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RELATIONSHIP BETWEEN SOCIAL ENVIRONMENT, FAMILY, VALUES OF SECONDARY SCHOOL STUDENTS' AGGRESSIVE BEHAVIOUR IN UYO METROPOLIS OF AKWA IBOM STATE, NIGERIA

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Abstract
This study examined relationship between social environment, family, values of secondary school student aggressive behaviour in Uyo Metropolis of Akwa-Ibom state, Nigeria. Two research objectives and hypotheses were formulated to guide the study. The population was five hundred and eighty-nine (589) SS1 students in Uyo Metropolis, the sample for the study consisted of 217 students selected using simple random technique. The study adopted a correlational research design. The instruments used for data collection were Social Environment Questionnaire (SEQ), Family Value Questionnaire (FVQ) and Students Aggressive Behaviour Questionnaire (SABQ). Data was analyzed using Pearson product moment correlation coefficient (r) to test the hypotheses. All hypotheses were tested at 0.05 alpha level of significance. Findings revealed that significant relationship exists between social environment and Students aggressive behaviour among secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria r = 0.605, p = 0.039 and significant relationship exists between family value and Students aggressive behaviour among secondary school students in Uyo Metropolis. (r = 0.736, p = 0.044). Based on the findings, it was recommended that Parents should create conducive and attached social environment for the children to avoid aggressive behaviour from their children. Parents should ensure that cordial relationship exists among family members.

Keywords: social environment, family values, aggressive behaviour

Introduction
The environment in which an individual grows up plays an important role in one's personal growth and behaviour formation. Environment includes the physical and social conditions in the family such as the family norms, value and culture that are transferred from one generation to another. The role played by the environment in human behaviour has philosophical roots. Locke as cited in Bagudo (2006) argued that the mind of the newly born child is a blank slate (tabular rasa) on which the story of an individual experiences could be written through the family values and

social environment. Parraga (1990) viewed environment as the factor that can affect a person's behaviour. Environment may serve as a powerful tool to shape the behavioural pattern of an individual (Aldridge, Mcchesney, & Afari, 2017).
Humans create an environment system which includes positive and negative elements that shape students behaviours. The negative elements may trigger aggressive behaviour by students due to the immature state of their thinking faculty and lack of life experience. Sabitha & Mahmood, (1995) refer to Social environment as the interaction between the child and the social elements within the environment. The social elements in one way or the other may have some degree of influence on students' behaviour. One of the most discussed issues by teachers and schools' administrators is students' behaviour which is assumed to be the outcome of the child's social environment and family values. It is therefore against these backgrounds that this study sought to determine relationship between social environment, family values and secondary school students' aggressive behaviour in Uyo Metropolis of Akwa-Ibom State, Nigeria.

Social environment according to Ngwoke (2005) are the immediate physical and social setting in which people live or in which something happens or develops. The family is the first school for behaviour and character development. An individual's social environment, including the social relationships an individual makes within it, may have a profound impact on the quality of parenting, which in turn affects a child's behaviour development (Bhattacharya, 2016). Hence, it is very important for parents to develop self-understanding of their behaviour in order to effectively influence their children's behaviour. The more the parents are able to control their behaviour the better they will be able to manage their children behaviour. Social environment is the most powerful informal learning situation in which the family, more especially the parents act as educators. Sharma & Vaid (2005) state that the family is a place in which the whole ranges of human experiences take place.

According to Adeniyi (2003) Social environment is a positive psychosocial environment. She further explained that it is a healthy form of human relatedness that draws latent potentials out of the persons concerned and the benefit as derived extends to the cause of their coming together. She further described it as an environment that will encourage commitments to organizational objectives and which will provide opportunities for the maximum exercise of initiating ingenuity that is behaviour formation, commitment and self-direction in achieving set objectives. Studies have found that social environment became the major contributor to student behaviour (Newcomb & Felix-Ortiz, 1992). The social environment consists of several social forces that make great impact on students' behaviour. Anderson, Sabatelli & Kosinfic (2007) closely linked social environment to family values an individual receives from other members within a specific environment.

