

# Assessment of Aggression Reduction Strategies in Senior High Schools in Ghana

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**Abstract:** The goal of this research was to assess the aggression reduction strategies used in senior high schools in Ghana's Ashanti Region's Afigya Kwabre District. The study employed a correlational design. The study's population consisted of all students from the three (3) senior high schools in the Afigya Kwabre District of Ghana's Ashanti Region. The study's 120 students were chosen using a stratified sampling method. A questionnaire was used to obtain data for the study. The reliability coefficient was 0.75. The data for the study was analyzed using frequencies, percentages, Pearson correlation, and the independent samples t-test. The findings revealed that aggressive behaviour reduction strategies were implemented in schools. When students engaged in aggressive behaviour, teachers caned them. There was no significant relationship between student hostility and academic achievement. The study however, discovered a significant gender difference in student aggression. It was suggested that school administration and other stakeholders encourage teachers to maintain aggressive reduction strategies in schools. The Ghana Education Service should increase the number of housemasters and housemistresses per boarding house in boarding schools, and the government, through the ministry, should provide additional accommodation facilities for many teachers to stay on campus in order to improve monitoring of students across the country.

**Keywords:** Aggression, Assessment, Reduction, Senior High Schools, Strategies

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## 1. Introduction

Many countries around the world are dealing with the problem of aggression in schools. In July 2009, the Education Minister of the Australian state of Queensland stated that increasing level of aggressive behaviour in schools were "completely unacceptable," and that not enough was being done to resolve violent behaviour. According to the Ministry, 55,000 students were suspended in the state's schools in 2008, with nearly a third of them being for "physical misconduct" [13].

In South Australia in 2008, 175 violent attacks on students or staff were recorded. Over a two-year period from 2008 to

2009, students were fully accountable for 3,000 injuries reported by teachers [35]. In an effort to address the issue of aggression in schools, Polish Education Minister Roman Giertych launched a "zero tolerance" school reform [18]. Teachers would have the legal status of civil servants under this plan, making violent crimes against them punishable by harsher penalties. In theory, head teachers (equivalent to principals in the United States of America) will be able to send aggressive students to accomplish community service, and the parents of these students may also be fined. Teachers who fail to report violent incidents at school may face prison time. The Ghanaian media is rife with reports of aggressive acts committed by students in the country's senior high

schools. Some of these cases were covered in newspaper headlines, such as "2 Killed in Students' Riot in Salaga T. I. Ahmadiyya Senior High School in the Northern Region" (Daily Guide, July 31, 2015), and "31 Nalerigu SHS Students Arrested" (Daily Guide, August 4, 2015).

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A similar incident occurred at Karaga SHS, which resulted in the death of one student (Daily Graphic, July 31, 2015). It was also reported that 52 students of Abor SHS in the Volta Region were suspended for various acts of aggression, 14 of the students had completed serving internal suspensions while the remaining 38 students, which included 4 girls and 34 boys, were indefinitely suspended [26]. "Weapons discovered at Asanteman Secondary School involving six (6) students" [27]. "Kumasi Academy closed down after a violent clash between students and staff" (Daily Graphic, February 16, 2002) were all incidents involving student aggression.

The magnitude of students' aggressive behaviour in schools has been a cause of great concern for many administrators in the country's various educational institutions. Over the years, the Ghana Education Service has received numerous complaints about students' aggressive behaviour from teachers, headmasters, guidance and counseling coordinators, disciplinary committees, parents, and the government. These grievances and fears by stakeholders prompted the Ministry of Education, through the education service, to implement measures and directives to tackle the issue of aggression in schools, including the authority to dismiss and suspend (both internally and externally) for acts of indiscipline and gross violation of rules and regulations. Ms. Benedicta Naana Biney, Acting Director-General of the Ghana Education Service (GES), addressed the opening session of the 14th annual congress of the Ashanti Regional Students Representative Council (ARSRC) at Jamasi in the Sekyere South District on the theme: "Indiscipline is a danger to quality education and national development." She urged school heads to act firmly to enforce discipline in the schools by making sure that students' conduct conformed to the rules of acceptable moral behaviour [28]. According to Owusu-Banahene [41], student aggression in schools has existed in Ghana since the beginning of formal education by the colonial masters, the British. In order to control student behaviour and to avoid rebellious attacks on educational administrators, the British instituted various punitive or corrective measures, including corporal punishment. Unfortunately, this did not produce better results, as students continue to commit aggressive acts and other acts

of vandalism on our various campuses, making our school environments unsafe for effective teaching and learning.

