INCIDENCE OF AGGRESSIVE BEHAVIOURS AMONG HEARING-IMPAIRED STUDENTS AS EXPRESSED BY TEACHERS IN KWARA AND OYO STATES, NIGERIA

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ABSTRACT

Previous studies have shown that there is a rise in the incidences of aggressive behaviours among hearing-impaired students in the schools. Reasons are many and this has become worrisome to stakeholders, individuals, school authorities and society at large. Therefore, this paper was written to investigate the incidence of aggressive behaviours among hearing-impaired students as expressed by teachers in Kwara and Oyo States, Nigeria. The study also examined the influence of gender, age, qualification, type of school and state on the incidence of aggressive behaviours among hearing-impaired students. A descriptive research design of survey type was adopted for this study. An adapted instrument titled "Incidence of Aggressive Behaviours Scale" (IABS) by Ojewola (2008) was used to collect data from one hundred and sixty respondents who were selected through two-stage sampling procedures, only one hundred and fifty four questionnaire forms were filled properly. Six research questions were raised while five null hypotheses were formulated and tested using t-test and ANOVA at 0.05 alpha level of significant. The findings of the study showed that 75

percent of the teachers' responses indicated that aggressive behaviours are common among hearing-impaired students in Kwara and Oyo States. It was also found that there were no significant differences on the expression of teachers on the incidence of aggressive behaviours among hearing-impaired students on the basis of gender and age, while there were significant differences in the expression of respondents on the incidence of aggressive behaviours among hearing-impaired students on the basis of qualification, type of school and state. Based on the findings, recommendations were made that identified aggressive students should be referred to Counsellors for counsel. States and schools where aggressive behaviours among hearing-impaired students were found should employ more counsellors to provide specialized services to students in order to address the problems.

Key words: *Incidence, Aggression, Aggressive Behaviours, Hearing-Impairment*

Background to the Study

It is common nowadays to see students of different backgrounds and ages manifesting aggressive behaviours in different forms such as verbal abuse, physical assaults, violence and bullying, unjustified attacks on people and destruction of properties. Students with hearing impairment are not immune to displaying aggressive behaviours in schools. These students with hearing impairment are students whose hearing systems are totally faulty (Deaf) and cannot communicate orally except through sign language. People with aggressive behaviours tend to be irritable, impulsive and restless. Aggressive behaviours are exhibited intentionally, meaning that they are done on purpose and as such they violate social norms and often cause a breakdown in relationships especially in schools (Krucik, 2013).

Aggressive behaviours of hearing-impaired students are sources of great concern to teachers, counsellors, parents and school authorities because it has great impacts on the academic performance of these students. This calls for more proactive approaches to ensure that such aggressive behaviours among hearing-impaired students are addressed. Hearing-impairment might have caused many problems in the total development of a child. Hearing-impaired students may have deficiencies in social and communication skills which are fundamental to enjoying good interactions with one another. This is because

the speaking and listening skills may not have been explored to its fullest by the hearing-impaired students.

Available studies revealed gaps created by previous researchers in this area of study which measure either one aspect or the other of the variables under study or entirely different respondents or environment may be totally different. For instance, Ojo (2015) examined the causes and prevalence of antisocial behaviour among students with hearing-impairment in Ibadan, Nigeria. The study found that antisocial behaviours among these students were caused by media influence, vulgar language from teachers, lack of counsellors in the schools, ineffective administration of schools, peer influence, excessive corporal punishment, lack of external supervision, broken home and lack of parental care. It also found that the students exhibited the following antisocial behaviours: Examination malpractices, lateness, abortion, stealing, rape, cultism and rudeness respectively.

Also, Obikeze and Obi (2015) conducted a study on prevalence and incidence of aggressive behaviours among adolescents in senior secondary schools in Anambra State, Nigeria. The study found that secondary school students frequently manifested the following forms of aggression such as, physical harm, bullying, threatening, beating, knife attack, slap, ping others, hitting, gun pointing, shouting, use of abusive language, sexual abuse, taking another person's belonging, knocking the head of others and snatching things from others. Similarly, Babaroglu (2016) conducted a study on aggressive behaviours in children with and without hearing-impairment between 10 - 17 years in Turkey. The study found that children with hearing impairment showed more physical aggressive behaviours compared to their hearing peers. Also, children with hearing –impairment showed more indirect aggressive behaviours compared to their peers with no hearing-impairment. The study also found that children with hearing-impairment showed less hostile behaviours compared to hearing children until 14 years of age. In trying to address these problems, the place of the teachers in school becomes very important because they spend more time with the students in school and know and see them exhibit these unwanted behaviours.

