

**IMPACT OF TEACHERS' AGGRESSIVE BEHAVIOUR ON SELF-ESTEEM
DEVELOPMENT AND ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL
STUDENTS IN SOCIAL STUDIES IN QUAAN-PAN LOCAL GOVERNMENT AREA,
PLATEAU STATE**

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Abstract

This study investigated the impact of teachers' aggression on self-esteem development and achievement of junior secondary school students in Social Studies in Quaana-Pan Local Government Area, Plateau State. The main objective of the study among others was to determine the impact of teachers' aggression on students' self-esteem development and ascertain the impact of teachers' aggressive behaviour on the achievement of the students. To drive home the objectives of the study, three research questions were formulated to guide the study with three corresponding hypotheses. A descriptive survey design was adopted to study a population of 5560 students. A sample population of 200 students was selected from four schools within Quaana-Pan LGA, using the simple random sampling technique. One instrument was used for data collection titled "Teachers' Aggression and Self Esteem Questionnaire for Students (TASEQS). Mean and standard deviation were used as the analytical tools to answer the research questions while Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance. The study revealed that; the level of aggression a teacher exerts on students goes a long way to affecting the students' self-esteem negatively. The results also revealed that the aggressive behaviour of teachers affects students' achievement negatively. The study recommended among others that, teachers training and retraining programmes should be organized regularly and emphasis be laid on aggression and how it affects the students; topics on aggression and its effect should be incorporated in Social Studies as well as the teacher education programmes in tertiary institutions and students involved in aggressive cases should in addition to other measures be referred to the guidance and counselling unit of the school.

Key words: Achievement, Aggression, Development, Teacher, Self-esteem.

Introduction

Teaching is an interactive process through which knowledge and skills are shared with the students with the view of improving students' achievement and understanding as well as the ability to manipulate the social, economic, political and physical environment to enhance their survival. The main objective of any teaching is to bring about desirable learning in students in all domains-cognitive, affective and psychomotor. In this regard students are expected to develop appropriate knowledge and skills which are necessary for solving problems and improving human life. In most cases teachers initiates communication and influences students to think in a particular way as guided by the syllabi. However, whether the teacher authoritatively leads the communication process throughout the instructional processes or the teacher takes up a facilitation role is a matter of choice. While teachers training make specific recommendations in favour of participatory-exploratory approaches, the teacher's efforts are often influenced by cognitive orientation in conjunction with the objectives of teaching-learning process. This implies that teacher is the leader in any teaching-learning processes.

The quality of teaching in any nation is dependent on the quality of its teachers. This is because teachers play essential roles in determining the quality of education vis-à-vis the citizens in any community. Education is widely recognized as having a strong correlation with multiple forms of civic and social engagement. Hence, the quality of civic interaction and the quality or level of their contribution to the development of the community is to a large extent determined by the citizens' self-esteem and achievement. Self-esteem development and achievement are impacted by the quality of the teachers' interaction with the students especially during the teaching and learning processes in the classroom. Of all the resources in the educational system, the most vital resource in determining the performance efficiency and character development of the students is the teacher (Burroughs, 2019).

A teacher is a person with the accurate and specific ability, intuition, education, experience, skills, knowledge, and qualification to teach a specific subject or number of subjects (Ainsworth, 2020). This implies that a teacher could be seen as a person who helps students to acquire knowledge, competence or virtue in a school setting. In the same vein, a teacher as a person who teaches or instructs, especially as a profession or instructor. Ojo (2020) stressed that school teachers help their students to be passionate about learning, as a result they inspire, motivate, encourage and educate learners who could be of any age and from different background. A teacher helps students to acquire knowledge, virtue and competence and the right behaviour in civic interaction.

