, social dynamics, reproductive patterns, and historical context of species which makes humans, without a doubt, considered as one of the most aggressive species. Meaning aggression may arise when we see a danger to our social standing. Hence, if aggressiveness proves advantageous for either our own survival or the propagation of our genetic material, then the mechanism of natural selection is likely to induce humans, as it would any other creature, to exhibit aggression. The presence of aggressive inclinations in some animals may have conferred a survival advantage, comparable to how concern for children boosts the chances of genetic survival. True to the nature-nurture paradigm, although there may be a genetic predisposition for violence in humans due to our evolutionary history, it is ultimately the particular environment that determines how or whether this biological inclination is activated. Buss and Duntley (2006) observed that humans had a natural inclination to engage in aggression in certain circumstances, and this capacity has been bestowed upon us by nature.

Aggressive actions are prevalent in secondary schools nowadays, as stated by Shekarey and Rostami (2013). Similarly, Aluede (2011) said that the prevalence of violence in schools has escalated in recent years, as seen by the growing number of news stories reporting violent incidents inside educational institutions. The hostility shown by secondary school pupils is a significant worry for education stakeholders, since schools are specifically created for the purpose of teaching and learning. Undoubtedly, the process of teaching and learning can only be effectively carried out in an atmosphere that is favourable, free from intimidation, harassment, insecurity, and dread. Weapons like as knives, daggers, bottles, axes, and clubs are often used by students in secondary school, particularly during inter-class conflicts and inter-school sports events. A significant number of students suffer injuries during these conflicts. Physical altercations and instances of bullying are common in secondary schools, indicating that children and teenagers worldwide routinely experience violent behaviour in the school environment. The term "aggression" has been in use since the 1600s to refer to an unprovoked assault. It originated from the Latin root word "aggressionem," which meaning "attack." In 1912, the term "aggression" was first used to denote aggressive behaviour in a generic sense. Aggression has been characterised by scholars from many angles. Nevertheless, it is widely agreed upon that aggressiveness is a purposeful behaviour with the intention of inflicting damage onto another individual. According to Bernstein, Penner, Clarke-Stewart, and Roy (2006:721), aggressiveness is defined as a deliberate action with the intention of causing damage to another individual. According to Colman (2013:18), aggressiveness is a behaviour that is intended to cause bodily or psychological harm. In her own proposal, Myers (2005) provided a definition of aggressiveness as the deliberate use of physical or verbal behaviour with the intention of causing harm to another individual. Brehm, Kassin, and Fein (2005:398) defined aggressiveness as deliberate behaviour with the intention of causing injury to another person. According to the definitions provided,

aggressiveness is defined as any action that causes injury, damage, or destruction, and it must be done with the intention or purpose of doing so. This assumes that causing harm to someone unintentionally or for their own benefit cannot be seen as violent conduct. Hence, it is important to acknowledge that actions of excessive aggressiveness are often referred to as violence. Its purpose is to inflict harm and cause fatalities. Consequently, there is growing interest in investigating the factors associated with violent behaviour in secondary school pupils. These factors include family history, peer pressure, media violence, environmental impact, and school facilities. These factors contribute to the development of violent behaviours in secondary school students. The research aims to identify how these social variables are accountable for causing students to behave aggressively towards themselves, others, and society as a whole.

### **Statement of the Problem**

The increasing frequency and prevalence of belligerent conduct among teenagers in secondary educational institutions has been widely documented in various media outlets globally, occurring on a daily basis. The hostile behaviours typically shown by students include yelling, arson, kicking, fighting, using knives or axes, deploying tear gas, throwing bottles, and other similar actions. This detrimental trend has had a negative impact on the academic achievement of kids, the tranquility of the school environment, and their general welfare. The persistent engagement of students in this aggressive behaviour has caused distress and suffering to numerous parents, teachers, and society as a whole. Similar incidents have taken place in various secondary schools, resulting in a heightened likelihood of arrest and conviction for criminal behaviour during late adolescence and early adulthood compared to any other stage of life. Aggressive conduct caused the damage of school properties and, in severe instances, resulted in loss of life. The primary cause of students' involvement in cult-related activities is linked to their violent attitude. In the studied field, several studies conducted over the last four decades have attempted to elucidate the correlation between playful behaviour in children and their subsequent involvement in violent juvenile delinquency. However, to date, there is a dearth of knowledge on this subject. It is for this sole purpose, this study is undertaken in order to find out the social variables as correlate of aggressive behavior among secondary school students in Obio/Akpor Local Government Area of Rivers State.