Therefore, the teachers need to be competent, use sign language to teach, observe the students, and correct the maladaptive behaviours of the students. One of the roles of the teachers is to identify the incidence of aggressive behaviours and then refer them to the school counsellors who will assist them

reduce the behaviours. Therefore, it is very pertinent to get the responses of the teachers who interact with the hearing-impaired students in the classrooms to express themselves on the incidence of aggressive behaviour of these students in Kwara and Oyo States, Nigeria. The following research questions were posed to guide the conduct of the study. These include:

1. What percentage of teachers' responses shows that aggressive behaviours are common in Kwara and Oyo States?

2. What is the difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers on the basis of gender, age, qualification, type of school and state?

Based on the research questions raised, the following hypotheses were generated to guide the study. There are no significant differences in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on gender, age, qualification, type of school and state.

Methodology

The study adopted a descriptive survey design. The population of this study consisted of all 250 teachers in special schools who are teaching hearing-impaired students at Primary schools, Secondary Schools and tertiary institutions in Kwara and Oyo States. The choice primary, secondary and tertiary institution teachers were because the students are special students with very few specialized teachers teaching them. For the target population, Research advisor (2006) recommended 152, but 160 teachers were chosen to cater for attrition. One hundred and sixty questionnaire forms were distributed but 154 questionnaire forms were properly filled and returned. The following schools were sampled: Kwara State School for Special Needs, Ilorin, Federation of Muslim Women Association of Nigeria (FOMWAN) School, Baboko, Ilorin, Iman Primary School, Opp. Yidi-Ground, Ilorin, and University of Ilorin. Also in Oyo State, Ibadan School for the Deaf, Ijokodo, Ijokodo High School, Ibadan and Methodist Grammar School, Bodija, Ibadan and Federal College of Education (Special), Oyo, Oyo State. The choice of these schools became obvious due to the fact that these are the schools where teachers of these hearing-impaired students exhibiting such behaviours could be found.

Purposive sampling procedure was used at stage one to select 160 special teachers from these schools (2 from FOMWAN; 2 from Iman Primary school, 36 from KSSSN, Ilorn; 21 from Ibadan School for the Deaf; 24 from Ijokodo High

School; 25 from Methodist Grammar School, Bodija; 22 from FCE (Special) and 22 from University of Ilorin) and Stratified sampling procedure was also used to stratify for gender, age, qualification, years of teaching experience, school type and state.

The researchers used an adapted questionnaire of Ojewola's (2008) for data collection tagged "Aggressive Behaviour Assessment Scale Questionnaire" (ABASQ). Sections of the questionnaire that were amended include the title (Incidence of Aggressive Behaviour Scale). This is in line with the title of this paper. It was reduced from 30 to 20 items. Because the instrument was an adapted one, it was pilot tested by administering 20 copies of the instrument (IABS) twice to the teachers at Nana Isha Primary, Secondary and College, Ilorin who did not participate in the actual study; it was repeated after an interval of four weeks. Face and content validity were established for the instrument. Five experts from the Departments of Counsellor Education, University of Ilorin, Ilorin, Nigeria, assisted the researchers to validate the instrument. All the necessary corrections were effected and the instrument was adjudged valid for use. The coefficient value was 0.82. Permission was sought from the headmasters/headmistress, Principals and each of the Heads of Departments in both Federal College of Education (Special), Oyo and University of Ilorin, Ilorin. The instrument was administered on the teachers and was collected immediately. Out of 160 copies that administered to the respondents, 154 copies were properly filled and collated.

First, demographic section was scored using frequency counts while the other section was scored using five point's likert type rating scale of response which had 5, 4, 3, 2, 1. Very often of them (VOT) is 5points, often of them (OT) is 4points, hardly of them (HT) is 3points, very hardly of them (VHT) is 2points and never true of them (NTT) is 1 point respectively. Since the possible highest point is 5.00 and the possible lowest point is 1.00, thus, 5+1=6. The mid-point 6/2=3.00. Therefore, if any respondent scored between 5.00 and 3.00 mean score, it meant the students were considered to have displayed aggressive behaviours, while those below 3.00 were not considered as aggressive.

The researchers analyzed the data generated using mean and rank order to compute the demographic section of the questionnaire. The t-test was used to test hypotheses 1 and 5 while Analysis of Variance (ANOVA) statistics were used to test the hypotheses 2, 3 and 4. Duncan Multiple Range Test (DMRT) was used as a post-hoc analytical test to determine which set of the means differ if the F-value is significant at 0.05 alpha level showing 0.95 confidence level.