The family includes all members of the same household as well as members of the extended family. The family has a fundamental responsibility towards the behaviour development of the child. All family members have the responsibility to nurture and train children for proper behaviour development and modification. Anyin (2004) further explained that another function of the family is to instill in the child value that will help in behaviour development. He further stated that as the fundamental agency of socialization and behaviour development, they reproduce cultural values in the individual, imparting ethnic norms, social values and shaping character modes of thought and action. Dawap, Dasuk & Mohammed (2004), opined that family and home conditions have influence on a child's behavior and personality development. From home, the child learns to greet peer group members and those elderly than he or she is. The child learns other skills such as interactions, sanitary behavior, how to live peacefully with others, how to return parental love to parents and others, how to help those who need and so on.

Family value has to do with acculturation, which begins at birth, is the process of teaching children the customs and values of the parents' culture. How to treat the elders, for example, can be indicative of cultural values. In Nigeria, it is not uncommon for parents to teach their children to respect and greet their elders and when necessary offer to help in convey their load and offer their seat in the absence of none in buses or public places. Family values involve all the ideas of how parents want to live their family life, and they are often passed down from previous generations to the new generations. Family values are rules made by people and the same rules guide the behaviour of the people in the family. No family is healthy, creative or strong unless it has a set of common values that give meaning and purpose to life. Different individuals, families have different perceptions of what should be considered good or bad. When one thinks of the concept "values", one thinks of what is important to him or her in life. Individuals are known to hold different values ranging from proper behaviour, respect, security among others with distinct esteem. What is highly valued by an individual, family or community may not be in another. Initially, the study of value was viewed with suspicion by Western social scientists who see the subject matter as too subjective for scientific study, the concept of values found increasing use beginning with The Polish Peasant in Europe and America (Oyserman, 2015).

Values like other psychological constructs are difficult to define even though every individual and family views and uses the concept in different ways and contexts. Enu & Esu (2011) cited in Anzene (2014) view family values as the basic beliefs and attitude in society whether of individuals or family which are considered worthwhile and serve as a guide to choices and behaviour in our daily life. Values are ideals that guide or one's personal conducts, interactions with others and

involvement in career. Values stand for ideas that guide the conduct of one's life. Family Values are significant to every member of the family. This centers on what is right or within a family or society, desirable or undesirable. Family value gives the family a sense of purpose and direction, serves as a base for behaviour manifestation and helps in the understanding of the right and wrong. According to Oyserman (2015), values can be conceptualized on individual and family levels. At the individual level, values are internalized social representations or moral beliefs that people appeal to as the ultimate rationale for their actions. Though individuals in a society are likely to differ in the relative importance assigned to a particular value, values are internalized socio-cultural goals that provide a means of self-regulation of impulses that would otherwise bring individuals in conflict with the needs of the groups and structures within which they live. At the family level, values are scripts or cultural ideals held in common by members of a family; the family's social mind. Differences in these cultural ideals, especially those with a moral component, determine and distinguish different social systems. Values, to which individuals feel they owe an allegiance as members of a particular family are seen as the glue that makes social life possible within groups. Yet, they also set the stage for frictions and lack of consensual harmony in intergroup interactions. Values are thus at the heart of the human enterprise; embedded in family setting, they are what put human behaviour in order and resistant to change. Family values are not simply individual traits; they are social agreements about what is right, and good to be cherished. It is observed that children adhered to the values the parents and elders in the community admonished or inculcate in them. Once a value is internalized, it becomes either consciously or unconsciously, a standard for guiding actions and making choices. The value then determines behaviours or modes of conduct. Because values are at the basis of choice, the choices that people make reflect their perception of what is right, just, or what is cherished at a particular time. Values are thus at the heart of the human enterprise; embedded in social systems, they are what makes social order both possible and resistant to change.