### **Aim and Objectives of the Study**

Generally, the aim of the study was to investigate social variables as correlate of aggressive behavior among secondary school students in Obio/Akpor Local Government Area of Rivers State. Specifically, the study sought to:

1. Investigate the extent to which family background correlate with aggressive behavior among secondary school students.
2. Examine the extent to which peer pressure correlate with aggressive behavior among secondary school students.
3. Identify the extent to which media violence correlate with aggressive behavior among secondary school students.

### **Research Questions**

The following research questions guided study;

1. To what extent does family background correlate with aggressive behavior among secondary school students in Obio/Akpor Local Government Area of Rivers State?
2. To what extent does peer pressure correlate with aggressive behavior among secondary school students in Obio/Akpor Local Government Area of Rivers State?
3. To what extent does media violence correlate with aggressive behavior among secondary schools students in Obio/Akpor Local Government Area of Rivers State?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significance relationship between family background and aggressive behavior among secondary school students.
2. There is no significant relationship between peer pressure and aggressive behavior among secondary school students.
3. There is no significant relationship between media violence and aggressive behavior among secondary school students.

### **Conceptual Review**

#### **Aggressive Behavior**

The word "aggression" may be used to describe a particular behaviour, such as the act of murdering. It may refer to inflicting harm or causing damage, assaulting someone, or participating in physical combat. Aggression may include forceful and assertive behaviour (such as that of an aggressive lover), the imposition of oneself or an offensive and persistent way (as seen in an aggressive salesperson), a distinct characteristic or style (like an aggressive commercial or an aggressive driving style), or an action. It may include a wide range of emotional and attitudinal states, including rage, hatred, hostility, and so on. It might be seen as an individual characteristic, an acquired behaviour, a fixed response, or an inherent physiological mechanism. It may relate to the inclination to act without considering the consequences, or to the results themselves (such as harm) without considering the reason behind the action. It might exhibit self-assertiveness or sado-masochistic tendencies. It might serve as a tool or have a ceremonial purpose, be lighthearted or unplanned. It may either be benign or cancerous, or have a positive or negative nature. Aggression is often seen as an essential adaptive mechanism or a defensive mechanism that is undoubtedly crucial for the survival of humans. Even a cognitive process can be considered "aggression" in this expansive context. When one tries to intellectually solve a problem, it can be seen as an effort to modify one's situation, intervene in one's surroundings, or uphold one's position despite changing circumstances. Within some fields, it is widely agreed upon that the term "aggression" refers to behaviour characterised by approaching or advancing, as indicated by the original Latin word "agredere" and its later form "aggrede".

The aforementioned definitions of aggressiveness clearly demonstrate that aggressive behaviours are characterised by impulsive and reactive actions that often lead to the violation of family norms or laws. Aggressive behaviour is characterised by violence and unpredictability (Davis, 2004). This implies that violent behaviour has the potential to inflict bodily or mental damage onto others. It may include a spectrum of mistreatment, spanning from verbal aggression to physical harm. Additionally, it may include causing damage to personal belongings. Aggressive behaviour transgresses societal norms, resulting in disruptions in interpersonal connections that might manifest overtly or covertly. Aggressive behaviour induces feelings of irritability, restlessness, and impulsivity, hence impairing one's ability to regulate their behaviour. For instance, one may use violent conduct as a means to seek retribution or incite someone. It is possible to exhibit hostile behaviour against oneself (Amber & Tim, 2016).

### **Family Background**

Family history has a significant role in both social adjustment and economic operations, with each person having their own role to fulfil. The family, being seen as a fundamental unit in all societies, is regulated by societal standards as a social institution. The family institution primarily regulates the procreation and mating behaviour of people. The home context plays a crucial role in ensuring the child's care, security, socialisation, and education (Denga, 2006). Subsequently, the responsibility for education shifts to society and the school. The family serves not only as a means of protection, but also as a catalyst for the acquisition of values, attitudes, information, skills, and procedures specific to a particular culture. According to Christian (2005), persons in a family are intimately connected to one another, either via biological or marital ties, or due to cohabitation. Consequently, members of the family have the ability to have either a beneficial or detrimental impact on one another. Furthermore, some scholars have proposed that it would not be an exaggeration to assert that one's familial past has a significant impact on their own social adaptation. The parental background of an adolescent student has a twofold impact on their social development.

