

BIO-PSYCHOSOCIAL DETERMINANTS OF AGGRESSIVE BEHAVIOUR AMONG PRIMARY THREE PUPILS IN IBADAN METROPOLIS

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ABSTRACT

Aggression is characterized by various maladjustment behaviours with associated negative consequences on the exhibitor and others at different magnitudes. Though literatures have unveiled various factors for these acts but there is a dearth of literature on the relative and composite contributions of bio-psychosocial variables namely, gender, personality, and parenting styles on the aggressive behaviour of pupils at lower primary school level as this was the focus of the study in Ibadan metropolis. The study adopted correlational research design of survey type. A total of 200 primary three pupils were selected through a multi-stage sampling procedure. Determinants of Aggressive Behaviours Questionnaire ($\alpha=0.81$) was used to gather data which were analyzed using descriptive and inferential statistics. Findings revealed that there is a composite relationship among gender, personality, parenting styles and aggressive behaviours among primary three pupils ($R = .37$; $F_{(3; 196)} = 10.10$; $p < 0.05$). The relative contributions show that parenting styles, of all the independent variable, had a significant contribution to the aggressive behaviours of primary pupils ($\beta = 0.35$; $t = 4.71$; $p < 0.05$) among other results. It was recommended that there is a need for awareness on parenting styles that will not encourage aggressive behaviours among the pupils.

Keywords: Parenting styles, Lower primary school in Ibadan, Personality and gender.
Pupil's aggressive behaviour

Introduction

Aggression is as old as the age of man and it cuts across all facets of life from childhood all through adulthood. It manifests in different forms, ranging from harmless distortion of the face to violent activities such as fighting, murder, and war in an interpersonal and intergroup relationship. Children blink their eyes, click their tongue and grimace to express disgust towards their fellow children. Others quarrel and fight. Inter-Intra human, nations, religious and ethnic relations are faced with destructive ideologies and propaganda, sometimes resulting in conflicts, crisis and wars. The occurrence, manifestation, and frequencies of aggressive behaviours among children caught the attention of teachers, psychologists, scholars, parents among others, and as such commit their efforts towards understanding various factors that could be responsible for such act and possibly reduce the expression for an ideal environment.

Aggression as a phenomenon among school children seems to be on the rise across the globe. All over the world, empirical pieces of evidence over the past few years show that there is an increase in aggressive behaviours among lower primary school pupils and these are exhibited at home and social gatherings. For instance, the overall prevalence of aggressive behaviour as a form of Conduct Disorder in the United States ranges from 6% to 16% for males and from 2% to 9% for females (Dawn and Marlene, 2011), more so, the World Health Organization (WHO) estimates that interpersonal violence among young people below the age of 19 years accounts for 227 deaths daily (Abdumalik et al., 2016). This has also been reported by Sydney-Agbor (2016) that aggressive behaviour is on the increase in Nigeria.

Aggression is any behaviour or action planned to inflict harm on self or another person who does not want to be harmed (Babalola, 2015). Aggression is always a purposeful act that is extreme and could lead to death. (Loeber et al, 2000). Aggressive behaviours are frequently overt and has two categories, viz; physical and non-physical aggression, the former being characterized with fighting, threats or attempts to hurt others, use of weapons, cruelty toward animals, fire setting, intentional destruction of property, and vandalism while the latter is associated with verbal saying hurtful things to another individual, attempting to hurt an individual in a non-verbal manner and hitting of object (Mitrofanet al., 2014).

Aggression as an anti-social behaviour is characterized by various maladjustment behaviours of different forms with associated great negative consequences on the exhibitor, the sufferer, peers, family, and society at different magnitudes. If this is not properly understood and managed and treated, its prevalence will give birth to undesired short and long effects such as poor academic performance, socio-economic problems, political crisis, civil unrest, intra and inter-tribal cum religious crisis, destruction of properties, and integrity of fellow being and other psychological factors among others. Aggression is believed by relevant stakeholders to be undesired and a non-socially acceptable form of behaviour characterized by violent conduct with adverse effects for all involved. Zirpoli, (2014) opines that aggression is a serious aberrant behaviour with a consequence for both the student and those in his or her environment. Aggression, as an anti-social behaviour should not be encouraged in children in school, church, at home and

other social gatherings as it can be harmful not only to the exhibitor but also to others around him.

