VOL. 03 NO. 8,
FEBRUARY, 2024
E-ISSN 3026-8893
P-ISSN 3027-1061



African Scholar Publications & Research International
www.africanscholarpub.com

Journal of Education Research and Library Practice (JERLP)

EFFECT OF AGGRESSION ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOLS STUDENTS IN KATAGUM LOCAL EDUCATION AUTHORITY: A CASE OF CENTRAL UPPER BASIC AZARE, BAUCHI STATE

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Abstract

The paper examines the academic performance of junior secondary school students with aggression behaviour. One objective, one research question and one hypotheses were formulated to guide the study. The design of this research was ex-post facto research design, the population of the study include all junior secondary school two which has a total number of 244 students. The sample size for this research was 20 students that where found with aggressive behaviour. Purposive sampling were adapted as sample technique, the data collection instrument were student behaviour checklist and end of third term examination result for 2022/2023 session. The finding revealed that there was a significant difference between the performance of aggressive students and those without. The study recommends among others; there should always be a conducive learning environment that will help those with aggressive behaviour to improve academically. Specialist in the area of psychology should be employed to guide those students both academically and socially.

Keywords: Aggression, Academic Performance, Junior Secondary School

Introduction

Aggression is one of the most serious problems among the adolescents. Aggression as behaviour intended to cause harm or pain. Aggression may be defined as a harmful aspect of the personality of a child and/or others which is expressed through the behaviour during the situation arises. According to Baron (2004) aggression is any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment. Berkowitz (2008) defined aggression as "behaviour intended to harm another living being, either physically or emotionally, aggression poses significant challenges for students all over the world. Aggressive behavior is a common behavior among youth people (Muammria and Mahee, 2004). According to the World Health Organization (2010) aggressive behavior, cause the death of 1.6 million people worldwide. The report indicates that every year people, aged between 15-44 die because of being a victim of aggression. Aggression has damaging effects on the mental and physical health of the victim as well as of the aggressors. Human behavior remains a complex entity. Psychologists are keen on understanding human aggressive behavior especially in social learning contexts (Tremblay, 2005). Previous researches indicated that individuals with higher levels of aggression are more likely to experience emotional instability and low self-concept and low self-esteem, difficulty in sleeping, initiating the work, and so on (Ostrov&Godleski, Piquero 2012). An aggressive person can damage and injure the target person or object. Human's aggressive behavior is also related to the competition and make the learning process difficult. As a result, students' academic performance decreases in the long run (Taylor, Davis & Malanchuk, 2007).

Statement of the problem

Aggressive is any form of behavior that is intended to injure another person physically or verbally or to destroy property. Aggressive behavior may be may be direct and may be internally or externally directed in nature. Physical aggression involves physical abuse of another person's property while verbal aggressive involve insult. However,

as a result of conflicts, caused by frustration, aggressive becomes very common among primary and secondary school students. (Obi&Obizieke 2015).

Aggression in school is an age- old problem among primary and secondary school students of both sexes exhibited aggressive behaviour within and outside school environment. They have frequently and systematically harassed and attacks one another. These frequent have a lot of negative effect on the students and their right to learn in a safe and quite environment because many of them are injured physically and are emotionally disturbed and are unable to settle down for serious learning in school. Recently, parents, school authorities and students started demanding investment and intervention to conquer this seemingly serious problem. Since students have exhibit aggressive behaviour which lead to poor and low academic performance

Concept of aggression

Scholars have defined aggression from diverse perspectives. However, there appears to be a consensus that aggression is a deliberate act intended to cause harm to another person. Krashe (2015) defined aggression as any form of behavior focused on the goal of emotionally harming or damaging another living being who in particularly is driven to avoid a treatment.

Myers (2005) in his view defined aggressive as physical or verbal behavior intended to hurt someone. Bushman and Huesmann (2010) saw aggressive as any behavior enacted with the intention to harm another person who is motivated to avoid that harm. Such a definition is wide enough to capture the full range of aggressive behavior and make allowance for activities that can hurt a target person but to which the target of the hurt willingly consents eg undergoing surgery.

Bernstein, Penner, Clarke, and Roy (2006) defined aggression as "an act that is intended to harm". Brehn, Kassin& Fein (2005) saw aggression as behavior that is intended to harm another individual. Busman & Anderson (2012) opined that aggression is any behavior directed toward another individual that is carried out with the proximate (immediate) intent to cause harm. In addition, the perpetrator must believe that the behavior will harm the target, and that the target is motivated to avoid the behavior. Accidental harm is not aggressive because it is not intended. Harm that is an incidental by-product of helpful actions is also not aggressive because the harm-doer believes that the target is not motivated to avoid the action, example the pain experience during a dental procedure.