The National Policy of Education (1981) stated, as cited in Denga (2006), that instructions at all levels should focus on instilling the following values: respect for the worth and dignity of each individual, belief in the capacity of humans to make rational decisions, adherence to moral and spiritual principles in interpersonal and human relations, shared responsibility for the well-being of society, promotion of the physical, emotional, and psychological development of all children, and acquisition of the necessary skills for self-reliance.

The objective is to construct a tranquil and well-integrated society, which is currently not being achieved. Our country is now seeing a significant increase in antisocial and unsocial behaviours, particularly in areas that are crucial to the fundamental aspects of life, such as social interaction and coexistence. Although Lt. General Olusegun Obasanjo, the Head of State and Commander in Chief of the Armed Forces at the time, made attempts in 1977 to address the issue of social malady and violent behaviour shown by adolescents and youngsters, thousands of crimes and incidents of indiscipline are still mostly attributed to them. Imaobong (2002) stated that there is a high prevalence of antisocial behaviour among individuals in the secondary school age range

(11-18 years). These individuals with maladaptive behaviour struggle to establish positive relationships with their classmates, family members, friends, peers, and instructors. Some individuals may engage in self-destructive behaviour and even harm others, exhibiting violent tendencies, deviant behaviour, and substance usage. The primary inquiries to address are the underlying reasons and factors contributing to the manifestation of aggressive behaviours among secondary school kids. The family remains the solution. Njama-Abang (2018) said that family background serves as the fundamental basis and the most crucial and essential institution for socialising adolescents and youths. Social learning theorists, such as Bandura, focus on the issue of aggressive behaviours. Based on their own observation, they hypothesised that every behaviour had an underlying explanation. Adolescent behaviour is a result of the socialisation process and experiences throughout childhood. This indicates that the behaviour of adolescents is influenced by their previous development in childhood. According to Freud (1933), a psychologist, personality (the mind) consists of three components: the id, ego, and superego. The id represents the instinctual and primal part of the unconscious mind, lacking awareness of moral distinctions, and driven by the desires for sexual and aggressive gratification (the source of psychic energy). On the other hand, the ego acts as a mediator, employing defence mechanisms to either give expression to the id's impulses or suppress anxiety. The ego can be likened to one's conscience or character. This theory suggests that an adolescent's behaviour should be considered in relation to their family background, including the type and structure of the family. These factors have a lasting impact on the adolescent's personality. In other words, the way parents raise their child affects their ability to adapt and develop a normal personality. Eyo (2002) said that human behaviour varies from one household to another. He also mentioned that violations often arise via transmission to others. The concept of "self" is formed by contact with one's social environment, particularly within the family. Essentially, a kid from a fragmented family will exhibit defiance against the norms and values upheld by the family. This behaviour is likely to extend beyond the family unit and manifest in the child's interactions with others in social settings or at school.

### **Peer Pressure**

Based on a research conducted on a sample from the United States, it has been shown that exposure to violence is a prevalent occurrence. The study reveals that around one third of all children experience some type of violence, while nearly 90% of them see violence at least once in their lives. During adolescence, the credibility, authority, power, and influence of peers are at their peak, surpassing any other stage in life (Weerman, 2010). According to Chauhan (2010), when children transition from their home to school and the wider community, they start to develop connections and friendships via engaging in play. During this developmental period, children start to adopt the thought patterns of their peers and recognise the existence of other values, beliefs, and norms beyond those established by their parents. Additionally, Chauhan discovered that the peer group has a substantial impact on the social development of teenagers by establishing "rituals" for acceptable conduct. Adolescents are prone to imitating the actions and attire of their closest companions and idols by observing and emulating their behaviour. Peer pressure is the influence applied by a group of peers to induce a person to alter their views, beliefs, or behaviour in order to adhere to the norms of the group. The teenage learner's level of self-reliance and independence is often overshadowed by their strong connection to the peer group. It may be concluded that young

individuals feel welcomed and comfortable discussing critical matters inside peer groups. These groups also provide the chance to acquire specialised abilities that may not be accessible in other social connections (Dewey, 2008).

