

THE RELATIONSHIP BETWEEN LOCUS OF CONTROL AND AGGRESSIVE BEHAVIOUR AMONG ADOLESCENTS IN SECONDARY SCHOOL IN THE SOUTH-EASTERN REGION OF NIGERIA

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ABSTRACT

The study investigated the relationship between locus of control and aggressive behavior among adolescents in secondary schools in the South-Eastern region of Nigeria. A correlational research design was used in the study. 123,003 pupils from public secondary schools in the South East area of Nigeria will make up the study's population. The study included a sample of 400 students, and the data was gathered using a stratified random sampling approach. The study was led by two research questions and two hypotheses. The instrument for data collection is titled "Locus of Control and Aggressive Behavior Questionnaire (LCABQ)" Two eminent academics in the field of educational psychology and two measurement and evaluation specialists validated the instrument. The reliability of the instrument was determined using the test-retest reliability method. This produced a reliability coefficient of 0.74 for Locus of Control and Aggressive Behaviour yielded a reliability coefficient of 0.86. In order to reply to the two research questions and test the relevant null hypotheses at the 0.05 level of significance, data was gathered and Pearson Product Moment Correlation was used to evaluate it. The results showed a moderate but significant association between violent behavior and external locus of control among secondary school students in South East Nigeria. Similarly, "there is a significant low relationship between internal locus of control" and aggressive behaviour among secondary Schools adolescents in South East region of Nigeria. Among others, it was recommended that classroom teachers should enforce the deliberate use of reinforcement and punishment to challenge students to take responsibility for their own actions and decisions.

Keywords: Locus of Control, Aggressive Behaviour, Adolescents

INTRODUCTION

Education sets the groundwork for personality and is the means by which a person succeeds in life, society, and the wider world (Kumar, 2017). In order to meet "the four pillars of the Delors report—learning to know, learn to do, learn to be," and learn to live together—secondary schools offer an education. Additionally, it should equip the teenage learner with the abilities required for quick, seamless adjustments to their physical, emotional, cognitive, and social transformations (Garcia & Santiago, 2017). Adolescence does, in fact, refer to the years between 13 and 19 years old (Naganandini, 2017) when students have an identity issue, it may affect their mental health and how they perceive other individuals and situations (Mutemeri & Gudyanga, 2008; Nealis, 2014). Indeed, during this crucial time in their lives, their relationships with teachers, the principal, the superintendent, and their classmates may all suffer (Kumari & Kumar, 2017).

Students in secondary schools modify their conduct for a variety of external reasons in addition to the behavior changes brought on by the adolescent period of their lives. According to Supper (2010), kids disobey because their demands and the socio-environmental elements in their local surroundings are out of sync. Understudy misconduct isn't just the wicked way of behaving of the understudy yet additionally the way of behaving that upsets the viable educating and educational experience and that interferes with the saner and more secure school climate (Schleicher, 2015). Understudy rowdiness is a cause of stress for all school partners.

Hostility is a type of conduct portrayed by physical or boisterous ambush. It very well might be straightforwardly outward against others or internal against oneself, prompting pointless or self-destructive activity. Kajar (2014) characterizes hostility as an endeavor by an individual or gathering to incur actual injury for one more individual or gathering without the thought of whether their endeavor was purposeful or whether it was effective. Berkowitz (2013) characterized hostility as any type of conduct that is expected to harm somebody genuinely or mentally. The word reference significance of animosity is unfriendly or brutal way of behaving or perspectives. It is a disrupted close to home reaction. Youthfulness is considered as the main progress time of life, as young people face an extreme strife in view of the mental, natural and "social changes occurring in this period." Moreover, pre-adulthood is a time of uplifted risk with high paces of lead problems and introverted conduct. In youth stage any of the upsetting of wants, break in exercises, steady flawed finding, prodding, addressing and making troublesome correlations with different youngsters will prompt hostility (Veeraraghvan 2016).