### **1.1. Statement of the Problem**

The reality for many school students is rather different in light of the international mandate for safe learning environments. Many students face various forms of aggression on a daily basis at school. Aggressive behaviour in schools can have a negative impact on students' formal training experiences and their ability to make the most of the opportunities available to them in schools (Department for Children, Schools and Families, 2007; United Nations, 2005). Aggression in schools has recently emerged as a major concern. More than 150 and 80 students, respectively, were suspended indefinitely from Admen and Osei Tutu Senior High Schools in Ghana's Afigya Kwabre District for offenses ranging from fighting to hailing insults at each other, name calling, and stealing. Others who were involved in gun pulling and destruction of school property, among other things, were also removed from the schools. In his studies on aggressive behaviour of students in secondary schools, Owusu-Banahene [41] discovered that aggression was common but not alarming in schools. However, the study did not investigate the links between aggression and student academic achievement. The evidence presented above indicates that the situation requires immediate attention; therefore, it is necessary to assess the aggression reduction strategies used in senior high schools in Ghana's Afigya Kwabre District in the Ashanti Region. The specific research questions were:

- 1) What are aggression reduction strategies utilized in senior high schools?
- 2) What significant relationship exists between hostility and academic achievement of students?
- 3) What significant gender difference exists in general aggression of students?

### **1.2. Significance of the Study**

The disciplinary committees in the chosen schools are constantly confronted with the persistent display of aggressive behaviour in the schools. The study findings would help them understand the efficacious and feasible measures for dealing with adolescent aggressive behaviour in Senior High Schools. The study would also add to the Ghana Education Service's and Ministry of Education's existing body of knowledge on aggressive behaviour among students on the country's various campuses. This would then help to inform policy framework decisions and curriculum development.

## **2. Literature Review**

### **2.1. Concept of Aggression**

Aggression is broadly defined as a forceful, hostile, or attacking behaviour or disposition. This behaviour may be in response to retaliation or may occur without provocation.

Aggression can manifest itself in a variety of ways, including verbal communication by yelling at another person or physically by engaging in some form of physical violence. Direct behaviours such as hitting, kicking, biting, and pushing are examples of aggression. Teasing, bullying, spreading rumors, name-calling, or ignoring someone are all examples of indirect forms of aggression. Aggression, also known as combativeness in psychology and other social and behavioural sciences, refers to behaviour between members of the same species that is intended to cause pain or harm. Aggression is also used to describe predatory behaviour between members of one species toward members of another species. Aggression toward members of another species is common, as evidenced by the following statements: "Lions are aggressive hunters of antelopes," and "Eagles are aggressive hunters of small mammals." Individual aggression is not a new phenomenon. According to Underwood, Galen and Paquette [46], aggression is difficult to define operationally because neither an aggressor's intentions nor a victim's perceptions of harm can be directly observed. They went on to say that what is considered aggressive behaviour is heavily influenced by social judgments made by both the aggressor and the perceiver. Aggression is portrayed as an antisocial behaviour by Horan, Chory and Goodboy [31], whereas Efrati-Virtzer and Margalit [20] identify aggression as a disruptive behaviour. Because of its increasing importance, the concept of aggression has gained international recognition Abasiubong, Abiola and Udofia [1], and it is generally acknowledged in the education field because existing literature discusses its widespread use during middle childhood and adolescence [32]. According to Buss [11], aggression has the potential to lead to violence and criminal activity, and in extreme cases, it may be closely associated with psychopathy [14]. Anderson and Bushman [4] noted that human aggression is any behaviour directed toward another individual with the immediate intent to cause harm. Furthermore, the perpetrator must believe that the behaviour will cause harm to the target, and the target must be motivated to avoid the behaviour.

Aggression is as an act that injures or irritates another person [22]. It is any form of behaviour aimed at harming or injuring another living being who is motivated to avoid such treatment [7]. However, Berkowitz [9] defines it as any type of behaviour that is intended to physically or psychologically harm another person. Dollard, Doob, Miller and Mowrer [17] attempted to articulate their understanding of what constitutes aggression, implying that definitions of aggression must always take into account the perpetrator's intent to harm and the victim's motivation to avoid harm.