However, what defines a teacher is not only the ability to teach the students but the positive influence the teacher has on them. Generally, the role of a teacher in education goes beyond teaching. Gagnon (2019) pointed out that the qualities of a good teacher includes listening, collaboration, adaptability empathy, patience and motivation of learners among others: In the contemporary world where teaching has assumed different faces, the teacher has to carry out the part of being an external parent, counselor, mentor, and role model. In teaching, the teacher does not only teach the subject but deals with a mind and a personality. Therefore, the influence of the teacher on the future, personal, civic, and productive lives of the students reflects to a great extent the character of the teacher and the professional training the teacher has received (Mang&Mankilik 2012). The positive or negative attitudes of the teachers affect the students positively or negatively. The positive teachers' behavior like non-aggressiveness is mostly considered as good and effective because they possess attributes like patience to reteach lessons when necessary, patience with slow learners and problematic students; showing appreciative motivational attitudes through comments, nodding, or smile and the teachers' conversation in the classroom is soft-toned as well as exhibiting courtesy, kindness, sympathy, and tactfulness in handling situations (Mangs&Mankilik 2012). Such positive attitudes of the teachers beget positive response from students in self-esteem development and achievement because the students exhibit self-confidence and self-reliance as well as develop interest in academic

activities vis-a-viz improvement in achievement. It is therefore possible that teachers with aggressive attitudes or behaviour, have long-lasting impact on the students' self-esteem development and achievement especially in Social Studies.

The concept of teachers' aggression has for a long time gained international recognition because of its impact in the self-esteem development and achievement of the students. This portrays aggression as an anti-civic behaviour. Surganingrat (2020) viewed Teachers aggression as feelings of anger or antipathy resulting in hostile or violent behaviour, readiness to attack or confront. It refers to any behaviour directed to a learner that is carried out with the proximate intent to cause harm. This can be done either verbally or physically and either reactively to express anger or proactively to achieve educational goals. Verbal aggression is described to include swearing, teasing, threatening, attacks on background, physical appearance, competence or character; cursing, ridicule, and nonverbal communication such as expressing anger using the silent treatment or staring sharply. On the other hand, physical and violent aggression is the aggressive behaviour that includes physical force such as slapping and hitting a student. Teachers' aggressive behaviour has significant impact on the students as it possesses the potentiality of leading students to violence and criminal activities wherein extreme cases could be closely associated with psychopathy. Teachers' aggression tends to impact the students' self-esteem development and their achievement because it leads to loss of self-confidence and increases school absenteeism and withdrawal. Teachers' aggression tends to increase aggressive behaviour in the students, students' tendency to withdraw from class participation and ignoring their teachers (Geiger, 2017).

Many factors could be attributed to teachers' aggressive behaviour in school. According to Anderson and Bushman (2012) nine out of ten teachers' aggressive behaviour involve dominance, control, and revenge. Other factors include uncomfortable or unfavorable working conditions; indiscipline and unruly behavior of the students resulting from immaturity, disobedience, effect of electronic gadgets and civic media; lack of professional ethics like impatience, lack of self-respect, lack of self-control, absence of wisdom, and so on; family background and inexperience, mental state of a teacher among many others. Irrespective of the factors influencing the teachers' aggression, its negative impact on self-esteem and their achievement in Social Studies cannot be underscored.

Self-esteem in this context is the mainspring that slates every child for success or failure as a human being. That is why the crucial job of every parent and every teacher is affirming the building of self-esteem in the child (Newman, 2023). Self-esteem describes a person's overall subjective sense of personal worth or value. That is, how much an individual appreciates and likes himself. One's self-esteem is defined by many factors including self-confidence or feeling of security and identity. Children with positive self-esteem and a generally optimistic outlook on life can recognize and value their capabilities and strengths. Most importantly, such children have better chances of being able to manage worries and frustrations which come naturally in learning and developmental processes. Self-esteem could be high or low depending on the factors and environment that influences it. High self-esteem is important for everyone-young and old. As children grow and develop, they form opinions about themselves through the words and actions of other people. According to Woolf (2021) teachers could be a major contributor to a child's feelings of self-worth, accomplishment, and overall ability to be the best the child can be. Some character and skills exhibited by both the parents and the teachers like **using encouraging words; validating and listening to a child's feelings without eliminating every obstacle; teaching the child self-care skills; listening and be present** in what a child has to say or ask; **welcome mistakes and imperfections** as well as **using connected, positive discipline; acknowledging the child's worries** and focusing on working together and getting to the root of the problems among others, gives the child an opportunity to find and use their inner resources thereby shaping high self-esteem development (Sudhakar, 2017).