As Donnelly (2010) agrees, there is significant pressure to adhere to social standards. Peer groups often enforce stringent normative rules, leading to the exclusion of individuals who break from these standards. Numerous youngsters who display violent behaviour throughout their early years tend to persist in being aggressive due to the fact that their peers have reinforced their hostility as being advantageous. This implies that responding to aggression with aggressiveness might be admired and esteemed in some social circles, hence promoting and strengthening violent behaviour (Estel, Farmer, Irvin & Boudah, 2009). The research on the impact of peer group influence on teenage aggression provides insight into the correlation between exposure to peer influence and the manifestation of aggressive behaviour among secondary school pupils. Peer contact, acceptance or rejection has been identified as a key factor associated with violence. Adolescents who experience rejection from their peer groups may resort to unfavourable behaviours in order to seek approval. They may exhibit altered behaviour and may manifest argumentative, disruptive, and aggressive tendencies within the educational environment.

### **Media Violence**

The majority of people are so deeply immersed in media that they cannot go a single day without accessing or engaging with some sort of media. This implies that media serves not just as a source of pleasure, but also as a means of providing knowledge, education, and enlightenment. Media violence, despite its many benefits, has become a significant problem for everyone. It is a modern and worldwide issue that poses a severe threat not just to teenagers but to the whole population. In recent years, there has been a rising apprehension over the impact of escalating violence portrayed in the media (Anderson & Bushman, 2001; Huesmann, Eron & Dubow, 2003). Various forms of media exist, such as radio, television, videos, movies, video games, computer networks, and more. These factors have a significant influence on the lives, beliefs, values, and overall perspective of individuals. The exposure to media violence may have profound and wide-ranging impacts, not just on youngsters but also on teenagers, affecting them both mentally and physically. Adolescents who have a tendency to watch violent media programming frequently get desensitised to violence, leading them to see it as a means of settling conflicts. According to Hogan (2005), prolonged exposure to media violence might lead to a heightened acceptance of violence as a suitable method for resolving issues and attaining personal objectives. Television films and music videos promote and make the carrying and use of guns seem natural. Furthermore, it idealises them as means of attaining individual empowerment. According to Strasburger (2006), the media has a stronger influence on moulding the attitudes and behaviours of young people compared to parents and teachers. It takes on the role of instructors, role models, and key sources of knowledge about the world and appropriate behaviour. The actors and actresses who are well-liked in present-day soap operas often serve as role models and guides for young people. This is because, they prefer to emulate their haircut, dress trends, swaggers and even the way they talk and behave themselves. Some individuals even go to the extent of imitating undesirable and opposing conduct, such as