Beheshtifar & Azadi (2014) stated that family values are social consensus shared among the member of the family and it does not depend on personal judgment and associated with emotions. As time passes by, there exists a controversy between parental values and some of the new values copy from outside. In the last few decades, adolescents and youths have adopted consciously or unconsciously some values through interaction with the media. This however, is causing intra and inter - personal conflict in their behaviour and thus requires the attention of professional like educational psychologists and school counsellors. Anzene (2014) cited some dominant values which formed the core values upheld by a larger section of the Nigerian society to include detesting laziness, dignity of labour, respect for parent/elders, hospitality, public spiritedness, respect for authority, hard-work,

respect for sanctity of life, honesty and truthfulness. He expressed further that when these values are grossly compromised, then what one gets is greed, corruption, dishonesty, violent crime, political killing, kidnapping and so many other antisocial behaviour, since Values are developed early in life, and they have a major influence on an individual's behaviour and serve as broad guidelines in all situations.

Aggressive behaviour is a growing problem across the globe and Nigeria is not an exception. This prompted the researchers to beam their search light on finding the relationship between social environment, family values and students' aggressive behaviour. Students' behaviours are shaped based on what they observe in the surrounding environment. Therefore, bad and problematic behaviours maybe the outcomes of negative environment (Murad, 2012; Ahmad Firdaus, 2016). Aggressive behavior exhibited by students in the school setting refers to a series of behaviors aimed at other classmates in order to cause harm intentionally, at the physical, psychological, verbal, or relational levels (Estévez, Moreno, Jiménez, & Musitu, 2013; Little, Henrich, Jones, & Hawley, 2003). Factors identified by scholars to be the potential signs for students' aggressive behaviors among peers are as follows; low self-esteem (Martínez, Murgui, Musitu, & Monreal, 2009), low life satisfaction (Alcántara, González-Carrasco, Montserrat, Viñas, Casas, & Abreu., 2016), feelings of loneliness (Martínez, Povedano, Amador, & Moreno, 2012), psychological distress (Villarreal-González, Sánchez-Sosa, Veiga, & del Moral Arroyo, 2011), deficits in empathic skill (Mestre, Samper, Tur-Porcar, Richaud de Minci, Mesurado, 2012; Moreno, Estévez, Murgui, & Musitu, 2009); at the school level: low academic engagement (Álvarez-García et al., 2010), negative attitudes towards studies, the school, and the teaching staff (Estévez, Inglés, & Martínez-Monteagudo, 2013), and negative social relations at school with classmates and teachers (Eccles & Roeser, 2011; Murray & Murray, 2004); and at the family level: negative communication between parents and adolescent's siblings (Marković, 2015), the presence of frequent intense conflicts in the family and the lack of affective cohesion among the family members (Estévez et al., 2014). (Huesmann, 2010; DeWall, Anderson & Bushman, 2012, Farguson & Beaver 2009) defined aggressive behaviour as behaviour which is intended to increase the social dominance of the organism. According to Alokan & Osakinle (2015), aggressive behaviour is a behaviour that causes physical or emotional harm or threat to others. Haruna (2015) viewed aggressive behaviour as behaviour meant either to injure another to gain something for the aggressor or to result in both injury and extraneous gains.

Literature provides body of evidence that aggression runs in families. Physical aggression of boys at two years of age was reported by Kulesza (2015) to be predicted by a history of familial criminality. Youths who participate in high levels

of anti-social behaviour are much likely to have a biological parent who also engages in chronic anti-social behaviour than other youths. Family is a key agent of socialization; it is a fundamental cell of life in society. According to Kulesza (2015), parents are to be blamed for aggressive behaviour of their children. The absence of the father, marital discord, depressive mother, annoying parents, unfavourable economic conditions of the family and so on are responsible for children aggressive behaviour. Kulesza (2015) stated that the reason for aggression inherent in the family include parental punishment that is prohibitions, orders, use of threats and shouting as well as corporal punishment which include abuse and beating.
Aggression is any act carried out with the intention of harming another person (Coon & Mitterer, 2012 & Kassin, Fein & Markus, 2008). Onukwufor (2013) referred to aggression as any act that hurt, harm or destroy which must be intentional or deliberate. Aggression is an overt behaviour of a person that intended to harm another person physically or psychologically or to damage or destroy or take that is person's property (Rahman & Nahar, 2013). Imhonde (2014) referred to aggression as behaviour among members of the same species that is intended to cause humiliation, pain or harm.