## 2.2. Intent to Harm

The intent to abuse a victim is one concept that most people will likely consider essential to a sufficient definition of aggression. The concept of "intention" is explicit in one influential group of psychologists' definition of aggression: "aggression is... an act whose goal response is injury to an organism" [17]. The term "goal response" implies motivation

and striving, so that aggression becomes the end result of a planned series of actions. Dollard and his colleagues specifically rule out the possibility that aggression can be the result of unintentional behaviour: "one person may injure another by sheer accident." Such actions are not aggressive because they are not goal-directed" [17]. The act must be intentional and carried out with the intent of causing harm to another. This means that unintentional harm (for example, accidentally elbowing someone in a crowded room) does not count as aggression. The emphasis on intent also outweighs the outcomes of the questioned behaviour (i.e., whether or not harm has actually occurred).

## 2.3. Expectancy Theory

Expectancy value theory has a long history, dating back to Atkinson [6], who developed the first model to explain achievement-related behaviours. He proposed that achievement is influenced by achievement motives, success expectations, and the value a task holds or brings; the latter two were more tied to a specific task, whereas the former was considered fairly stable [48]. Achievement motivation, which is relevant to performance on tasks with high standards of excellence [49], is most directly influenced by success expectations and task values, but these beliefs are influenced by a variety of other factors. Persistence, choices, and expectancies for success, influence achievement task performance, and these constructs are nested within family, school, classroom, peer, and other social group contexts. Gender, prior achievement, and psychological and cultural factors all play a role in framing these constructs and, as a result, achievement behaviours as an individual age.

Expectations for success and task values are influenced by students' levels of confidence in their abilities (perceived ability) to complete a task ("Can I do this task?"). Following that, students inquire, "Do I want to do this task?" and, finally, "Why?" [49]. The first question concerns a person's assessment of competence or perceived ability to complete a task. This affects success expectations; if a person is unsure that he can complete a task, he will not have a high expectation of success on it. Because it recognizes the importance of students' assessment of their own strengths and weaknesses, the expectancy-value theory is frequently compared here with the self-efficacy model. Nevertheless, an important distinction is that an individual considers not only his mastery at one specific skill or ability to decide his potential for success, but also the value of the task, as well as other external and internal rewards and outcomes.

## 2.4. Reduction Strategies to Students' Aggressive Acts in School

The Ministry of Education believes that school is the best place for all children and youth to learn and grow holistically. It should be a place that promotes the values of responsibility, respect, civility, academic excellence, and equity, justice, and fairness in a safe, learning, and teaching environment. The National School Code of Conduct is intended to support this

concept, and it includes principles, behavioral standards, responsibilities, student and staff expectations, school personnel roles, consequences for violations, and prevention and intervention strategies. With reference to guidelines, regulations under the Education Act, national policies, and circular memoranda, the National School Code of Conduct establishes the context and provides the framework for the development and implementation of national and school-level discipline policies.

School administrators correctly recognize that disruptive behaviour interferes with teaching, that concerns about school safety undermine academic endeavors, and that victimized children experience psychological reactions that impede learning [5]. School avoidance, diminished ability to focus on academic pursuits, internalizing psychological problems such as depression and social anxiety, fearfulness among teachers and other school personnel, increased aggression and weapon carrying in the guise of self-defense, and acceptance of violence as a reasonable form of conflict resolution are all consequences of school violence [21, 30]. Nonetheless, administrators and teachers spend the majority of their time supervising efforts to raise test scores, complying with an increasing number of mandates and regulations, and balancing their budgets [2].

As a result, a large number of school administrators are implementing ineffective "quick-fix" solutions to combat aggression in their schools, such as suspension or expulsion of large numbers of disruptive students, electronic security measures, and/or a single circumscribed psychosocial program [47]. It is widely assumed that students must be disciplined in order to be successful in school, particularly during compulsory education. Discipline is required to ensure that students follow school rules. However, using corporal punishment to discipline children may cause more harm than good. According to Gordon [25], disciplining children is harmful to their physical, emotional, and social well-being. He also mentions the prevalence of physical punishment in Dallas public schools, where an average of 2000 incidents of corporal punishment are reported each month. The Houston School District reported nearly double that figure. Gordon also mentions [43] research, which shows that between 60% and 89 percent of parents support the legal use of corporal punishment on their own children by schools.