Results

The information gathered was statistically presented using mean. The Analysis of Variance (ANOVA) and t-test were used to test the generated hypotheses.

Research Question 1:

What percentage of teachers' response shows that Aggressive behaviours are common among hearing-impaired students in Kwara and Oyo States?

Table 1: Mean and Rank Order showing the aggressive behaviours that is common among hearing-impaired students in Kwara and Oyo States

Item No.	Hearing-impaired students engage in the following aggressive behaviours:	Mean	Rank Order
1	Bully their juniors	3.77	1st
11	Yell at people who annoy them	3.72	2nd
12	Make threats of violence	3.53	3rd
5	Behave in an unruly manner	3.52	4th
14	Sign bad language when angry	3.51	5th
19	Behave rudely towards their parents when provoked	3.46	6th
20	Curse people who offend them	3.46	6th
13	Call other people bad names if they offend them	3.43	8th
2	Fight anyone who laugh at them in the classroom	3.27	9th
4	Beat anyone that is rude to them	3.26	10th
3	Fight in the neighbourhood	3.22	11th
6	Slap someone that makes them angry	3.21	12th
8	Throw objects at people when annoyed	3.08	13th
7	Destroy properties when annoyed	3.05	14th
15	Answer their teachers when provoked	3.01	15th
17	Tease other students to make them angry	2.90	16th
16	Ridicule their mates to make them shed tears	2.87	17th
9	Maltreat their siblings	2.73	18th
18	Encourage other students to fight	2.65	19th
10	Threaten to beat up their teachers if they offend them	2.46	20th

Table 1 indicates that item number 1 ranked 1st with a mean score 3.77 as indicated on the table. Ranked 2nd is item 11 with a mean score of 3.72. Ranked 3rd is item number 12 with a mean score of 3.53. While item 17 was ranked 16th with a mean score of 2.90, ranked 17th is item 16 with a mean score of 2.87. Ranked 18th is item 9 with a mean score of 2.73. Fifteen items have mean scores that are above the average mean of score 3.00, the researcher concludes that majority of the teachers' response showed that these aggressive behaviours are common among hearing-impaired students in Kwara and Oyo States. Therefore, the aggressive behaviours that are commonly exhibited by hearing-impaired students are bullying juniors, yelling at people who annoy them, making threats of violence and behaving in an unruly manner among others.

Five null hypotheses were generated and tested for this study. The hypotheses were tested using t-test and ANOVA at 0.05 level of significant.

Hypothesis One: *There is no significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on gender.*

Table 2: Results of t-test comparing male and female respondents on the incidence of aggressive behaviours of hearing-impaired students.

Group	N	Mean	SD	df	Cal. t-value	Crit. t-value	*p-value*
Male	65	60.68	21.57				
				152	1.86	1.96	0.18
Female	89	66.52	17.30				

Table 2 shows that the calculated t-value of 1.86 was less than the critical t-value of 1.96 at 0.05 level of significant (p-value of 0.18 at 0.05 alpha level). On the basis of this result, it was concluded that hypothesis 1 was not rejected. This implies that, there is no significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on gender.

Hypothesis Two: *There is no significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on age*

Table 3: ANOVA results showing the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on age

Source	Sum of Squares	Df	Mean Squares	Calculated F-value	Critical F-value	*p-value*
Between Group	1319.82	2	659.91	1.78	3.00	.17
Within Groups	56085.76	151	371.43			
Total	57405.58	153				

Table 3 indicates the calculated t-value of 1.78 was less than the critical t-value of 3.00 at 0.05 level of significant (p-value of 0.17 at 0.05 alpha level). On the basis of this result, it was concluded that hypothesis 2 was not rejected. This implies that, there is no significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on age.

Hypothesis Three: *There is no significant difference in the incidences of aggressive behaviours of hearing-impaired students as expressed by teachers based on qualification*

Table 4: ANOVA results showing the incidences of aggressive behaviours of hearing-impaired students as expressed by teachers based on qualification

Source	Sum of Squares	Df	Mean Squares	Cal. F-value	Crit. F-value	*p-value*
Between Group	29258.42	4	7314.60	38.72*	2.37	.00
Within Groups	28147.17	149	188.91			
Total	57405.58	153				

*p < 0.05

Table 4 shows that the calculated F-value of 38.72 was greater than critical F-value of 2.37 at 0.05 level of significant (p-value of 0.00 at 0.05 alpha level). On the basis of this result, it was concluded that hypothesis 3 was rejected. This implies that, there is a significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on qualification.