In Primary schools where children form a large proportion of the population, aggression among the pupils is a concern to school authorities and other stakeholders because it undermines the achievement of educational objectives. Not only that the pupils are still at the stage of life where their behaviour can be moulded. For example, the display of aggression by pupils during teaching and learning processes will obstruct the flow of the lesson as the teachers will have to stop teaching repeatedly in order to attend to issues arising from the aggressive behaviour. Such consistent stoppage and obstruction could reduce the quality teaching learning processes and content coverage which may have a negative effect on academic achievement. Teachers as well are often pushed to the wall to adopt authoritarian and coercive classroom management and practices as the last resort to curtailing the further manifestation of aggressive and other deviant (Hamre & Pianta, 2001). It goes to submit then that it is a difficult task to teach aggressive pupils. Little wonder that (Ramirez, 2012) posited that teaching aggressive pupils is one of the greatest challenges any teacher will face. Aggression generally inhibits the achievement of educational aim, goal and objectives. Tremblay (2002) also posits that approximately 4% of children with increased rate of physical aggression from early childhood to late adolescence are at high risk of inflicting injuries to themselves and those around them, high risk of dwindling academic performance, substance abuse, depression, child abuse, suicide and associated mental health problems.

Since aggression is not a specific personality, gender, age, race, culture, status phenomenon in humans, it is thus considered to be rooted in multiple factors including political, socioeconomic, cultural, neurobiological, and psychological (WHO, 2007). Immediate family members, friends, and members of the society at large get frustrated with this anti-social behaviour most especially when the actors refuse to acknowledge and do not show remorse or guilt over their actions. Children as well experience frustrating situations as a result of failed attempts to achieve a defined goal(s) or objective(s), inability to access or satisfying some basic needs of life. These needs are essential components of life ranging from physiological needs to self-satisfaction. People react differently when frustration sets in as a result of their inability to achieve their set goal to satisfy their needs (Kolo & Yaroson, 2004). A typical reaction to frustration by many children of primary school age is aggression.

Although, aggression is viewed to have survival value. Aggression can mobilize psychological resources for corrective action. Ofole and Ofole, (2018) opined that aggression is an instinctive response inherent in all animals, including humans, and that it is necessary for, or at least contributes to, survival. It is worthy of note that there is no consensus on what aggression is but an established uniformity in its purpose as a deliberate act intended to cause harm to another person physically or psychologically” (Babalola, 2015). Thus, the phenomenon is prevalent and ubiquitous among lower primary school pupils and can be classified into physical and verbal aggression, anger, and hostility (Onukwufor, 2013). In the same vein, Aluede (2011) stated that violence in schools was an issue that had become more prominent in the last few years, as news

articles about violent deeds within the school setting increased and has become an issue of concern among stakeholders in education, essentially because a school is an institution designed for teaching and learning. Without missing words, effective teaching and learning can only take place in an ideal and conducive environment devoid of intimidation, harassment, insecurity and fear. The manifestations of aggressive behaviours have considerable effects on the aggressors, their victims, the school, family communities, educational system and the society at large. It affects the overall development of the individual by affecting their mental health, academic achievement and growth, psychosocial functioning and adjustment among others. More importantly, children are believed to be future of the nation, but aggression could inhibit them from functioning properly in adulthood. It is therefore imperative to carry out comprehensive research on possible factors that could encourage incessant aggression among pupils at foundation stage of their education.

A variety of multidimensional factors have been attributed as the root causes of aggressive behaviour, because of its complicated nature. These include gender, personality and parenting styles factors. Gender has been identified and discussed in literatures to have influence on the development of antisocial behaviour in children (Ikediashi&Akande, 2015). It is established that boys by their very nature exhibit more physical aggression while antisocial behaviour in girls is more subtle, indirect and relational involving harmful manipulation of others. Besides, there is more involvement of boys than girls in such antisocial behaviours as stealing, fighting and violence, more girls than boys participate in such antisocial behaviours like bullying, verbal aggression among others.

Aggressive behaviours could be linked to sex hormones which researchers have described to be a learned behaviour as well. Meanwhile, aggressive behaviours are linked to sex hormones which is responsible for such act higher in male at childhood stage than female. The findings obtained from different studies on possible influence of gender on social problems are not consistent. There are some evidences on the specific impact of gender on relationship between aggressive behaviour problems. Geolge (2012) opines that boys were more eager to demonstrate such antisocial behaviour as aggression which often affect their school obligations, social-emotional skills, and school achievements.