Spielberger (2016) opined that aggression "implies destructive or punitive behavior directed towards another person or objects" .Going by the above definition, aggression refers to any act that hurt, harms or destroys which must be intended or deliberate. Words uttered to offend someone are amount to aggressive behavior. It should be noted that extreme acts of aggression are referred to as violence.

Aggression refers to behavior that is intended to harm another individual. (Duran, 2012) violence is aggression that creates extreme physical harm. Emotional or impulsive aggression refers to aggression that occurs with only a small amount of forethought or intent. Instrumental or cognitive aggression is intentional and planned. (Duran, 2012). In psychology the term aggression refers to a range of behaviours that can result in both physical and psychological harm to yourself, others or objects in the environment. Aggression centers on hurting another person either physically or mentally. (Hanson, 2021)

Buss (2015) states that aggression possesses potentiality of being led to violence and criminal activities. The specific feature of aggression is that it is related to reflect pain or harm.

Types of aggressive behaviour

1. Hostile Aggression: **-** hostile aggression takes place when the aggressor's primary intention is to harm the victim as a result of anger (Onukwufor, 2012). Hostile aggression may be defined as an act that intended to harm another person. It is primarily oriented toward the infliction of injury on another individual. Its goal is to hurt the victim and it is driven by anger. This form is also known as impulsive/expressive aggression, because it is angry response to frustration or perceived provocation; it occurs in an impulsive, thoughtless (ie unplanned) manner, motivated by anger and aggressiveness, and rage. Hostile aggression is psycho physiological characterized by a marked behavioral autonomic (sympathetic) over arousal (Cornell, Warren, Hawk, Stafford, Oram and Pinc, 2002).

Hostile aggression is a type of aggression that is committed in response to a perceived threat or insult. It is unplanned, reactionary, impulsive, and fueled by intense emotion as opposed to desire to achieve a goal. Aggressors typically have a sense of a loss of control during outbursts, and characteristically experience physiological hyper arousal. on similar view Krashe (2015) opined that Hostile aggression refers to a form of aggression in which the individual reacts violently to a situation. This can be to a

threat made by another or even an insult. Social psychologists believe that hostile aggression is usually an impulsive reaction rather than a planned activity. It is driven by emotion.

An individual who is threatened by another or hurt by another person reacts aggressively in order to hurt or cause pain to the other person. Here the sole intention is to cause pain and suffering. There is no ulterior motive. Studies have shown that men tend to use hostile aggression more than women.

2. Instrumental Aggression: This is a type of aggression that is a means to some other end. Thus instrumental aggression occurs when there is intent to injure, but the aggression is mainly a means towards achieving some other non- injurious goals such as to win social approval or to get money. Robbery and terrorism are example of instrumental aggression (Onukwufor, 2013). Instrumental aggressive behavior is a type of aggression that is intentional and planned. Instrumental aggression aims to hurt someone gain something such as attention, reward, promotion, competition, someone's position or political power.

3. Emotional Aggression**:** - In emotional aggressive harm is inflicted for its own sake, emotional aggression is often moment for example the jealous lover out in rage, while fans of rivals' soccer team go at each other with fists and clubs (Brehm, Kassin&Fien 2005). Emotional or impulsive aggressive behavior can also refers to aggression that occurs with only a small amount of forethought or intent and that is determined primarily by impulsive emotions. Emotional aggression is the result of the extreme negative emotions we're experiencing at the time that we aggress and is not really intended to create any positive outcomes.

4. Relational Aggression

Relational aggression is an aspect of indirect aggression, relational aggression is mainly concerned with targeting a person's relationships and social status such as threatening to end a friendship, engaging in gossip, backbiting and trying to get others dislike the target (Brehm, Kassin&Fien 2005). To Grotpeter (2010) defined relational aggression as "harming others through purposeful manipulation and damage of their relationships", including behaviors such as exclusion and telling the target they won't be friend any more. These forms of relational oriented aggression include both direct and indirect behaviors. For example, telling a target the wont be friends is a verbal approach, and denying a request is similarly direct. This form of aggression also involves primarily verbal aggression that cause harm by disrupting the relationships.