In the study of Kemunto (2011) on the relationship between social environment and students' aggressive behaviour in keumbu zone, kisii county, Kenya, 180 adolescents (90 males and 90 females) were randomly selected from three secondary schools in Keumbu Zone. Using an ex-post facto research design, the researcher employed an Aggression Inventory with questions touching on student's relationship with their parents, teachers, with fellow students, class size and gender in relation to the manifestation of aggressive behaviour. Pearson Product Moment Correlation Coefficient was used to test the relationships that existed between the variables while t-test was used to test the difference in expression of aggression among students. The results of the study indicated that parent- children, teacher-student and student-student relationships lead to classroom aggression. The study also found out that classroom congestion does not lead to classroom aggression while there were gender differences in the manifestation of aggressive behaviour. As a result of high enrolment students were not able to receive individual attention from the teachers.
Rahman & Nahar (2013) conducted a study to explore aggression in boys and girls as related to their social environment and family values. Stratified random sampling technique was used to select 80 respondents for the study. The study adopted a 2 × 2 × 2 factorial design consisting of two levels of gender (boy/girl), two levels of social environment (conductive/unconductive) and levels of family values (high family value/low family value). The Bengali version of measure of aggressive behaviour, originally developed by Buss & Perry (1992) was used for the collection of data. It was found that regardless of gender, boys expressed more aggression than girls. Similarly, student from conductive social environment will show less aggressive

behaviour while student with unconductive social environment will show high aggressive behaviour. Finally, students from homes with high family value will not show significantly more aggressive behaviour than students with low family value. Hoffman, Hutchinson & Reiss (2009) opined that social environment has correlation with students' behaviour. It also has a positive impact on the formation of students' behaviors in many key areas like making decisions, equality and justice, caring, sensitivity, and discipline of a student. McCullough, Ashbridge, & Pegg, (2004) have found relationships to exist between family value and aggressive behaviour of students, while student who have received positive family value from parents develop positive behaviour but the reverse is the case for students with aggressive behaviour. They further stated that Parents are different from one another both in their relationship with their own children and their feelings or reactions towards family value. Ango, (2005), stated that the nature of behaviour development has been found to have a significant relationship with social environment and family value. To him, a healthy environment creates a perfect individual while a less healthy environment will produce problematic behaviour. It is in view of the foregoing, that the researchers deem it necessary to examine relationship between social environment, family values and students' aggressive behaviour of secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria

Objectives of the study

The following are the objectives for the study;

1. Examine the relationship between social environment and students aggressive behaviour of secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria
2. Examine the relationship between family value and students aggressive behaviour of secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria

Research Hypotheses

For this study, the following hypotheses were tested:

Ho_1: There is no significant relationship between social environment and students' aggressive behaviour among secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria

Ho_2: There is no significant relationship between family value and students' aggressive behaviour among secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria

Methodology

This study employs correlational design. This study established the relationship between variables of social environment, family value, social environment and family value in

relations to students' aggressive behaviour among secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria.