A study was conducted on corporal punishment in two primary schools in Ghana's Greater Accra District [3]. According to the findings, the vast majority of teachers (94 to 98 percent) use corporal punishment to enforce school discipline. The findings also show that the majority of teachers at both school sites use corporal punishment on students who perform poorly in academics. This means that students with special learning disabilities who are not officially identified may be punished frequently for poor performance. Another surprising aspect of this result is that a large number of teachers from all schools express a desire to continue using corporal punishment in their classrooms. Investigations into Ghanaian care institutions and schools revealed that caregivers and teachers routinely used corporal

punishment on children. Caning, kicking, and slapping were all forms of corporal punishment. As a result of corporal punishment, some children developed a fear and dislike of their caregivers, and many others skipped school to avoid corporal punishment [39].

## 2.5. Gender Differences in Aggression

Gender differences in aggression, in particular, are one of the most widely researched topics or research areas. Although it is widely held in schools and society that men or males are more aggressive than women or females, research on the subject reveals effects that are far from straightforward. Most researchers would probably agree that men are typically more physically aggressive than women, but there are conflicting views regarding the cause of this effect, the conditions under which it occurs, and the nature of the cognitions that facilitate it. One of the most persistent theories of gender differences in aggression attributes these differences to physical differences between men and women. According to Maccoby and Jacklin [36], there is a possibility that gender differences in aggression have a genetic link. The authors base their conclusion on the findings of four lines of evidence:

- 1) That men are generally more aggressive than women in vast majority of human cultures;
- 2) That males are more aggressive than females early in life, prior to the shaping of individuals' differential socialization pressures;
- 3) That larger aggressiveness in males relative to females is found in both non-human primates and humans;
- 4) That aggression is related to gender hormones and can be influenced by administration of these substances.

This worldview has been questioned by critics who have cited studies that do not endorse the above assertions and instead emphasize the importance of differential socialization practices as the basis for male-female aggression differences. It should be noted, however, that Maccoby and Jacklin [36] do not attribute all gender differences to biological differences, but rather that the latter serve as a backdrop against which situational variables operate. The use of different forms of aggression by boys and girls, focusing on the possibility of gender differences in the various forms of aggression was investigated. Using factor analysis, they classified aggressive behaviour into direct and indirect aggression. Physical and verbal aggression are classified as direct aggression, while other forms of aggression that involve some level of social manipulation are classified as indirect aggression. They contend that while boys outnumber girls on standard measures of direct physical and verbal aggression, the gender is reversed when indirect aggression is measured. This suggests that, while boys use more physical and verbal aggression than girls, especially in conflict situations, girls use more indirect aggression.

The term "indirect aggression" has been used as a synonym for verbal aggression, whereas other researchers see it as acts of aggression without a target and others use it to differentiate harm delivered indirectly from face-to-face acts

[41]. Another study implied that girls use more relational aggression than boys, whereas boys use more overt aggression than girls [16]. They define relational aggression as "causing harm to others by interfering with their peer relationship" (p. 313).

Early studies on aggression differences between men and women appeared to show that men were dominantly more aggressive than women, a perception that was critiqued when social psychologists began to study nonovert forms of aggression [38]. Later research discovered significant gender differences in aggression types, at least in children and adolescents. Boys typically engage in aggressive behaviour that involves a direct physical and/or verbal assault (i.e., hitting and yelling), whereas girls engage in less obvious forms of aggression, such as negative gossip.

Girls' aggressive tactics, according to Owens, Shute and Slee [40], include gossip, ostracism, breaking confidences, and criticism of a victim's clothing, appearance, or personality. Victims were devastated as a result of these tactics. Retaliation, acquiring or maintaining a position in a group, gaining attention, creating excitement, alleviating boredom, and avoiding victimization were among the motivations of aggressors. This aggression was frequently triggered by jealousy over physical appearance, grades, friends, and boys [40]. Girls rate such aggression as more hurtful than boys, implying that they are more sensitive to it [23]. For example, identified mathematical skills and performance as "gendered phenomena," in that boys outperform girls at certain ages [19].

However, huge differences in mathematical ability and performance were found among both boys and girls; a closer look at the factors that might predict differential ability and performance within gender revealed that both variables were predicted by parental expectations. As a result, differences between boys and girls are likely to be exaggerated to the extent that parents form rigid ideas about the ability and performance of boys and girls and act on those ideas [19].