Personality variables are also considered as one of the possible predictors of aggressive behaviour as explained using the five-factor model. It is a prominent theory of personality dimensions which is useful in analyzing the relationship between personality and aggressive behavior (Jensen-Campbell &Graziano, 2001; Miller et al., 2003,). The major personality dimensions in the five-factor model are Neuroticism, Extraversion, Conscientiousness, Agreeableness, and Openness to Experience. Various Researches on aggressive behavior have been carried to examine the influences of a variety of specific personality variables (trait aggressiveness, trait anger, Type A personality) without reference to these major dimensions of five-factor model. More recently, however, a few researchers (Gleason et al, 2004) established the relationship between aggression and dimensions of personality using the five-factor model. The Neuroticism and

agreeableness dimensions appear to be particularly associated with aggression (Miller et al., 2003; Gleason et al., 2004).

An important social variable is parenting styles which is always demonstrated and exercised by parents at home. Family is regarded as a socio group, a unit within which everyone's life is guided by culturally prescribed rights and obligations (Babarinde, 2012). Being the first and most significant agent of socialization, its deficiencies will definitely reflect in the lives of the products of such family and such behaviours as aggression if not checked are carried into adolescence and adulthood (Sydney-Agbor, 2016). Parenting style is the control which parents exercise over their children (Ugoji and Okoh, 2015). Thus, Pence and Nsamenang (2012) submit that in Africa traditional setting, the view about child is holistic through effective and purposeful practices beginning from home to neighbourhood and community hood. Child raising and upbringing is communalistic in nature owing to astute roles played by the members of the community producing a functional and ideal man (Okpako, 2004).

Parenting styles are categorized under four major forms: the authoritarian, the authoritative or democratic, and the permissive or laissez-faire or self-indulgence or un-involving (Baumrind, 1991). The authoritarian parenting style generally possesses strict, harsh elements (Ang. and Groh, 2006). Meanwhile permissive or laissez-faire parents impose few restrictions, rules or limits on their children (Okorodudu, 2003). However, there is no consensus concerning the role parenting styles play on children's aggressive behaviours. Calvete et al, (2014); Llorca-Mestre et al, (2017) aptly point that interpersonal relationship between the parents and their children is an important predictor of aggression and as such those who have good relationships with their parents will not be susceptible aggressive behaviours (Calvete et al, 2014).

It is important to note that if aggressive behaviour is not controlled among children, it will have negative effect on personal, psycho- social well-being of an individual and the society at large. Since the stories of human violence to fellow man and other natures are endless which implies the continuous manifestation of aggressive behaviours among children and human beings generally, it thus requires timely and holistic management approaches to curtailing the effects of these antisocial behaviours. It is therefore expedient to look at how those factors such as gender, personality and parenting styles contribute to aggressive behaviours among primary three pupils in Ibadan Metropolis. Since aggressive behaviours and its prevalence with implications have been identified by various scholars, it is expedient to therefore look into the contributions of various factors like gender, personality and parenting styles to this anti-social behaviour. This has spurred the research to set out to investigate the relationship and contributions of gender, personality traits and parenting styles to the aggressive behaviour of primary three pupils.

Theoretical background

Social Learning Theory of aggression

Social learning theory, proposed by Albert Bandura, can be used to explain aggressive behaviour. Theory of social learning spans the gap between behaviourism and cognitivism. Social learning theory incorporates the idea of behaviour reinforcement from

the former, and cognitive processes such as attention, motivation and memory from the latter (Wheeler, 2021). He explained that children learn in social environments by observing and then imitating the behaviour of others. In essence, he believed that learning could not be fully explained simply through reinforcement, but that the presence of others was also an influence. He noticed that the consequences of an observed behaviour often determined whether or not children adopted the behaviour themselves. From his research Bandura formulated four principles of social learning which include:

Attention: Attention involves concentration on the model as he or she shows the behaviour. We cannot learn if we are not focused on the task. If we see something as being novel or different in some way, we are more likely to make it the focus of their attention. Social contexts help to reinforce these perceptions.

Retention: Retention involves remembering or preserving the behaviour of the model in memory. We learn by internalizing information in our memories. We recall that information later when we are required to respond to a situation that is similar to the situation within which we first learned the information.