Development in human society is multi-dimensional in perspective. According to Rodney (2019) development at the individual level implies an increased skill and capacity, greater freedom, creativity, self-discipline, responsibility, and material well-being. Some of these are virtually moral categories and thus, difficult to evaluate depending as they do on the age in which one lives, one's class of origins, and one's code of what is right and what is wrong. Society for International Development (SID) (2021) describes development as a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. At an individual level, self-esteem development is the process of improving how one feels about oneself or the opinion an individual has about himself or herself. It is also viewed as a process by which individuals see the worth or value of themselves and the perceptions of the individuals about who they are and what they are capable of. Self-esteem is often the result of lifelong experiences and particularly what happened to an individual during childhood or at the adolescent's stage. Hence, how people- particularly students - view themselves in terms of self-esteem whether low or high impact significantly in their live endeavours including their achievement in in school in Social Studies.

Achievement is the measurement of students' achievement across various academic subjects. Teachers and education officials typically measure achievements using classroom performance, graduation rates and results from a standardized test. Performance or achievement test is usually constructed and standardized to measure proficiency in school subjects (Ugodulunwa 2008). What this means is that achievement is measured with what is attained during or end of a course since it is the accomplishment of the medium or long-term objective of education. In Social Studies, achievement consists of individual scores at any particular time obtained from either a teacher-made test or a standardized test. Thus, achievement is dependent on the nature of the school environment with its related components especially the availability of its teaching staff, their qualification, and methods of teaching. It is paramount to note at this juncture, that intelligence is not the only determinant of the achievement of a student.

Social Studies is one of the core subjects in the secondary school curriculum in Nigeria. The inclusion of social Studies into the Nigerian school curriculum was part of the general culture and values response to the problem of neglect of social culture and values (Mezieobi, 2013). In similar submission, Okam (2011) and Azikiwe (2012) asserts that, the importance of Social Studies as a subject area has the potentials for inculcating the right attitude and values to study of man and deal with all aspects of man's life in the totality of the environment. This statement means that, the development associated with the National Policy on Education for giving Social Studies a pride of place is a right step in the right direction with citizenship and value education as the backbone of the subject. It represents the modern curriculum arrangement in the country which is aimed at equipping the citizens with democratic skills that strengthen the civil society (Falade 2015). It has been widely viewed as a type of education that aids an effective democratic process. In a general perspective, Social Studies is viewed by many scholars as a course of study which is focused on producing responsible and law-abiding citizens. Ezegebe, Oyeoku, Mezieobe, & Okeke (2012) and Winthrop (2020) highlighted the objectives of Social Studies to include, developing and transforming the youths into effective and responsible citizens by making them law-abiding; creating awareness of one's rights, duties and obligation as citizens of this great nation and, helping the young people to acquire a sense of loyalty, honesty, discipline, courage, dedication, respect patriotism and hard works. Notwithstanding, the societal expectation of quality outputs from training institutions makes students the primary focus in any instructional program forgetting the impact of the school environment on the output.

However, the introduction of Social Studies into the school curriculum was without its share of problems. Poor implementation which has evolved from drastic lack of school facilities, poor

school location, unqualified and inexperienced teachers with deductive pedagogical skills (resulting in aggressive approach to the teaching and learning experience) to poor application of methods as well as inadequate provision of instructional materials among others, have hindered the attainment of Social Studies objectives and goals (Okunade&Akinlade, 2021). It is worthy of note that most of the teachers in public schools who teach the subject are unqualified and inexperienced in handling this new subject area thus they enter the classrooms without any plan or blueprint of the teaching and learning activities to be executed and achieve the expectant aims and objectives. Thus, their inexperienced minds are always upset and exhibiting aggression towards the students with the slightest provocation. This aggressive attitude, therefore, results in a poor teacher-student relationship which hampers the self-esteem development of the students and their performance. Consequently, most secondary schools registered mass failure in both internal and external examination making the attainment of the set educational goals in Social Studies unfeasible thereby prompting this research work.