Animosity doesn't grow for the time being, and is to a great extent homebored. Specialists credit hostility to a mix of elements expanding openness to brutality through the media and the web, absence of parental management, tirelessness strain and utilization of foul language at home, absence of correspondence between the kid and guardians, broken nurturing, execution tension at school, developing substance misuse, expanding admission of low quality food and stationary way of life (Broota, 2008). During the early stages, that is 2 to 10 years old, youngsters are extremely curious. They need to utilize each new world they go over, need to emulate their good example and need to feel huge. At this age, in the event that guardians are "not there to answer their questions, chances of their succumbing to conduct issues are high."

Social learning speculations Propose that forceful way of behaving is learned and kept up with through ecological encounters. Youths who are presented to reserved climate figure out how to partake in standoffish way of behaving. It is affirmed that the degree to which kids are presented to various different family risk factors cause youngsters' forceful way of behaving. Kids' forceful is seen as a response to disappointment trying to diminish aversive boosts. Standoffish way of behaving isn't simply connected with family, yet additionally to school and society. The school and society open kids to new ways of behaving which were not obtained at home during the young adult adolescence. A portion of these ways of behaving might be positive or negative, contingent upon the climate. It has been featured that educators cruel discipline can add to forceful way of behaving. Teenagers TV admittance to and utilization of media innovation (for example TV and Web and so on) will be on the ascent, and this blast of innovation carries with it likely advantages and dangers.

Appearance of forceful way of behaving is one of the serious issues related with teenagers in auxiliary School today. The prevailing rate of forceful way of behaving among optional School understudies is disturbing. Gould in Eziyi and Odoemelam, (2015:17) uncovered that forceful way of behaving is quite possibly of the most disappointing issue guardians and educators face, and that is ordinary in small kids who don't yet comprehend that it is off-base and all the more critically why it is off-base. Clearly, a few young people in optional Schools show one type of forceful way of behaving or the other. This demonstration of forceful against people or property happens habitually in the auxiliary Schools in Nigeria today.

Forceful conduct has been characterized by specialists in instructive brain science in different ways. Wood, Wood and Boyd (2015) characterized it as the purposeful curse of physical or mental mischief on other. From this definition, clearly for a demonstration to be named a forceful way of behaving, the curse of physical or mental damage on others must be purposeful. Subsequently, accidental and unintentional curse of mischief on others may not be appropriately delegated forceful way of behaving. Forceful way of behaving among teenagers in optional Schools takes different structures. It tends to be physical or verbal. Actual hostility alludes to incurring injury for other people, while verbal forceful involves utilizing words that are planned to hurt someone else. Forceful way of behaving among youths in optional Schools in some cases appears as an over-

response, shouting, yelling or turning out to be extremely unsettled because of an exceptionally minor difficulty (Eziyi and Odoemelam, 2015). It likewise appears as quarreling, resistance, harassing, transformation, annihilation of school property, fight, irate yells of disobedience and so on. Teenagers in the optional Schools will quite often be forceful for various reasons. A display forceful ways of behaving to acquire a height of status, while some others show forceful ways of behaving to be dreaded by different understudies.

Moreover, a few youths in the optional School are forceful to keep up with their enrollment to a specific friend bunch, while some are forceful to show prevalence and over be regarded by different understudies. Forceful way of behaving may likewise be because of natural drives, dissatisfaction or as a type of safeguard system when the self image is undermined (Freud, referred to in Carson, Butcher and Mineka, 2010). Bandura in Wood, Wood and Boyd (2005) informed that individuals figure out how to act forcefully by noticing forceful models. Many works have been finished because of organic elements on forceful way of behaving among young people in optional Schools. Clearly, there are different determinants of forceful ways of behaving among young people which have not been focused on adequate and sufficient consideration in the scholastic field. Among such determinants are issues connecting with mental element of human existence. Clearly, most forceful ways of behaving displayed by teenagers in auxiliary Schools not entirely set in stone by mental elements. Thus, the analyst wishes in this work to examine the mental determinants of forceful way of behaving among young people in auxiliary Schools in South East area Nigeria. Mental elements, as to forceful way of behaving and other strange ways of behaving, are "those formative impact that might cripple an individual mental, making the person in question less clever in adapting to occasions". (Carson, et al 2020:122)

In the event that they don't prevail at something, they accept it is because of their own absence of exertion. For instance, an understudy with an inward locus of control doesn't get a passing mark on his test. He, thusly, reasons that he didn't read up enough for the test. He understands his endeavors caused the grade and should put in more effort sometime later (Grantz, 2006).