Reproduction: We reproduce previously learned information (behavior, skills, knowledge) when required. However, practice through mental and physical rehearsal often improves our responses. Reproduction involves copying the behaviour if a person believes that they are capable of carrying out the behaviour which they have observed and that they are likely to achieve the desired result, then the aggressive act is more likely to be imitated.

Motivation: Motivation refers to having a good reason for imitating the behaviour. We need to be motivated to do anything. Often that motivation originates from our observation of someone else being rewarded or punished for something they have done or said. This usually motivates us later to do, or avoid doing, the same thing.

According to the social learning theory, aggressive behaviour can be learned by observing and imitating the aggressive behaviour of other people who are rewarded for the behaviour (Bandura, 1973). The theory is relevant to this study as children tend to observe, imitate and reproduce the type of behaviour exposed to at home by their parents. Hence parenting styles are the potent force to influence aggressive behaviours among children.

Research questions

The following research questions were raised to guide this study:

1. What is the level of aggression exhibited by male and female primary three pupils in Ibadan metropolis?
2. What is the composite contribution of gender, personality, and parenting styles to aggressive behaviours of primary three pupils?
3. What is the relative contribution of each independent variable (gender, personality and parenting styles) to aggressive behaviours among primary three pupils?

Hypotheses

The following null hypotheses were generated for the study:

Ho1 There is no significant difference in aggressive behaviours of male and female primary three pupils.

Ho2 There is no significant difference among pupils with different personalities in their aggressive behaviours.

Ho3 There is no significant relationship between parenting styles and aggressive behaviours of primary three pupils

Methodology

Research design

The research design for this study is correlation survey research design. The correlation survey is carried out when comparing two variables in order to establish the relationship between them (Salami and Isah, 2017). The population for this study is made up of all primary three school pupils in Ibadan Metropolis, Oyo State, Nigeria. The selection of this class is stemmed on the fact it is the last stage of lower primary school and there is need to identify those destructive acts and their management to prevent further manifestations and consequences when they transit to upper primary classes.

This study made use of multi-stage approach to select the sample. Purposive sampling technique was used to select five Local Government Areas (LGAs) in Ibadan Metropolis because the population is considered to be high and heterogeneous hence, increase in social interaction. Simple random sampling was used to select two primary school from each LGA totaling ten. Also, total enumeration was used to select all pupils in Primary III. Average of 20 pupils were selected from each of the class, which gave average of 40 pupils who participated from each LGA and the total sample of the study was 200 Primary III pupils selected across Ibadan metropolis, Oyo State.

The instrument, Determinants of Aggressive Behaviours Questionnaire (DABQ). This instrument was adapted to answer formulated research questions and stated hypotheses. It is divided into four sections. Section A: covers demographic information of the respondents such as gender, class and school type. Section B consists of a three-point Likert scale of Yes, No and I don't know on aggressive behaviour dimensions (physical and verbal) which were adapted from the Puss and Berry children aggression questionnaire designed in 1992. Section C covers personality traits with a three-point Likert scale of two dimensions of personality traits (agreeableness and neuroticism) and Section D covers a three-point Likert scale of four dimensions of parenting styles (authoritarian, authoritative, permissive, and neglectful). Cronbach-alpha test of the Statistical Package for Social Sciences was used to determine the reliability and the coefficient obtained was 0.81 Data collected were analyzed using descriptive statistics, t-test, ANOVA, Pearson Product-moment correlation, and multiple regression.

Result

Demographic information

Table 1

Gender Distribution of Pupils

Gender	Frequency	Percent %
Male	91	45.5
Female	109	54.5

Total	200	100.0
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Table 1. Shows the gender of primary three pupils out of which 109 (54.5) of the pupils were female while 91 (45.5) of the pupils were male. This implies that females are fully represented in the study with 54.5%.

SECTION B: Answer to research questions and hypotheses.

Research question 1: What is the level of aggression exhibited by male and female lower primary school pupils in Ibadan metropolis?

Table 2.