The population of the study comprised all the S.S.1 students, both males and females, in the public senior secondary schools in Uyo metropolis of Akwa-Ibom state, Nigeria who exhibited aggressive behaviour. The number stood at five hundred and eighty-nine (589) SS1 students. They were identified through the use of school principal log book. The sample for this study was 217 students selected using simple random technique. The schools were numbered from one (1) to sixteen (16) and eleven (11) schools were selected through balloting. Proportionate sampling technique was used in the selection of sample of the eleven (11) schools. This is because the schools differ in their population and to ensure equitable distribution of the sample. The sample selection was guided by Research Advisors (2006) table for determining sample size from a given population. The researchers made use of three instruments for data collection. The instruments are Social Environment Questionnaire (SEQ), Family Value Questionnaire (FVQ) and Students Aggressive Behaviour Questionnaire (SABQ). Social Environment Questionnaire (SEQ) measures home environment, student's relationship in the School and peer influence. It consists of 25 items which concentrate on issues such as "I assist my parents with household chores", "I like studying alone", "I like studying with my friends among others". Family Value Questionnaire (FVQ) consists of 10 items ranging from "my parents teach me to respect my elders", "I don't seat to greet my senior" and "I don't call my senior sibling by their first name" etc. Students Aggressive Behaviour Questionnaire (SABQ) contains 25 items on student aggressiveness focusing on four factors including hostility, emotional, instrumental and relational aggressive behaviour. Hostility aggression had seven items (1 – 7), Emotional aggression six items (8 – 13), Instrumental aggression six items (14 – 19), and Relational aggression six items (20 – 25). Social Environment Questionnaire (SEQ) and Family Value Questionnaire (FVQ) were self-constructed by the researchers after a thorough review of literature on social environment and Family Value respectively, while Students Aggressive Behaviour Questionnaire (SABQ) was adapted from Buss and Perry (1992) Aggression Questionnaire. Each of the instruments is on five-points Likert scale which consist of strongly agreed (SA), Agreed (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD). The items in the instrument required the participants to indicate their best feeling and the frequency in which they exhibit the behaviour in the instrument.

To establish the reliability index of the instruments, scholars in the field of Educational Psychology, measurement and evaluation, validated the instruments to determine content validity, its relevance and appropriateness for the study, their input and observations where incorporated into the final draft. The Cronbach alpha reliability method was used to test the reliability of the instruments. The reliability was done for each section of the questionnaire for Social Environment Questionnaire the reliability

(SEQ) was 0,72, Family Value Questionnaire was 0.71 and SABQ was 0.74 respectively, which according to Rummel (1976) are suitable to be used for the study since they have positive reliability coefficient figure. Pearson Product Moment Correlation (r) was used to test the three hypotheses. The hypotheses were tested at 0.05, alpha level of significance. SPSS version 20.0 statistical software was used for data analysis and storage.

Results

There is no significant relationship between social environment and students' aggressive behaviour among secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria

Table 1: Pearson product Moment Correlation (r) statistics on the relationship between social environment and students' aggressive behaviour

Variables	**N**	**Mean**	**Std.dev**	**df**	**r**	**p**
social environment	217	34.5469	6.51769			
				215	0.605	0.039
Students aggressive behaviour	217	3.1520	.61549			

Correlation is significant at 0.05 level (2 tailed).

Result of the table above revealed that significant relationship exists between social environment and Students aggressive behaviour among secondary school students in Uyo Metropolis. (r = 0.605, p = 0.039). This indicates that the more a student is exposed to a conductive social environment, characterized by positive values, supportive interactions, and constructive relationships the less the Students aggressive behaviour and vice versa. This implies that value orientation in relations to social environment plays a crucial role in shaping Students behaviours and attitudes towards conflict resolution, interpersonal communication, and the expression of emotions. Therefore, the null hypothesis which states that there is no significant relationship between social environment and students aggressive behaviour, was rejected.

There is no significant relationship between family value and students aggressive behaviour among secondary school students in Uyo Metropolis of Akwa-Ibom State, Nigeria

Table 2: Pearson product Moment Correlation (r) statistics on the relationship between family value and students' aggressive behaviour

Variables	**N**	**Mean**	**Std.dev**	**df**	**r**	**p**
family value	217	32.625	3.06246			
				215	0.736	0.044

Students aggressive behaviour	217	3.1502	.21647

Correlation is significant at 0.05 level (2 tailed).