An individual who has an outer locus of control accepts that prizes or results in not set in stone by "karma, possibility, or strong others" (Mearns, 2008). On the off chance that they don't prevail at something they accept that their absence of progress is because of powers outside of their reach. For instance, an understudy with an outer locus of control doesn't get a passing mark on his test. He infers that the test was composed inadequately and the instructor was inept.

Subsequently, the requirement for the current review is felt to determine the connection between locus of control and forceful way of behaving among. The discoveries of the current review would help guardians and educators to distinguish different contributing component towards advancement of hostility in youths.

Statement of the problem

Recently, different media reports and personal observation have shown tremendous increase in bullying and other allied cases of aggressive behaviour in South East region Nigeria schools. Cases of both verbal and non-verbal aggression in schools have been documented. It appears that, no level of education is devoid of the aberrant and maladaptive behaviour. These adolescents with recalcitrant tendencies seems to be overwhelming the teacher's and instructor in South East region Nigeria schools. This necessitates the involvement of all and sundry to help tackle this problem. The fact remains that aggressive behaviours among students cannot be totally eradicated but the involvement of all stakeholders can help decrease its trend and further reduce its violent tendencies. Teenagers in secondary schools are required to engage with other students, instructors, and the school administration. They must also communicate with their siblings and parents at home. Adolescents may become violent in the classroom if they have unfavorable psychological sentiments as a result of poor or adverse experiences they have during interactions in school. Consequently, this study project attempts to investigate the relationship between locus of control and aggressive behaviours among adolescents in South Eastern Nigeria.

Research Questions

The following research question guided the study:

1. What is the relationship between external locus of control an aggressive behaviour among secondary Schools in South East region of Nigeria?
2. What is the relationship between internal locus of control an aggressive behaviour among secondary Schools in South East region of Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between external locus of control and aggressive behaviour among secondary Schools adolescents in South East region Nigeria.
2. There is no significant relationship between internal locus of control and aggressive behaviour among secondary Schools adolescents in South East region Nigeria.

Literature Review

Aggression

This concept of aggression has been defined by several scholars. What seems to be aggressiveness from one perspective may not appear that way from the other, and the same destructive behavior might or might not be judged violent based on its aim.

There are two basic forms of aggressiveness, which are distinguished by the amount of purpose that underlies the conduct and is brought on by quite different psychological processes. Animosity that is spurred to a great extent by incautious feelings and occurs with next to zero preparation or aim is alluded to as close to home or imprudent hostility. The strongly unsavory sentiments we are feeling right now we are forceful lead to close to home forcefulness, which isn't really intended to make any useful impacts. Then again, antagonism that is arranged and deliberate is alluded to as specialized or mental savagery. Instrumental forcefulness can be entirely determined and could be more mental than emotive. A somebody might be harmed deliberately to secure consideration, cash, or political impact, for instance. The forcefulness would likely not happen in the event that the assailant thought there was a less difficult technique to achieve the point.

According to Orpinas and Horne (2019), Being aggressive means having the tendency to rule without respect for others' rights. Aggressive behaviors, such as shoving, grabbing, hitting, and stealing, are meant to cause harm to another person, either emotionally or physically . According to Roland and Idsoe (2020), An feeling that tries to damage, harm, or destroy something or someone is said to be aggressive. When it comes to people, the motive for harm might be psychological. Conflicts between people of similar status is a component of aggressive behavior. Teenagers in Nigeria struggle with aggression on a daily basis. It occasionally manifests itself in the strangest places and under uncomfortable circumstances. It is typically exhibited at home, at schools, in the society, or in the neighbourhood.

The term "violence" is used by sociologists of psychology to describe hostility with the aim of causing severe bodily harm, such as injury or death. While hitting someone across the face with great force could be violent, calling somebody a name would've been hostile.