Table 5: Duncan Showing the significant difference

		Subset for alpha = .05		
Variable	**N**	**A**	**B**	**C**
Ph.D.	21	30.52		
M.Ed./M.Sc	34		63.29	
B.Ed/B.A/B.A(Ed.)	64			72.48
HND	3		65.67	
NCE/OND	32			69.84

Table 5 indicates the Duncan Multiple Range Test (DMRT) indicating the significant difference noted in the ANOVA results of Table 4 was caused by the relatively large differences between the mean scores of the Ph.D Respondents (30.52) and those of the other group, M.Ed/M.Sc/, B.Ed/B.A/B.A(Ed.),B.SC, HND and NCE/OND Respondents (63.29; 72.48; 65.67; 69.84) respectively.

Hypothesis Four: *There is no significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on type of school*

Table 6: ANOVA results showing the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on type of school

Source	**Sum of Squares**	**Df**	**Mean Squares**	**Cal. F-value**	**Crit. F-value**	***p-value***
Between Group	28972.57	2	14486.28	76.93*	3.00	.00

Within Groups	28433.01	151	188.90
Total	57405.58	153	

*p < 0.05

Table 6 indicates the calculated t-value of 76.93 was greater than the critical F-value of 3.00 at 0.05 level of significant (p-value of 0.00 at 0.05 alpha level). On the basis of this result, it was concluded that hypothesis 4 was rejected. This implies that, there is significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on type of school.

Table 7: Duncan showing the significant difference

		Subset for alpha = .05		
	N	A	B	C
Primary Education	32		67.59	
Secondary Education	79			74.39
Tertiary Institutions	43	42.42		

Table 7 shows the Duncan Multiple Range Test (DMRT) indicating the significant difference noted in the ANOVA results of Table 6 was caused by the relatively differences among the mean scores of the Primary School Teachers (67.59) and those of the Secondary School Teachers (74.39) and Tertiary Institution Teachers (74.39) respectively.

Hypothesis Five: *There is no significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on state*

Table 8: Results of t-test comparing kwara and oyo states respondents on the incidence of aggressive behaviours of hearing-impaired students

Group	N	Mean	SD	df	Cal. t-value	Crit. t-value	*p-value*
Kwara	62	58.02	24.23				
				152	3.27	1.96	0.00
Oyo	92	68.12	13.99				

$p < 0.05$

Table 8 shows that the calculated t-value of 3.27 was greater than the critical t-value of 1.96 (p-value of 0.00 at 0.05 alpha level). On the basis of this result, it was concluded that hypothesis 5 was rejected. This implies that, there is a significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers based on state.

Discussion of the Findings

The study was conducted to find out the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers in Kwara and Oyo States, Nigeria. It also examined the influence of gender, age, qualification, school type and state. Five null hypotheses were formulated and tested using t-test and ANOVA at .05 alpha level of significant.

Fifteen of the items had mean scores that were above the average mean of 3.00, the researcher might conclude that most of the respondents agreed that students with hearing-impairment exhibited aggressive behaviours. The teachers are in the best position to observe pupils'/students' behaviours in the schools because they interact with them in and out of the classroom. The researchers believed that the assessment of teachers' expression on the incidence of aggressive behaviours of hearing-impaired students can be valuable data for this study. Research question one showed that majority of the teachers' response showed that aggressive behaviours are common among hearing-impaired students in Kwara and Oyo States. Therefore, the aggressive behaviours that are commonly exhibited by hearing-impaired students are bullying juniors, yelling at people who annoy them, making threats of violence and behaving in an unruly manner among others. This finding corroborates the study conducted by Obikeze and Obi (2015), who revealed that secondary school students frequently manifest forms of aggressive behaviours such as physical harm, bullying, threatening, beating, use of abusive

language among others. The findings of Obikeze and Obi (2015) further attest to the researchers' finding that all students behave similarly in exhibiting aggressive behaviours irrespective of being "normal students" or having "hearing challenge". It may interest the reader that hearing-impaired students displayed aggression among themselves because they are human beings like other "normal students". Hearing-impaired students bully one another much more than the reader thinks, violence among themselves are common and are frequently exhibited in the schools. Therefore, the data gathered from the teachers becomes imperative because they observe the students behaviours in the school.

The first hypothesis showed that there was no significant difference in the incidence of aggressive behaviours of hearing-impaired students based on gender. This implies that neither male nor female teachers expressed differently the incidence of aggressive behaviours of students with hearing-impairment. This study is not in line with the study conducted by Babaroglu (2016) in which the respondents indicated that male students were more aggressive when compared to female students. This present study attested to the fact that irrespective of the gender of the teachers, hearing-impaired students are exhibiting aggression in the schools.