The result of the table above showed that significant relationship exists between family value and Students aggressive behaviour among secondary school students in Uyo Metropolis. ($r = 0.736$, $p = 0.044$). This indicates that the more the students adhere to family value such as respect, empathy, communication, and cooperation the less the Students aggressive behaviour as such students are likely to approach social interactions with a positive and empathetic mindset thereby reducing the propensity for aggressive behaviour and vice versa. Also, value orientation, particularly in the context of family values, plays a critical role in shaping students' attitudes, beliefs, and behaviours. Therefore, the null hypothesis which states that there is no significant relationship between family value and students' aggressive behaviour is hereby rejected.

Discussions

This study examines relationship between social environment, family, values of secondary school students' aggressive behaviour in Uyo metropolis of Akwa- Ibom state, Nigeria.

Social Environment and Aggressive Behaviour**:** The findings from hypothesis one revealed that significant relationship exists between social environment and Students aggressive behaviour in the study area. The findings is in line with that of Kemunto (2011) examined the on the relationship between social environment and students' aggressive behaviour in keumbu zone, kisii county, kenya. The study indicated that parent- children, teacher-student and student-student relationships lead to classroom aggression. The finding also corroborates the view of Hoffman, Hutchinson and Reiss (2009) who opine that social environment has correlation with students' behaviour. This finding is not surprising given that social environment is where behaviour development are formed and, in the situation, where family members, peer group influence and teacher are not properly behaved this might to a large extends encourage aggressive behaviours of students in the study area.

Family Value and Aggressive Behaviour: The findings from hypothesis two revealed that significant relationship exists between family value and Students aggressive behaviour among secondary school students in Uyo Metropolis. The finding is in line with that of McCullough, Ashbridge, & Pegg, (2004) have found relationships to exist between family value and aggressive behaviour of students, while student who have received positive family value from parents develop positive behaviour the reverse is the case for students with aggressive behaviour. This outcome is expected given that family values serves as the fundamental agency of socialization and behaviour development, they reproduce cultural values in the

individual, imparting ethnic norms, social values that shape students behaviour, character and action.

Conclusion

Based on the findings of this study, it was concluded that significant relationship exists between social environment and Students aggressive behaviour with value orientation serving as a critical conduit for value transmission. The significant relationship between social environment and students' aggressive behavior suggests that the values and norms present in student's social environment, such as family and community, shape their behaviour and influence their likelihood of engaging in aggressive behaviour. This highlights the importance of value orientation in shaping students' behaviour and underscores the need for a supportive social environment that promotes positive values, such as respect, empathy, and conflict resolution, to reduce aggression and promote peaceful behavior among students.

Also, based on the findings of this study, it was concluded that Family values significantly correlated on Students aggressive behaviour and that value orientation, as reflected in family values, plays a significant role in shaping students' aggressive behaviour. The significant correlation between family values and students' aggressive behaviour suggests that the values and norms instilled in the family context have a profound impact on students' behavior. Specifically, the study concluded that students who are socialized in a family environment that values respect, empathy, and conflict resolution are less likely to exhibit aggressive behavior. Conversely, students who are socialized in a family environment that normalizes aggression and violence are more likely to engage in aggressive behavior. Thus, the study highlights the critical importance of value orientation in shaping students' aggressive behavior and underscores the need for families and communities to prioritize positive value transmission to promote peaceful and respectful behaviour by students.

Recommendations

Based on the findings of this study, the following recommendations are made;

1. Parents should create a conducive and enabling social environment that fosters positive value orientation, such as respect, empathy, and conflict resolution, to prevent aggressive behavior in their children. This can be achieved by modeling and teaching these values, and ensuring that they are reinforced in the family context.
2. Family members should prioritize instilling positive family values in student, such as respect, tolerance, and empathy, to shape their value orientation and prevent aggressive behaviour. By teaching students, the importance of respecting others, tolerating differences, and resolving conflicts peacefully, families can help their children develop a value orientation that rejects aggression and promotes harmony within the family and beyond.

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