wearing sagging slacks, consuming alcohol, and using illicit substances. Extended exposure to media violence has been shown to result in significant health consequences, including anxiety, depression, sleep disruptions, nightmares, social withdrawal, and post-traumatic stress. Huesmann, Eron, and Dubow (2003) have linked the exposure to media violence with a range of physical and mental health issues in children and adolescents. The issues include aggressive, belligerent conduct, bullying, desensitisation to violence, dread, sadness, and nightmares. In addition, they discovered a consistent and significant correlation between media exposure and the escalation of aggressive and violent behaviour in Americans. This finding is supported by various cross-cultural studies, field experiments, laboratory experiments, cross-sectional studies, and longitudinal studies conducted on children, adolescents, and young adults. There is a growing worry over the adverse impact of media violence on youth. Exposure to violence in television and video games is thought to heighten the likelihood of violent behaviour in viewers, similar to how those growing up in an atmosphere saturated with actual violence face an increased risk of engaging in violent behaviour. This implies that a substantial fraction of children who display violent behaviour are prone to developing aggressive tendencies as adults. Furthermore, they contended that individuals who displayed severe acts of violence throughout adolescence and adulthood often had significant levels of aggression and even violence during their childhood. Hence, it is seen that the exposure to media violence, which has the potential to foster aggressive conduct in young children, may lead to the escalation of aggressive behaviour and eventual engagement in violent acts in the long term. Furthermore, it has been shown that media violence has an impact on both male and female individuals. Several research conducted in the United States and other countries have shown a more pronounced correlation between exposure to media violence and aggressive behaviour in males compared to girls. Haussmann, et al (2003) discovered a correlation between higher levels of television violence exposure and an elevated incidence of aggression in both boys and girls. This relationship remained significant even after accounting for beginning aggressiveness and several other background characteristics. Additionally, it was noted that 17% of female individuals who often watch violent content had engaged in the act of throwing an object at their spouse in the past. In contrast, 39% of male individuals had physically assaulted another adult by punching, beating, or choking them when experiencing anger in the past. Moreover, it may be noted that there are gender disparities in the types of aggressiveness linked to early childhood exposure to media violence. Taylor and Hussmann (2006) found that individuals who were exposed to violence at a young age were more likely to engage in indirect aggression, such as lying to get others in trouble. This behaviour was seen to be more prevalent among adult females than men. Early exposure to media violence shown a more pronounced correlation with physical aggressiveness in adult men as opposed to females. Adolescents mostly get pleasure from these violent media shows, either as a means of entertainment, to pass the time, or as pastimes. Frequently, many of these teenagers fail to see media violence as a detriment to their overall growth. Regardless of its acceptance, media violence has a detrimental impact on the entire development and worldview of many teenagers. It fosters a culture of violence that poses a danger to the country.

## Methodology

The study used a correlational research design. The study was directed by three research questions and three hypotheses. The research included a population of 8,252 public senior secondary School two (SSS2) pupils in Obio/Akpor Local Government Area of Rivers State. The research used a sample size of 400 pupils from public senior secondary school two (SSS2), selected using the Taro Yamane Formula. The research used a simple random sampling approach to choose the sample. Two self-designed instruments, namely the "Social Variable Scale (SVS)" and the "Aggressive Behaviour Scale (ABS)," were used to extract information after a thorough validation process including both face and content assessments. The reliability of the instruments was assessed using the test-retest approach. The Social Variable Scale (SVS) had a reliability value of 0.76, whereas the Aggressive Behaviour Scale (ABS) had a reliability coefficient of 0.79. The Pearson Product Moment Correlation Method was used to address the study objectives and assess the null hypotheses at a significance level of 0.05.

## Results

**Research Question One:** To what extent is family background relate to aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

**Hypothesis One:** There is no significant relationship between family background and aggressive behaviour among students in public senior secondary schools.

**Table 1: Relationship between family background and aggressive behaviour**

		Correlations	
		Family background	Aggressive behaviour
Family background	Pearson Correlation	1	0.51**
	Sig. (2-tailed)		0.029
	N	395	395
Aggressive behaviour	Pearson Correlation	0.51**	1
	Sig. (2-tailed)	0.029	
	N	395	395

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The data in Table 1 indicates that there is a correlation coefficient of 0.51 between family background and aggressive conduct among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The findings indicate a modest positive correlation between family background and aggressive conduct among students in public senior secondary schools in the region. The data shown in Table 1 demonstrates a statistically significant link between family background and aggressive conduct among students in public senior

secondary schools in the region, with a significance level of 0.05. The reason for this is because the p-value (0.029) was below the significance threshold of 0.05. This outcome indicates that the null hypothesis is refuted, but the alternative hypothesis is not refuted. The outcome of this null hypothesis indicates a moderately significant correlation between family background and aggressive conduct among students in public senior secondary schools in the region. The association between family background and aggressiveness is modest, as those who scored high on family background tend to score low on aggression, and vice versa.

**Research Question Two:** To what extent is peer pressure relate to aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

**Hypothesis Two:** There is no significant relationship between peer pressure and aggressive behaviour among students in public senior secondary schools.