Summary of cross tabulation showing the level of aggressive behaviour exhibited by male and female primary school pupils in Ibadan metropolis

SN	ITEMS	Male (N)	Male (Mean score)	Female (N)	Female (Mean score)
1	I can fight people to protect myself	91	2.545	109	2.431
2	I use to break things e.g break window glass, plates, cups out of anger	91	2.747	109	2.771
3	I can slap anybody that makes me angry	91	2.550	109	2.569
4	I hit objects and anybody around me when I cannot get what I want	91	2.725	109	2.532
5	I can beat people to get what I want	91	2.780	109	2.670
6	I use to throw stones and any other objects to cars, windows when my parents beat me	91	2.802	109	2.844
7	Any time I cannot get what I want I shout	91	2.462	109	2.624
8	I used to shout at people that come around me when I am working	91	2.330	109	2.514
9	I talk back any time my teacher beats me	91	2.758	109	2.688
10	I can abuse my teacher when he/she is not there	91	2.912	109	2.862
11	I talk back any time my parent beat me though I will not let them hear nor see me	91	2.802	109	2.697
Weighted average			2.674		2.655

Table 2. shows that the level of aggressive behaviours is higher among primary three male pupils with weighted average of 2.67 compared to primary three female pupils with 2.66. The table presents the mean values of responses to reflect level of aggressive

behaviours exhibited by male and female primary three pupils as follows: For instance, they agreed that they can abuse their teacher when the teacher is not around (Male=2.91, female=2.86); used to throw stones or any other objects to cars, windows when their parents beat them (Female=2.84, Male=2.80); talk back any time their parent beat me though they will not let them hear nor see them (Male=2.80, Female=2.70); can beat people to get what they want (Male=2.78, Female=2.67); used to break things e.g break window glass, plates, cups out of anger (Female=2.77, Male=2.74); talk back anytime their teacher beats me (Male=2.76, Female=2.69); hit objects on anybody around them when they cannot get what they want (Male=2.73, Female=2.53); shout anytime they cannot get what they wantt (Female=2.62, Male=2.46); can slap anybody that makes them angry (Female=2.57, Male=2.55); can fight people to protect themselves (Male=2.55, Female=2.43); used to shout at people that come around them when they are working (Female=2.51, Male=2.33).

Research question 2: What is the composite contribution of gender, personality and parenting styles to aggressive behaviours among primary three pupils?

Table 3. Summary of multiple regression showing the composite contribution of gender, personality and parenting styles to aggressive behaviours among primary three pupils

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	207.128	3	69.043	10.099	.000 ^b
	Residual	1339.992	196	6.837		
	Total	1547.120	199			
		R = .366	R ² = .134		Adjusted R ² = .121	
a. Dependent Variable: Aggressive behaviours						
b. Predictors: (Constant), parenting styles, gender, personality						

Table 3. Shows that there is a composite relationship between the independent variables (gender, personality and parenting styles) and the aggressive behaviours among primary three pupils ($R = 0.37$). The coefficient of determination is 0.12 (Adjusted $R^2 = 0.12$), which implies that the independent variables (gender, personality and parenting styles) accounted for 12.0% of the total variance in the aggressive behaviours of primary three pupils. This composite contribution is shown to be significant ($F_{(3; 196)} = 10.10$; $p < 0.05$). Therefore, the composite contribution of the independent variables to aggressive behaviours is significant.

Research question 3: What is the relative contribution of each of independent variable (gender, personality and parenting styles) to aggressive behaviours among lower primary school pupils?

Table 4.

Summary of multiple regression showing the relative contribution of gender, personality and parenting styles to aggressive behaviours among primary three pupils

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.262	3.295		4.328	.000
	Personality	.048	.111	.032	.434	.665
	Gender	-.099	.372	-.018	-.266	.790
	Parenting styles	.228	.048	.349	4.710	.000

a. Dependent Variable: Aggressive behaviours

Table 4 shows that parenting styles has a significant contribution to the aggressive behaviours of primary pupils ($\beta = 0.35$; $t = 4.71$; $p < 0.05$). However, personality does not have significant contribution to aggressive behaviours ($\beta = 0.03$; $t = 0.43$; $p > 0.05$) so also is gender ($\beta = -0.02$; $t = -0.27$; $p > 0.05$) has no significant contribution to aggressive behaviours of pupils.

SECTION C: Hypotheses-testing

Ho1 There is no significant difference in aggressive behaviours of primary three male and female pupils.

Table 5.

Summary of t-test statistics showing the significant difference in aggressive behaviours of male and female pupils

Variables	Gender of the pupils	N	Mean	Std. Dev	T	df	Sig.	Remarks
Aggressive behaviours	Male	91	29.714	2.53546	.436	198	.623	Not significant
	Female	109	29.541	2.99237				

Table 5. shows that there is no significant difference in aggressive behaviours of primary three male and female pupils ($t = .436$; $df = 198$; $p > 0.05$). Though male primary three pupils have higher aggressive behaviours (mean = 29.71) than their female counterparts (mean = 29.54) but the difference is shown not to be significant.