Males are generally thought to be more aggressive than females. Although males are more likely to engage in physical aggression or "direct" forms of aggression, females are more likely to engage in "relational aggression" or "indirect" forms of aggression, such as exclusion of others from their social group and slander [16, 15, 29, 38]. It was found that, while both males and females are more likely to engage in aggressive behaviour and commit violent crimes between the ages of 14 and 24 than at other ages, females begin two years earlier on average [42]. Further to that, the seriousness of aggression differs by gender. Males are more likely to commit more serious acts of aggression than females.

## 3. Methods

### 3.1. Research Design

The study used a correlational research design. The design is effective for investigating the relationship between

aggression measurement scores and senior high school students' academic achievement.

### 3.2. Sampling and Participants

The study's population consisted of 4460 students from three (3) senior high schools in the Afigya Kwabre District of Ghana's Ashanti Region. The district's three senior high schools were Aduman Senior High in Aduman, Osei Tutu Senior High in Tetrem, and St. Michael's Senior High in Ahenkro. The accessible population consisted of 1200 students from all three (3) schools in the district. Stratified sampling was used to select 120 students from three schools based on Gay and Airasian's (2003) recommendation that a sample size of 10% to 20% is representative of a target population. As a result, 10% of the target population amounted to 120, which was evenly distributed, i.e. 50% for males and 50% for females of the population. The number of student respondents for the study in the three schools was determined using a quota sampling procedure. Aduman Senior High, Osei Tutu, and St. Michael's Senior High Schools each had a quota of forty (40) students.

### 3.3. Instrumentation

The study relied on two data sources. The modified Buss Perry Scale of Aggression was used [11] was used. The researcher also used students' achievement test scores in English Language, Integrated Science, and Core Mathematics, which were administered by teachers in the specialized areas. All items on the scale of aggression are represented on a four-point Likert scale as follows: (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). The reliability index, specifically the Kuder-Richardson (KR20), of the three subjects' scores was 0.73.

### 3.4. Data Collection

Before collecting data, permission was obtained from school principals. Data was collected, serially numbered, and edited in a systematic manner. Items from questionnaires were then coded and packaged under different variables so that SPSS version 21 could be used. Percentages and frequencies were used in the analysis for research question 1, which sought to determine the aggression reduction strategies used in schools. The Pearson Product Moment Correlation was used to analyze the data for research question 2, which established a relationship between hostility aggression and student academic achievement. The third research question determined the gender difference in students' general aggression. At the 0.05 level of significance, the independent samples t-test was used.

### 3.5. Ethical Issues

Participants' informed consent was obtained by explaining the purpose of the study to them. The study placed a high value on respondents' anonymity. This allowed the participants to keep their identities hidden. Respondents' names and other identifying information were not collected. Concerning confidentiality, every effort was made to keep the responses of the participants

private. Participants were told that their answers would be kept private and that no one they knew would have access to the information they provided.

## 4. Results

*What are the reduction strategies of aggression utilized in*

*senior high schools?*

The purpose of this research question was to find out from respondents the reduction strategies of aggression utilized in senior high schools. Respondents were made to answer eight (8) items. A four-point Likert scale, 'always' (4), 'most of the times' (3), 'sometimes' (2), and 'never' (1) was associated with the items outlined on the questionnaire.

**Table 1.** Distribution of Results of Reduction Strategies of Aggression ( $n=120$ ).

| Statements                                                                           | Always/ Most of the time |      | Sometimes/ Never |      |
|--------------------------------------------------------------------------------------|--------------------------|------|------------------|------|
|                                                                                      | Freq                     | %    | Freq             | %    |
| Teachers cane me when I engage in aggressive act                                     | 116                      | 96.7 | 4                | 3.3  |
| Teachers criticize me in class because of my aggressive behaviour                    | 114                      | 95.0 | 6                | 5.0  |
| Teachers kick students who engage in aggressive behaviour.                           | 99                       | 82.5 | 21               | 17.5 |
| Teachers expel students from school for continuous engagement in aggressive acts     | 111                      | 92.5 | 9                | 7.5  |
| Students who display aggressive behaviours are likely to be rejected by their peers. | 112                      | 93.3 | 8                | 6.9  |
| Teachers change sitting positions of students who engage in aggressive behaviours    | 109                      | 90.0 | 11               | 9.2  |
| Teachers advise me when I engage in aggressive behaviour                             | 105                      | 87.5 | 15               | 12.5 |
| Teachers ridicule me when I engage in aggressive behaviour.                          | 100                      | 83.4 | 20               | 16.6 |

The results from Table 1 show that in sum, respondents involved in the study indicated that there were reduction strategies of aggressive behaviour in their schools. The responses of respondents are summarized under two categories as (a) always/most of the time and (b) sometimes/never.