**Table 2: Relationship between peer pressure and aggressive behaviour**

		<b>Correlations</b>	
		Peer pressure	Aggressive behaviour
Peer pressure	Pearson Correlation	1	0.69**
	Sig. (2-tailed)		0.31
	N	395	395
Aggressive behaviour	Pearson Correlation	0.69**	1
	Sig. (2-tailed)	0.31	
	N	395	395

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Result presented in Table 2 shows that the extent of relationship between peer pressure and aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State is 0.69. This result reveals that there is a high positive relationship between peer pressure and aggressive behaviour among students in public senior secondary schools in the area. This result revealed that as scores on peer pressure increases, there is corresponding increase in the scores on aggressive behaviour. Results in Table 2 indicate that the relationship between peer pressure and aggressive behaviour among students in public senior secondary schools in the area is significant at 0.05 level of significance. This is because the P-value (0.31) was less than the 0.05 level of significance. This result means that the null hypothesis is rejected while the alternate hypothesis is not rejected. The result of the null hypothesis is that there is positive significant relationship between peer pressure and aggressive behaviour among

students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

**Research Question Three:** To what extent is media violence related to aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

**Hypothesis Three:** There is no significant relationship between media violence and aggressive behaviour among students in secondary schools.

**Table 3: Relationship between media violence and aggressive behaviour**

		Media violence	Aggressive behaviour
Media violence	Pearson Correlation	1	0.72**
	Sig. (2-tailed)		0.031
	N	395	395
Aggressive behaviour	Pearson Correlation	0.72**	1
	Sig. (2-tailed)	0.031	
	N	395	395

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Result presented in Table 3 indicates that the extent of relationship between medial violence and aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State is 0.72. This result shows that there is a high positive relationship between media violence and aggressive behaviour among students in public senior secondary schools in the area. This result revealed that as scores on media violence increases, there is corresponding increase in the scores on aggressive behaviour. Results in Table 3 shows that the relationship between media violence and aggressive behaviour among students in public senior secondary schools in the area is significant at 0.05 level of significance. This is because the p-value (0.031) was less than the 0.05 level of significance. This result means that the null hypothesis is rejected while the alternate hypothesis is not rejected. The result of this null hypothesis is that there is a significant relationship between media violence and aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

### Discussion of Findings

The result in Table 1 indicated that there is moderate positive relationship between family background and aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The positive relationship between family background and aggressive behaviour among students in the area indicated that students who scored highly on poor family background also scored highly on aggressive behaviour. Also the result revealed significant relationship between family background and aggressive behaviour among students in public senior secondary schools in the area at 0.05 level of probability.

The degree of relationship between family background and aggressive behaviour among students in public senior secondary schools was found to be 0.51. The coefficient of alienation ( $\sqrt{1 - r^2}$ ) was found to be 0.86. This represents the degree of lack of association between family background and aggressive behaviour among students in public senior secondary schools in the area. Thus, while the degree of relationship was 0.51, the degree of lack of relationship was found to be 0.86.

However, the percentage reduction in error of production ( $r^2$ ) for family background and aggressive behaviour among students in public senior secondary schools in the area was found to be 0.2601. This means that knowledge of scores of family background will reduce the error of predicting scores on aggressive behaviour by 26.01 percent and vice versa. On the other hand, the percentage of error of prediction ( $1 - r^2$ ) of family background from aggressive behaviour was found to be 73.99 percent. Therefore, in terms of predicting family background from aggressive behaviour among students in public secondary schools in the area, it means that only 26.01% of family background scores could be accounted for or accurately predicted from knowledge of aggressive behaviour. In a nutshell, the result shows that although the relationship between family background and aggressive behaviour among students in public senior secondary schools in the area and vice versa, while 73.99% could not be accounted for or explained by reference to scores on aggressive behaviour. In a nutshell, the result shows that although the relationship between family background and aggressive behaviour among students in public senior secondary schools in the area was statistically significant, the percentage of prediction of one variable from another was low. This finding corroborates Akpan-Idiok's (2018) assertion that there exists a positive and substantial correlation between familial background and violent conduct among teenagers in the Southern senatorial district of Cross-River State.

The result in Table 2 showed that there is high positive relationship between peer pressure and aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The positive relationship between peer pressure and aggressive behaviour among students in public senior secondary schools in the area mean that as scores on peer pressure increases, there is a corresponding increase in the scores on aggressive behaviour among students in public senior secondary schools in the area. In other words, students whose scores are high on peer pressure also scored highly in aggressive behaviour among the students. Also, the result revealed significant relationship between peer pressure and aggressive behaviour among the students at 0.05 level of probability.