Relational aggression is a covert set of manipulative behaviors used to hurt someone through damage to relationships, threats of harm, or both—a non-physical form of bullying. This form of aggression can often go unnoticed because it happens in discrete ways, such as intentionally tarnishing a person's reputation or cyber bullying. Relational aggressive is of different type such as:-

i. Reactive relational aggression: This type of relational bullying is a response to a provocation that causes one to feel upset. Reactive relational aggression is associated with impulsivity, anger, and making assumptions. Someone may assume they're being made fun of and react by spreading rumors about the supposed perpetrator.

ii. Proactive relational aggression: Proactive relational bullying is planned and occurs without provocation. It may also be referred to as instrumental aggression or premeditated aggression. The goal is to obtain a specific outcome or attempt to coerce others.

iii. Peer-directed relational aggression: This relational aggression is directed at one person considered to be on the same "level" as the perpetrator (i.e., same age, grade, cohort). This may include dismissing opinions, making someone feel guilty, or purposefully withholding attention**.**

Objective of the study

1. To find out whether there is difference between academic performance of J.S.S two students with aggressive behaviour and those without.

Research question

1. Is there difference between academic performance of J.S.S two students with aggressive behaviour and those without?

Hypotheses

H01: There is no significant difference between academic performance of primary six pupils with aggressive behaviour and those without.

Methodology

Research Design

The study adopted ex-post facto design which is a design where by the effect has taken place, but the study that taken place is done in actual retrospect. In this design it is clear that the variable cannot be manipulated or controlled because the events have already taken place. It is the design that used the already existing data, as a data for the study

Population of the study

The population of the study comprise of all Central upper basic junior secondary school Azare with a population of two hundred and forty four (244) students both boys and girls in Katagum local education authority

Names of School	Class	Total
C.U.B. AZARE	J.S.S.2	
244		

Sample size

The sample size for this research is the identified students with aggressive behaviour in Central upper basic secondary School Azare. The number of students found with aggressive behaviour are twenty (20) students out of which fifteen (15) where males while five (5) where females

Sampling Techniques

The study adopted Purposive sampling, which is a sampling method were by the participant will be sampled on the basic of typicality or because they are satisfactory to the researcher's needs. (creswell,2002) For this research purposive is more suitable because the subject have characteristics that are in common.

Data Collection Instruments

Data was collected using questionnaires title "students behaviour checklist developed by Taylor and Francis (2014) and end of third term 2022/2023 examination result

Data Collection Procedure

For the purpose of this study, the researcher personally visit the said school and obtain permission from principal of the school, then the researcher will move to the selected classes using student behavior checklist developed by Tylor and Francis (2014) to identify the participant by the help of form master, and academic record for third term examination result 2022/2023 session

Table 1: H01: There is no significant difference between academic performance of J.S.S II Students with Aggressive behavior and those without.

Variables	Mean	S.D	Alpha	P-Value	Decision
Students without aggressive Behavior	42	15	0.05	0.026	Reject Ho
Students with aggressive Behavior	38	9			

From table 1 above, the p-value (0.026) was obtained which is less than α value (0.05). Since the p-value is less than the α value, the null hypothesis which stated that there is no significant difference between academic performance of J.S.S II students with aggressive behavior and those without is therefore rejected. By rejecting the null hypothesis, the alternate Ha is accepted, meaning there is significant difference between the performance of J.S.S II students with aggressive behavior and those without behavior and those without. Considering the mean score of students without aggressive which is 42 is higher than the mean score for students with aggressive behavior which is 38.

Discussing of findings

Hypothesis one examined whether there was no significant difference between academic performance of J.S.S II students with aggressive behavior and those without. The result in table one shows that there was a significant difference between the academic performance of students with aggressive behavior and those without because the p-value (0.036) was obtained which is less than α value (0.05). Since the p-value is less than the α value, the null hypothesis which stated that there is no significant difference between academic performance of J.S.S II students with aggressive behavior and those without is therefore rejected. By rejecting the null hypothesis, the alternate Ha is accepted.

Conclusion

Based on the result obtained from this study, it was concluded that the academic performance of junior secondary school students with aggressive behaviour was influence negatively since the mean score obtained from those without aggression which is 42 is higher than those with aggression which is 38 therefore is affected negatively. It is therefore, need to be given extra lesson using different strategy in order to meet their unique need academically.

Recommendations

Based on the finding of this study, the following recommendations are made:

1. There should always be a conducive learning environment that will help them to improve academically
2. Specialist in the area of psychology should be employed to guide those students both academically and socially
3. Teachers of students with aggressive behaviour should endeavour to always use individualized learning approach, as this will help to discover the learning styles of each students so that instruction could be tailored to suit each student's learning style.

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