It is paramount to note that to realize any educational goals especially in Social Studies; the teacher must be one of the effective and proficient mechanisms of actualizing these educational goals. The science of education is an activity that aids the new generation to obtain the necessary information, ability, attitude, and understanding and, develop their character while preparing them for communal life (Karsli, 2017). A teacher is, therefore, at the front seat since he is the person who enables the student to reach a height of cognitive, sensory, and behavioural aim and gains within the range determined by the educational system. The teacher also plays an important role in the personality development of the students. According to Ulug, Ozden, and Erylmaz (2011) apart from the parents, the teacher is at the forefront in regards to personality development and both Civic and achievement.

Notwithstanding, understanding the modern education in our contemporary society lays the duty and responsibility of an effective teacher is not just the child's intellectual development but also character development viz students' self-esteem and achievement. The abilities and characteristics that necessitate a good teacher are also the same factors that define good education. A good teacher has eight basic characteristics, which are; knowledge of materials; decision-making; critical thought and problem-solving abilities; self-understanding and self-correction; reflecting; recognizing students learning needs; applying new findings in education, teaching, and communication ability. A teacher who realizes that the nature of knowledge and his ability to transmit it, as well as his personality, directly affects the students and surrounding takes responsibility for the knowledge and abilities and, create a positive relationship with students on the most efficient manner.

The persistent drop in students' self-esteem development and achievement of students in Social Studies has become worrisome not only to the researcher but to all those who mean well for the development of any nation. The drop in self-esteem as manifested in students' inability to express themselves in or outside class leading to high level of examination malpractice. Students poor achievement as reported by BECE chief examiners from 2021 to 2023 showed a persistent decline. It is against this background that this study seeks to investigate the impact of teachers' aggression on self-esteem development and achievement of junior secondary school students in Social Studies in Quaana-Pan LGA, Plateau State, Nigeria.

Aim and objectives of the Study

The main aim of this study was to investigate the impact of teachers' aggression on self-esteem development and achievement of secondary school students in Social Studies in Quaana-Pan LGA, Plateau State, Nigeria. The specific objectives are to:

1. determine the impact of teachers' aggression on students' self-esteem development in junior secondary school in Quaana-Pan LGA, Plateau State.
2. ascertain the impact of teachers' aggressive behavior on the achievement of students in junior secondary school in Quaana-Pan LGA, Plateau State.
3. examine how self-esteem affects the achievement of students in Social Studies in junior secondary school in Quaana-Pan LGA, Plateau State

Research Questions

1. What is the impact of teachers' aggressive behaviour on self-esteem development of the students in junior secondary schools in Quaana-Pan LGA, Plateau State?
2. What is the impact of aggressive behaviour of teachers on students' achievement in junior secondary schools in Quaana-Pan LGA, Plateau State?
3. How does self-esteem affect the achievement of students in junior secondary schools in Quaana-Pan LGA, Plateau State?

Hypothesis

One null hypothesis was tested at 0.05 level of significance:

There is no significant relationship between teachers' aggression and students' self-esteem in Junior Secondary Schools in Quaana-Pan LGA, Plateau State.

Method

This study is a descriptive survey research which was carried out in government secondary school in Quaana-Pan LGA, Plateau State. The population of the study consists of 5560 students in junior secondary schools in Quaana-Pan LGA, Plateau State, Nigeria. A sample of 200 was drawn from four schools using random sampling technique. An instrument entitled "Impact of Teachers' Aggression on Self-esteem and Performance Questionnaire for Students" (ITASPS) was developed and administered by the researchers. The questionnaire was self-constructed by the researcher and was subjected to the scrutiny of two experts in Social Studies Education and two experts in measurement and evaluation, Faculty of Education, University of Jos. These experts carefully study the objectives, contents, instructional materials and evaluation procedures to ensure the adequacy, comprehensiveness and competence of the items, clarity of the expression, appropriate language and method of development. Their inputs helped adjust the instruments. To ascertain the reliability of the instrument, a pilot test that involved 50 students who possessed similar characteristics with the population of interest was conducted. The pilot test sought to answer the question, does the questionnaire consistently measures what it measures? Thus, a trial test and retest was carried out in a nearby school in Shendam LGA. Cronbach Alpha coefficient of 0.33 was obtained data which is high enough to confirm the reliability of the study. The research questions were answered using mean and standard deviation, while the hypothesis was tested at 0.05 level using Pearson Product Moment Correlation (PPMC). Any mean score below 2.50 were rejected while above was accepted.