The degree of association between peer pressure and aggressive behaviour among students in public senior secondary schools in the area was found to be 0.69. The coefficient of alienation ( $\sqrt{1 - r^2}$ ) was found to be 0.72. This represents the degree of lack of association between peer pressure and aggressive behaviour among students in public senior secondary school in the area. Thus, while the degree of relationship was 0.69, the degree of lack of relationship was found to be 0.72.

However, the percentage reduction in error of prediction ( $r^2$ ) for peer pressure and aggressive behaviour among students in public senior secondary schools in the area was found to be 0.4761. This means that knowledge of scores of peer pressure will reduce the error of predicting scores on aggressive behaviour by 47.61 percent and vice versa. On the other hand, the percentage

of error of prediction ( $1 - r^2$ ) of peer pressure from aggressive behaviour among the students was found to be 52.39 percent. Therefore in terms of predicting peer pressure from aggressive behaviour among the students means that only 47.61% of peer pressure scores could be accurately predicted from knowledge of aggressive behaviour among the students while 52.39 could not be accounted for with reference to scores on aggressive behaviour. In a nutshell, the result showed that although the relationship between peer pressure and aggressive behaviour among the students in the area was statistically significant, the percentage of prediction of one variable from another was low. This result is in agreement with Bernard (2016) that peer pressure significantly relates to aggressive behaviour among adolescents in secondary schools in Bungoma.

The result in Table 3 indicated that there is high positive relationship between media violence and aggressive behaviour among students in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The positive relationship between media violence and aggressive behaviour among the students means that as scores on media violence increases, there is a corresponding increase in the scores on aggressive behaviour. In other words, students whose scores are high on media violence also scored highly on aggressive behaviour in the area. Also, the result indicated significant relationship between media violence and aggressive behaviour among students in senior secondary schools in the area.

The degree of relationship between media violence and aggressive behaviour among students in senior public secondary schools in the area was found to be 0.72. The coefficient of alienation ( $\sqrt{1 - r^2}$ ) was found to be 0.69. This represents the degree of lack of association between media violence and aggressive behaviour among students in public senior secondary schools in the area. Thus, while the degree of relationship was 0.71, the degree of lack of relationship was found to be 0.69.

However, the percentage reduction in error of prediction ( $r^2$ ) for media violence and aggressive behaviour among students in public senior secondary schools in the area was found to be 0.5184. This means that knowledge of scores of media violence will reduce the error of predicting scores on aggressive behaviour by 51.84 percent and vice versa. On the other hand, the percentage of error of prediction ( $1 - r^2$ ) of media violence from aggressive behaviour was found to be 48.16 percent. Therefore in terms of predicting media violence from aggressive behaviour among the students, it means that only 51.84% of media violence scores could be accurately predicted from knowledge of aggressive behaviour among the students and vice versa, while 48.16% could not be accounted for or explained by reference to scores on aggressive behaviour. In a nutshell, the result shows that although the relationship between media violence and aggressive behaviour among students in public senior secondary schools in the area was statistically significant, the percentage of prediction of one variable from another was low. This finding aligns with Ojewola's (2014) assertion that media violence has an impact on the violent conduct of teenagers in certain secondary schools in Nigeria.

## Conclusion

Aggressive attitude leads to disciplinary issues and classroom difficulties in the education system, which have a detrimental impact on effective teaching and learning. Specific social factors are associated with aggressive conduct in pupils. The factors included are: familial heritage, social

influence, exposure to violent media, unfavourable educational surroundings, and inadequate school infrastructure. The educational system experiences repercussions as a result of aggressive conduct. The occurrence of bullying, property damage, cultism, fighting, and other such behaviours are all indications of aggressive conduct among students that have not been effectively addressed.

### **Recommendations**

Based on the results of the study, the following recommendations are made:

1. There should be synergy between school and parents in order to curb aggressive behaviour among students. In addition, parents should serve as a role model to their children.
2. Senior secondary school students should be careful with the kind of friends to avoid pressurizing them into acts frowned at by the law.
3. School authorities should prohibit the use of cell phones during school hours to forestall media violence.
4. Schools should provide stimulating environment that will minimize aggressive behaviour among students.

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