Hypothesis two indicated no significant difference in the incidence of aggressive behaviours of hearing-impaired students based on age. This implies that there was no significant difference in the incidence of aggressive behaviours of hearing-impaired students based on age. Since the teachers irrespective of their age expressed that hearing-impaired students were aggressive, this might be because the hearing-impaired students displayed aggressive behaviours more frequently. This finding was not in line with the study conducted by Babaroglu (2016) who showed a significant difference between children with hearing-impairment as they grow older in age (13-17Years). This present findings corroborates the study conducted by Morine, Crothers, Schreiber, Kolbert, Hughes and Schmitt (2011) in which teachers rated four years old preschool students as aggressive than three years old preschool students. The teachers and peers responded that students at the age of four were more aggressive than students at the age of three. Moreover, the study conducted by Shireen and Sufiana (2015) corroborated this study that irrespective of age of the teachers, they observed that students were aggressive. This present finding has contributed to knowledge, buttressing that hearing-impaired students could be aggressive.

Hypothesis three showed that there was significant difference in the incidence of aggressive behaviours of hearing-impaired students based on qualification. This implies that there was significant difference in the incidence of aggressive behaviours of hearing-impaired students based on qualification of the teachers. Teachers with NCE and first degree understood the students better than other teachers not in this category. This perspective is in line with Shireen and Sufiana (2015) that teachers with first and master degrees who possessed professional qualifications differed in their perception with those teachers with non-professional qualifications in their first and master degrees. Qualifications in education are vital for teachers because their training did expose them to psychology of handling all manner of students.

Hypothesis four showed that there was significant difference in the incidence of aggressive behaviours of hearing-impaired students based on school type. This finding is in line with Shireen and Sufiana (2015) who used secondary school teachers as the respondents. They observed that secondary school students were aggressive towards one another. Furthermore, their study corroborated the present findings that showed that secondary school students were more aggressive than students in both primary schools and tertiary institutions. This may be due to the fact that the students are at their adolescent stage which is bedeviled with a lot of anti-social behaviour due to identify crisis and relational aggressive behaviours.

Hypothesis five indicated significant difference in the incidence of aggressive behaviours of hearing-impaired students on the basis of state. The study conducted by Shireen and Sufiana (2015) in Islamabad State corroborated with this findings. The implications must be due to the fact that environment in states differ and this might affect people's behaviour including adolescents. Environments right from home to the society where violence is tolerated and encourage might motivate adolescents to behave aggressively.

Conclusion

The findings of the study revealed that majority of the teachers' response showed that aggressive behaviours are common among hearing-impaired students in Kwara and Oyo States. The study also concluded that there was no significant difference in the incidence of aggressive behaviours of hearing-impaired students as expressed by teachers in Kwara and Oyo states on the basis of gender and age. Also, qualification of the teachers, type of schools and

state of the teachers had significant influences on their expression of incidence of aggressive behaviours among hearing-impaired students in Kwara and Oyo states.

Implications of the Study

The findings of this study have some implications for counselling at secondary school level in Kwara and Oyo States. Most common among the incidence of aggressive behaviours are hearing-impaired students who bullied their juniors; this implies that counsellors should counsel these students in order to reduce the incidences of aggressive behaviours. They were also aggressive in their communication with people. This implies that counsellors need to assist these students on how to interact effectively with others rather than being annoyed every instance. The finding also revealed that hearing-impaired students threaten people, to this, counsellors should counsel students to develop good personal-social relationship with others. Also, libraries should be equipped with information that will assist these students access information that would help them handle aggressive behaviours more efficiently in the state.

Recommendations

The following recommendations are made based on the findings:

- Professional counsellors should be engaged to help students with aggressive behaviours control and deal with the behaviour.
- Teachers irrespective of gender should be encouraged to assist the hearing-impaired students and make referral to the counsellors.
- Library in the school should provide adequate information on incidence of aggressive behaviours which can be disseminated to students through counsellors, teachers, parents and the society at large.
- Irrespective of the age of teachers, they should be encouraged to assist these students.

- Kwara and Oyo states Governments should employ more professional counsellors in Secondary Schools instead of just one found in the schools to reach out to more hearing-impaired students, and more importantly Counsellors should be employed at the primary schools because none was found.

- There was difference in incidence of aggressive behaviours on the basis of state, therefore, interventions should be taken into in view of the peculiarity of states that encourage aggressive behaviours.

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