Results

Research Question One: To what extent does teachers' aggressive behaviour affect the self-esteem and development of the students in junior secondary schools in Quaana-Pan LGA, Plateau State?

Table 1: Mean Responses on Teachers' Aggressive Behaviour and its Effect on Self-esteem Development of Junior Secondary Schools in Quaan-Pan.

	ITEMS	SA	A	D	SD	MEAN	Decision
	My teacher aggressive behaviour make me afraid of him and my responses in the class	80	90	20	10	3.20	Accept
2	The aggressive behavior of my teacher toward me makes me feel inferior	104	80	10	6	3.48	Accept
3	My teacher aggression make feel I am not intelligent enough	70	92	26	12	3.23	Accept
4	My teachers aggressive behavior toward me make my fellow students mock me which affect my self-concept	100	60	20	20	3.20	Accept
5	I always find it difficult to confront my teacher with my problems because of his/her aggressive behaviour	130	60	10	0	3.60	Accept
6	The aggressive behavior of my teachers affect my self-esteem and development	70	70	30	30	2.90	Accept
	TOTAL	554	452	116	78	1200	
	PERCENTAGES	46.2%	37.6%	9.7%	6.5%	100	

Source: Field Survey, 2023

The mean scores above are 2.5 which is the bench mark mean for acceptance or rejection of the items. Therefore, all the items were accepted and agreed that teachers' aggressive behaviour affect the self-esteem and development of the students.

Research Question Two: To what extent does the aggressive behaviour of teachers affect students' achievement in junior secondary schools in Quaan-Pan LGA, Plateau State?

Table 2: Mean Responses of the Students on the Extent Aggressive Behaviour of Teachers affect Students' Achievement

	ITEMS	SA	A	D	SD	MEAN	Decision
	My teacher aggressive behaviour make me afraid of him as a result affect my concentration in class	91	53	40	16	3.10	Accept
	The aggressive behavior of my teacher toward me makes me hate him and the subject he is teaching.	99	81	11	9	3.35	Accept
	My teacher aggression make feel I am not intelligent enough as a result I perform very poorly	70	70	40	20	2.95	Accept
10	My teachers aggressive behavior toward me make my fellow students mock me and this affect my achievement	66	74	40	20	2.93	Accept
11	I always find it difficult to ask my teacher because of his aggressive behavior which affect my achievement	40	80	80	0	2.80	Accept
12	The aggressive behavior of my teachers affect my learning process which affect my achievement	50	50	50	50	2.50	Accept
	TOTAL	416	408	261	9.6	1200	
	PERCENTAGES	34.6%	34%	21.8%	9.2%	100	

Source: Field Survey, 2023

The information presented in table 2 shows that all items on research question two agreed that aggressive behaviour of teachers affect students' achievement with mean the scores above 2.5 which is the bench mark mean for acceptance or rejection of the items.

Research Question 3: To what extent does self-esteem affect the achievement of students in junior secondary schools in Quaan-Pan LGA, Plateau State?

Table 3: Mean responses of students on the extent self-esteem affect the achievement of students in junior secondary schools.

	ITEMS	SA	A	D	SD	MEAN	Decision
	Students who have low self-esteem perform poor academically	40	50	50	60	2.35	Reject
2	Students with high self-esteem perform better academically	50	50	50	50	2.50	Accept
3	Self-esteem to large extent determine the performance of students	100	50	40	10	3.35	Accept
4	Most intelligence students are bold and courageous	70	60	40	30	2.85	Accept
5	Students who are highly motivated and encourage perform better	160	20	19	1	3.70	Accept
6	Students who are label and always punish by their teachers always perform very poor academically	60	60	40	40	2.70	Accept
	TOTAL	480	290	239	191	1200	
	PERCENTAGES	43.9%	16.3%	29.5%	9.7%	100	

Source: Field Survey, 2023

The information presented in table 3 shows that all items on research question three on to what extent does self-esteem affect the performance of students in school. The mean scores are above 2.5 which is the bench mark mean for acceptance or rejection of the items. Therefore, items one is rejected but the remaining items were accepted and agreed that self-esteem affect the performance of students in school.