Ho2 There is no significant difference among pupils with different personalities in their aggressive behaviours.

Table 6.

Summary of t-test statistics showing the significant difference among pupils with different personalities in their aggressive behaviours

Variables	Personality	N	Mean	Std. D.	T	Df	Sig	Remarks
Aggressive behavior	Agreeableness	182	29.76	2.6746	2.344	198	0.01	Significant
	Neuroticism	18	28.16	3.5188				

Table 6 shows that there is a significant difference among pupils with different personalities in their aggressive behaviours ($t = 2.34$; $df = 198$; $p < 0.05$). The mean values show that pupils with agreeableness (29.76) have higher aggressive behaviour than those who are neuroticism (29.17).

Ho3 There is no significant relationship between parenting styles and aggressive behaviours of primary three school pupils

Table 7.

Summary of PPMC showing the relationship between parenting styles and aggressive behaviours of primary three school pupils

	N	Mean	Std. Deviation	R	Sig.	Remarks
Aggressive behaviours	200	29.620	2.78827	.364**	.000	Sig
parenting styles	200	62.260	4.27831			

Table 7 shows that there is a significant relationship between parenting styles and aggressive behaviours of primary three pupils ($r = .364^{**}$; $p < 0.05$). Therefore, the hypothesis is rejected.

Discussion of findings

The first research question sought to establish the level of aggressive behaviours exhibited by male and female lower primary school pupils. Thus, the findings showed that there is high level of aggressive behaviours among primary three pupils. Male pupils also likely to be more aggressive than their female counterpart. The high level of aggressive behaviours among pupils could be attributed to several factors such as genetic make-up (hormones), unfavourable and hostile home and school environment, influence of social media among others. Particularly, the high level of these behaviours among male pupils could be as a result of the bio-chemistry composition. The fact that these behaviours are high among pupils corroborates study of Dawn and Marlene (2011) that overall prevalence of aggressive behaviour as a form of Conduct Disorder ranges from 6% to 16% for males and from 2% to 9% for females. Also, Onkwufor (2013) and Babalola (2021) established that prevalence of physical aggression and verbal aggressions were higher among males than females. However, Fabia and Andreu, (2010) found gender difference on anger showed the higher level of anger among women than men. other scholars have found no evidence that male and female differ in their experience of anger such as (Lively & Powell, 2006; Shelds, 2007; Dutton & Tsai, 2007).

Research question two sought to find out the composite contribution of gender, personality and parenting styles. Thus, the findings of this revealed that there is composite contribution of gender, personality and parenting styles to aggressive behaviours among primary three pupils. This implies that gender, personality and parenting styles when combined together predict or contribute to aggressive behaviours of primary three pupils. This could be as a result of genetic composition of these pupils especially testosterone and amygdala that present in individuals have been attributed to

predict aggressive behaviours in literatures. Also, their exposure to an environment (home, school, society at large) could promote and spur the manifestations of these behaviours. Although, there is dearth of literature to establish the composite contributions of these predictor variables to aggressive behaviours. However, Peter and Boman, 2003; found a significant relationship between gender differences and anger. Masud et al., (2019) finding also showed that there is a direct association between parenting style and aggressive behaviours.

The third research question sought to establish the relative contributions of gender, personality and parenting styles to aggressive behaviours among primary pupils. Findings from research question five shows that parenting styles has the highest significant contribution to the aggressive behaviours of primary pupils. This could be attributed to the parenting styles adopted by parents which more often than not have high level of demandingness and total control of childrens' lives which limit their freedom. The manner and severity of corporal discipline adopted by parents to correct wrongs of children could also be said to be responsible for aggressive behaviours among pupils. This is line with the study of Hesari and Hejazi 2011; Masud et al., (2019) and Babalola (2021) studies which showed that there is a direct association between parenting style and aggressive behaviours.