Aggressive Behaviour

These are actions that go against societal norms and hurt other people physically or emotionally. From verbal to physical assault is possible. It could also entail causing damage to private property. Aggressive behavior transgresses societal norms. Relationship breakdowns may result from it. It may be overt or covert. In the correct situations, sporadic violent outbursts are typical and even natural. However, if your aggressive behavior is persistent or recurring, you should talk to your physician.

The term "aggressive behavior" refers to verbal, nonverbal, and physical actions that cause harm to another person—either directly or indirectly—while also generating unintended benefits for the aggressor. Usually, these behaviors are described using vocabulary that is common in the literature (Hunt, 2020). The pupils' body language demonstrates fury, anger, embarrassment, frustration, and other motivating emotions in all of these violent behaviors.

Aggressive behavior is defined as a reactive behavior that may be seen in a variety of contexts and permits a person to flout local laws. Academic underperformance in primary school is associated with the inability to make enough learning achievement in adolescents and young adults, according to psychological and educational studies done between 1960 and 1990. The study also shows that early underperformance issues might not be the primary cause of later-occurring educational issues. The understudies' non-verbal communication shows fierceness, outrage, shame, disappointment, and other persuading feelings in these rough ways of behaving. Forceful way of behaving is characterized as a responsive way of behaving that might be found in various settings and grants an individual to ridicule nearby regulations. Scholarly underperformance in elementary school is related with the failure to make sufficient learning accomplishment in youths and youthful grown-ups, as per mental and instructive examinations done somewhere in the range of 1960 and 1990. The concentrate likewise shows that early underperformance issues probably won't be the essential driver of later-happening instructive issues.

Causes of Aggressive Behavior

In the past, societal variables were primarily the focus of the researcher's attention as reasons of human violence. But with recent advances in science and technology, researchers are also attempting to investigate new areas, such as biological aspects. The most recent developments in laying out an association between natural factors and forcefulness are introduced in Nelson (2016's) book. Sub-atomic science, hereditary qualities, the neurological framework, 5-HT, monoamines, synapses, nitric oxide (NO), the boosts and situational factors, stress, and medication abuse are the fundamental topics of interest. Studies involving genetics, biochemistry, neuropsychology, brain imaging, and psychology are included in the book, and Conclusion: Individual biological differences cause individuals to behave in an antisocial manner depending on the context of their own environments. Understanding the root causes of your violent conduct is crucial. You can deal with it using this. Many factors can influence how you behave. These may include your physical and emotional well-being, family structure, interpersonal relationships at work, school, social or socioeconomic circumstances, personal characteristics, and experience of life (Timothy,2019).

Locus of Control

Jaffe (2008), Some people think they are powerless to change their individual situation. These people see their own hostility and operate from an external control locus. The degree to which people think the events that occur to them are caused by internal versus external sources is what Rotter refers to as "locus of control" (Cooper,2005). People will behave in accordance with their beliefs if they feel they have no influence over the events in their lives (external locus of control). Therefore, and conversely, when people feel they have control over their lives or their situations (locus of control), their behavior and actions will demonstrate this belief.

An individual's locus of control determines whether they "ascribe their failures or accomplishments to internal or external forces" (Nwankwo, 2007). The concept of locus of control describes the difference between people's expectations that a reassurance or consequence of "their behavior will depend on their own actions or personal traits" and their expectations that the reassurance or outcome will depend on chance, luck, fate, the control of strong others, or that it will simply be unexpected (Ordu in Dumbari).

Instinct theory of Aggressive

In his early works, Freud held the belief that all human behavior stems either indirectly or directly from "EROS," the survival instinct that aids in life's propagation. In this context, hostility was only seen as a reaction to the concealment of libidinal spilling over. Hence, it was anything but a vital nor programmed part of presence. After the Second World War, in example, Freud increasingly learned that, instead of the one intuition (Life sense) recently accepted, there were truly two major motivations, known as Eros and Thantos or Life and Death instincts. If not, the death urge The desire for aggressiveness, often referred to as disruptive and combative intellectual pursuits, includes taunting, satire, and criticism as demonstrated by the aggression's instincts theory. According to Freud and his collaborators, aggression is a universal instinctual drive that resembles a steam boiler and is absolutely necessary for both self-preservation and reproduction. He said that the urge for hostility might be found when we examine the need for love.