Testing Hypothesis

There is no significant relationship between teachers' aggression and students' self-esteem in junior secondary schools in Quaan-Pan LGA, Plateau State.

Table 4: Relationship between Teachers' Aggression and Students' Self-esteem

Variable		Teachers' Aggression	Students' self-esteem
Teachers' aggression	Pearson Correlation	1	0.75
	Sig. (2-tailed)		0.000
	N	200	260
Students' self-esteem			
	Pearson Correlation	0.75	1
	Sig. (2-tailed)	0.000	
	N	200	200

Field Survey, 2023.

Table 4 shows that there is a correlation coefficient relationship between teachers' aggression and students' self-esteem (from the students' responses) is $r = 0.75$. This implies that there is a strong positive correlation between teachers' aggression and students' self-esteem. Meaning that, there is a significant relationship between teachers' aggression and students' self-esteem in Quaana-Pan LGA, Plateau State.

DISCUSSIONS OF FINDINGS

This study investigated the impact of teachers' aggression on self-esteem development and achievement of secondary school students in Social Studies in Quaana-Pan LGA, Plateau State, Nigeria. Research question one which sought to determine the impact of teachers' aggression on students' self-esteem development found out that teachers' aggressive behaviour affect the self-esteem and development of the students. The mean scores are above 2.5 which is the bench mark mean for acceptance or rejection of the items therefore all the items were accepted and agreed that their teachers' aggressive behavior have impacton the self-esteem and development of the students. This finding is in agreement with that of Feng and Zhang (2014) who found that, the level of aggression a teacher exerts on students can go a long way in affecting their self-esteem. Most students develop inferiority complex and low self-esteem because of the level of teachers' aggression.

Research question two which sought to find out the extent to which the aggressive behaviour of teachers affect students' achievement found that, the mean scores are above 2.5 which is the bench mark mean for acceptance or rejection of the items therefore all the items were accepted and agreed that the aggressive behaviour of teachers affect students' achievement. This is similar to the finding by Trehan and Paul (2014) who examine the attitude of teachers and the achievement of students. And the found that, Attitude is a major factor affecting behavior. It influences the perception of objects and people, exposure to and comprehension of information, choice of friends, co-workers and so on. Attitudes are subjective attributes of people. Attitude is nothing but conceptualization of human qualities that are formed on the basis of their rational consideration or statistical evidence. So when some negative attitudes such as aggression is exhibit by teachers, it will affect the achievement of students.

Research question three which sought to find out the extent to which self-esteem affect the performance of students in school found that, the mean scores are above 2.5 which is the bench mark mean for acceptance or rejection of the items. Therefore, items one is rejected and the remaining items were accepted and agreed that self-esteem affect the performance of students in school. The Hypothesis tested and the result revealed that there is asignificantimpactof teachers' aggression on students' self-esteem and development is rejected.

Conclusion

The incidence of teacher aggression either verbal or physical ranges from home and extends to the schools and larger society. This study therefore, x-rayed the extent to which teachers' aggression impactself-esteem and achievement of junior secondary schools' students in Social Studies. The study revealed that teachers' aggressive behaviours negatively affect the students' self-esteem development and discourages them from participating in classroom and other academic activities. This study concludes that teachers should develop and maintain friendly interpersonal relationship to motivate learners to develop high self-esteem and maximize educational output.

Recommendations

From the findings of this study, the following recommendations are deemed necessary:

1. Teachers training and retraining programmes should be organized regularly by the management and emphasis be laid on aggression and how it affects the students.
2. Topics on aggression and its effect should be incorporated in Social Studiesby curriculum planners as well as the teacher education programmes in tertiary institutions.
3. Stakeholders in education like ministries of education, state school management boards, post-secondary school services commission, education commissions, private school proprietor, school principals and teachers should organize seminars, conferences and workshops for teachers on classroom management and how to control aggression.
4. Students involve in aggressive cases should, in addition to other measures be referred by teachers to the guidance and counselling unit of the school.

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