The respondents who responded that teachers always/most of the time put in strategies to reduce aggressive behaviour in school ranged between 82.5% to 96.7%, while between 3.3% to 17.5% indicated sometimes/never. It could be observed from the study that majority of the respondents were of the opinion that teachers put in reduction strategies of aggressive behaviour in schools.

*What significant relationship exists between hostility and academic achievement of students?*

The purpose was to establish the relationship between hostility and academic achievement of students. The Pearson correlation was conducted and the result is presented in Table 2.

**Table 2.** Results of Pearson Correlation of Hostility and Academic Achievement.

|           | Academic Achievement |      |     |
|-----------|----------------------|------|-----|
|           | r                    | Sig. | n   |
| Hostility | .178                 | .058 | 120 |

Significant at  $P<0.05$  (2-tailed).

From Table 2, the result shows that hostility had low positive but not significant relationship with academic achievement ( $r=.178$ ,  $p>0.05$  (2-tailed)). Therefore, we fail to reject the null hypothesis.

*What significant gender difference exists in general aggression of students?*

The purpose was to test whether gender difference exist in general aggression of students. The independent samples t-test was conducted and the result is presented in Table 3.

**Table 3.** Independent Samples t-Test of Gender of Students and General Aggression.

| Gender of students | N  | Mean   | SD   | t     | df    | p. value |
|--------------------|----|--------|------|-------|-------|----------|
| Male               | 60 | 107.80 | 7.58 | -7.22 | 103.8 | .000     |
| Female             | 60 | 99.25  | 5.15 |       |       |          |

Significant at  $P<0.05$  (2-tailed).

The results from the independent samples t-test table shows that male students ( $M=107.80$ ,  $SD=7.58$ ) differ from female students ( $M=99.25$ ,  $SD=5.15$ ,  $t(103.8)=-7.22$ ,  $p=.000$ , (two tailed) of general aggression.

## 5. Discussion

### 5.1. Reduction Strategies of Aggression

The goal of this research question was to gain knowledge from respondents about the aggression reduction strategies used in senior high schools. The findings revealed that (a) teachers cane students who engage in aggressive behaviour, (b) teachers criticize students in class for their aggressive

behaviour, (c) teachers kick students who engage in aggressive behaviour, and (d) teachers expel students from school for continuing to engage in aggressive behaviour. The study's findings imply that strategies are put in place to reduce aggressive behaviour among students in schools. These findings corroborate [24] previous findings, which indicated in his study that measures such as caning, kicking, and slapping of students are used to reduce aggressive behavior in students. The study's findings support research findings from the United States Department of Education [USDE] [48]. According to the literature, a large number of school administrators or teachers use strategies to reduce aggression in their classrooms. These strategies include suspending or expelling a large number of disruptive students,

implementing electronic security measures, and repositioning students who engage in aggressive behaviour in classroom.

The study's findings also agree with those of Cameron [12], who discovered in his study that school authorities use a variety of strategies to reduce aggressive behavior in schools. He stated that school authorities primarily focus on the school code of conduct and security methods, suspension from school, corporal punishment such as caning, kicking, and other forms of corporal punishment, and teachers' methods of managing students' actions in class. Scott, Nelson and Liaupsin [45] investigated the link between academics and school discipline issues. Their study found that early detection and intervention for academic learning problems reduces the likelihood of students engaging in aggressive behaviour in school.

### **5.2. Relationship Between Hostility and Academic Achievement**

The study found that, while there was a low and positive relationship between student hostility and academic achievement ( $r = .178$ ,  $p > 0.05$  (2-tailed)), it was not statistically significant. This finding could be attributed to the fact that the study's participants were likely hostile to others who assisted them in their studies. This would discourage other students from assisting these hostile students, which would have a negative impact on their academic performance, explaining the low and non-significant relationship between their hostile behaviors and academic achievement. The study's findings agreed with those of Maguin and Loeber [37] who conducted a meta-analysis of naturalistic studies to determine the relationship between hostile behaviour of students and academic achievement. According to their findings, students who perform poorly in school are more likely to be hostile, more violently, and for longer periods of time.