Empirical Review of Aggression and Locus of Control

Hartely (2000) carried out a research on "the relationship between locus of control and students study habits. The sample for the study consisted of 350 students" (180 boys and 170 girls). Instrument for the study habits were Rotter (1966) I-E Scale and Study Habit Inventory by Bakare (1977). To direct the study, two hypotheses and four research questions were developed. The data were analyzed using the Z-test, chi-square test, and t-test. The t-test analysis for locus of control scale gave correlation co-efficient of 0.85. Studying habits among students with interior locus of control are better than those of those with outer locus of control, according to the findings. This means that students with external locus of control are more prone to be delinquent because they do not believe in hard work. They always attribute their failure to other people, luck and environment; this is what we call "defence mechanism" in psychology. Emejuru (2001) carried out a research on selected factors (locus of control inclusive) related to junior secondary Schools students attitude to learning. The study included 489 students that were chosen at random as its sample size. To direct the investigation, two research questions and two null hypotheses were developed. The t-test and Pearson Product Moment Correlation statistical tools were utilized for the analysis. The results for the internal and exterior loci of control were 0.65 and 0.55, respectively.

METHODOLOGY

RESULTS

Research Question 1: What is the relationship between external locus of control an aggressive behaviour among secondary Schools in South East region of Nigeria?

Hypothesis 1: There is no significant relationship between external locus of control and aggressive behaviour among secondary Schools adolescents in South East region Nigeria.

Table 1: Pearson Product Moment Correlation Showing the relationship between external locus of control influence aggressive behaviour

Variables	N	Df	r	P (Sig.)	Decision
External Locus	400	398	0.53	0.00	Significant, P < 0.05
Aggressive Behaviour	400				

To answer the research question, results from Table 1. produced a correlation coefficient, 'r' of 0.53; which means there is a moderate relationship between external locus of control and aggressive behaviour. To test the hypothesis, the r of 0.53 is significant with P < 0.05. Therefore, the null hypothesis is rejected. Thus, there is a significant moderate relationship between external locus of control and aggressive behaviour among secondary School adolescents in South East

region Nigeria. This finding is in line with literature as individuals that accept they have zero influence over the conditions of their lives (outer locus of control) tend to respond aggressively to undesirable situations.

Research Question 2: What is the relationship between internal locus of control an aggressive behaviour among secondary Schools in South East region of Nigeria?

Hypothesis 2: There is no significant relationship between internal locus of control and aggressive behaviour among secondary Schools adolescents in South East region Nigeria.

Table 2: Pearson Product Moment Correlation showing the relationship between internal locus of control influence aggressive behaviour

Variables	N	Df	r	P value	Decision
Internal Locus	400	398	0.21	0.022	Significant, P < 0.05
Aggressive Behaviour	400				

To answer the research question, results from Table 2. produced a correlation coefficient, 'r' of 0.21; which means there is a low relationship between internal locus of control and aggressive behaviour. The test of hypothesis revealed that the r of 0.21 is significant (P < 0.05). Therefore, The null theory is disproved. As a result, among teenagers in secondary school, the association between internal locus of control and violent behavior is not very strong in South East region Nigeria. This finding implies individuals that persons who believe they are in control over their life or circumstances (internal locus of control) possess a low tendency to aggression.

CONCLUSION

The findings of the study revealed that there is a significant relationship between locus of control and aggressive behaviour among secondary Schools adolescents in South East region Nigeria. First, external locus had a significant moderate relationship aggressive behaviour among secondary Schools adolescents in South East region of Nigeria. While, internal locus produced a significant low relationship with aggressive behaviour among secondary School adolescents in South East region Nigeria. The study affirmed that students who possess the believe that they are in control over their life or circumstances (internal locus of control) show a low tendency to aggression, while students who exhibit external locus of control tend to respond aggressively to undesirable situations.

RECOMMENDATIONS

1. School management should strengthen students' internal locus of control (beliefs to act responsibly) through moral education and a well-planned awareness to curtail aggression among adolescents in secondary schools.
2. Classroom teachers should enforce the deliberate use of reinforcement and punishment to challenge students to take responsibility for their own actions and decisions.

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