More so, the finding revealed that personality do not contribute to aggressive behaviours. Thus, could be as a result of the fact that the level of agreeableness among pupils is higher than those characterized with neuroticism. This corroborates the study of Sharpe and Desai (2001); Jones et al (2011) that showed connections among neuroticism, agreeableness, conscientiousness, and impulsiveness with aggressive behaviours. Furthermore, the study of Amadi et al (2015) showed that personality traits were significant to the development of aggressive behaviour among secondary school adolescents. Baron et al. (2011) also submitted that the personality which makes up an individual is a major factor that contributes to level of aggressive behaviours in individuals. While some individuals rarely lose their tempers or engage in aggressive actions, others seem to be forever losing it. However, the findings of Hassan and Eldous (2020) showed no significant correlation between aggression and personality traits. Also, the outcome of this study established that gender has no significant contribution to aggressive behaviours of pupils. This could be as a result of discipline these pupils are exposed to at home and in school which could limit the manifestations of these anti-social behaviours across gender. This is against the finding of Agboola (2011) with position that aggressive behaviours could be linked to sex hormones. So also, Geolge, (2012); Mobarake (2015); Denson et al (2018) affirmed that gender contributed to aggressive behaviours among pupils

Hypothesis one was to find if there is no significant difference in aggressive behaviours of primary three male and female pupils. The finding was that there is no significant difference in aggressive behaviours of primary three male and female pupils. This could be as a result of variation in number of participants within group and close estimated mean and standard deviation. Meanwhile, male primary three pupils have higher aggressive behaviours than their female counterparts. This finding of this study corroborates the findings of Tenibiaje and Tenibiaje (2015) that there is no significant difference between male students (35.2703) and female students (35.3801) on violent

behaviour. However, the findings of Muhammad et al (2018) shows that there is a statistically significant difference between male and female on physical aggression among students. Thus, male students were found to be more physically aggressive than female students. This agrees with Onukwufor (2013) that men are more aggressive physically than women and that boys and men are more physically and verbally aggressive than girls and women that boys are more physically active and aggressive than girls. The reason for this result may be due to girl's awareness that they are weaker sex and the need to avoid physical aggression for their safety. The finding of present study also negates Fabia and Andreu (2010); Onukwufor, (2013) empirical evidences that there is a gender difference aggressive behaviour of male and female students.

The second hypothesis sought to establish if there is a significant difference among pupils with different personalities in their aggressive behaviours. The finding was that there is a significant difference among pupils with different personalities as the mean values show that pupils with agreeableness has a mean score higher than those with neuroticism. This could be as a result of the fact that majority of the pupils are characterized with agreeableness personality traits. Thus, this corroborates the findings of Tenibiaje and Tenibiaje (2015) which showed that there is significant difference among students with different personalities in their violent behaviours. This is also in line with the findings of Amadi et al (2015) which showed significant difference in extraversion and neuroticism personality traits among secondary school adolescents with aggressive behaviours.

Hypothesis three was to establish if there is significant relationship between parenting styles and aggressive behaviours of primary three pupils. The finding was that there is significant relationship between parenting styles and aggressive behaviours among primary three pupils. This could be attributed to non-friendly child approaches parents adopt at homes to correct the anomalies of children as well as poor parent-child relationship. This corroborates the findings of Miller et al (2009); Hoskins (2014); Masud et al., (2019); which found that parenting style is significantly related to aggressive behaviours in children. However, it negates the finding of Azimi et al. (2012); Servatyari et al. (2018); Chan et al. (2018); Martínez et al. (2019) Gao et al. (2015); Muñoz et al. (2017)) which affirmed that there was negative relationship between parenting style and children's aggressive behaviours.

Conclusion

Manifestation of aggressive behaviours by lower primary school pupils has been traced to parenting styles while personality and gender were not predictors. Thus, it was revealed that there is composite contributions of these factors to aggressive behaviours but relatively, parenting style was found to predict the aggressive behaviours among primary three pupils. Since, the prevalence and consequences of these acts have been established, it is imperative for all relevant stakeholders to join hands together to prevent further manifestations of these behaviours for a better and constructive society to live in.

Recommendations

- With the fact that there is joint contributions of gender, personality and parenting styles to aggressive behaviours of primary three pupils, all stakeholders especially teachers and parents should ensure proper management of these behaviours.
- Attention should be given to male primary school pupils so as to reduce prevalence of aggressive behaviours
- There is need for awareness on parenting styles that will not encourage aggressive behaviours among the pupils.
- Parents and teachers should be exposed to child-centred and child-friendly power interaction so as to reduce aggressive behaviours among pupils.

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