The study's findings back up the findings of Loveland, Lounsbury, Welsh and Walter [34]. They refuted the idea that using aggression, such as hostility, has a positive outcome in the literature. According to their findings, higher levels of aggression (hostility) may have a negative impact on academic performance because it leads to absenteeism when students are unable to cope with the stressors of school life. According to Bemak and Keys [8], aggressive students consistently fail due to a lack of concentration because they are preoccupied with things other than academic pursuits. While academic performance was found to be positively related to aggression (hostility) in another study, the findings did not hold true for students who had formed a large number of friendships within the classroom [44].

### **5.3. Gender Difference in General Aggression of Students**

The study's findings revealed that there is a significant difference between male and female students in terms of aggression, particularly in schools. Male students were found to be more aggressive than female students ( $M = 107.80$ ,  $SD = 7.58$ ), while female students ( $M = 99.25$ ,  $SD = 5.15$ ,  $t(103.8) = -7.22$ ,  $p = .000$ , (two tailed). This could be

attributed to the fact that males are more exposed to aggressive scenes, such as those in violent movies, than females. The findings of the study are consistent with previous findings of Maccoby and Jacklin [36] who reported that men or males were more aggressive in our schools and society than women or females. Men were found to be more physically aggressive than women, but opinions differ on the cause of this effect, the conditions under which it occurs, and the nature of the cognitive and affective processes that mediate it. Gender differences in aggression may be due to physical differences between men and women. Maccoby and Jacklin [36] go on to speculate that gender differences in aggression may have a genetic basis.

It was also discovered that the study is entirely supported by Lagerspetz, Bjorkqvist and Peltonen [33]. It was asserted in the literature that gender differences in aggression appeared to show that men were overwhelmingly more aggressive than women, a perception that was challenged when social psychologists began to study nonovert forms of aggression. They also stated that there are significant gender differences in aggression in children and adolescents. Boys, they claim, typically engage in aggression that involves a direct physical and/or verbal assault, such as hitting and yelling, whereas girls engage in less obvious forms of aggression, such as negative gossip. According to Owens, Shute and Slee [40], aggressive behaviours among girls include gossip, ostracism, breaking confidences, and criticism of a victim's clothing, appearance, or personality.

The findings also agreed with Quinsey, Skilling, Lalumiere and Craig [42] findings that, while both males and females are more likely to engage in aggressive behavior and commit violent crimes between the ages of 14 and 24 years than at other ages, the onset for females is two years earlier on average. Furthermore, the seriousness of aggression differs by gender. Males are more likely to commit more serious acts of aggression than females.

## **6. Conclusion**

The study discovered that there are aggressive behaviour reduction strategies in their schools. Teachers were also shown to criticize students in class for their aggressive behaviour, and teachers kicked students who engaged in aggressive behaviour at school. It is possible to conclude that, while students engaged in aggressive behaviour, teachers used reduction strategies to minimize students' aggressive behaviour. Teachers use of aggressive reduction strategies in senior high schools could help maintain peaceful living among students and other staffs in schools. It could be concluded that future researches focus on the effect of student aggressive behaviour on their relationships among themselves.

## **7. Recommendations**

Aggressive behaviour reduction strategies were used in schools. As a result, I believe that school administration and other stakeholders should encourage teachers to maintain this

attitude. This would help to reduce the rate of aggressive behaviour in students' schools. As a result, they contribute to a peaceful school environment. However, some strategies used in schools by teachers and other school administrators to reduce aggression, such as kicking and caning, were deemed to be corporal punishments.

According to scholars, corporal punishment and expulsion should be discouraged among teachers due to their negative psychological effects on students. As an alternative to expulsion and various forms of corporal punishment, behaviour modification techniques should be used to manage unruly student behaviour.

The Ghana Education Service should increase the number of housemasters and housemistresses per boarding house in boarding schools, and the government, through the ministry, should provide more accommodation facilities for more teachers to stay on campus in order to improve supervision of our students across the country.

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