

TEACHERS' PERCEIVED CAUSES OF AGGRESSIVE BEHAVIOURS AMONG HEARING IMPAIRED SECONDARY SCHOOL STUDENTS IN OYO STATE

Bolu-Steve, F. N., Ajokpaniovo, M. & Ganiyu, G. Y.
Department of Counsellor Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria

Abstract

Hearing impairment is one of the most common congenital and acquired diseases in children and it is invisible. One would assume that individuals with Hearing impairment encounter more difficulties regarding their adjustment because they often face multiple challenges, such as speech and language delays, communication problems, psycho-social adjustment/problems and less or no access to the sound-dominated world. Reduced participation of these children in social life limit the quality of life. This study investigated teachers' perceived causes of aggressive behaviours among hearing impaired secondary school students in Oyo state. Influence of moderating variables such as gender, age and tribe were examined. Descriptive survey method was employed. A total of 220 secondary school teachers were selected through random sampling techniques. The participants responded to a questionnaire entitled Causes of Aggressive Behaviours among Hearing Impaired Students (CABAHIS). The reliability of the instrument was established using test re-test reliability method, a correlation coefficient of 0.76 was derived. The data collected were analyzed using both descriptive and inferential statistics. Percentage was used for the demographic data while t-test and Analysis of Variance (ANOVA) statistical tools were used to analyze the hypotheses at 0.05 level of significance. Result showed that the causes of aggressive behaviours among hearing impaired students in Oyo State include: unmet needs, being unnecessarily provoked by non-handicapped peers, poor self-concept, and low self-esteem among others. Gender, age had no significant influences on the causes of aggressive behaviours among hearing impaired students in Oyo State. It is therefore recommended that teachers and school counsellors should implement a parent-guidance programme on knowledge and skills regarding the prevention and handling of aggressive behaviour.

Introduction

Disability could be defined as a form of functional loss which is measurable. This can occur as a result of impairment or injury (Abang, 2005). There are different types of disabilities and this includes the physical deformities, intellectual disability and visual disability (Olawale, 2000). Many terms are used in the description of people with disability. Hearing-impairment is a major problem that could occur at any point in time in life. Hearing impairment is a generic term that could be defined as a form of hearing loss which could be pre-lingual or post-lingual. When there is loss of hearing before language and speech then the child has pre-lingual deafness, however post-lingual occurs when there is loss of hearing after speech and language (Akinpelu, 2016).

Hearing is a complex sense that involves the ability to detect sounds and interprets sounds. Hearing loss refers to a diminished ability to hear sounds like other people. It is also seen as the inability of people to understand speech through hearing even when sound is amplified (Obani, 2004). Hearing impairment can be hereditary, it can also occur as a result of disease, trauma, age, medications or

long-term exposure to loud noises. In adults hearing problems can cause work related difficulties while in children it can distort the ability to learn a language. According to Ekim, and Ocakçi (2012) hearing loss can have a range of consequences which depends on the individual and the level of loss. A person with this problem finds it difficult to learn at school or perform their duties at work. This can impact how persons with hearing impairment interact with family and friends.

Hearing loss can cause secondary problems (perceptual problem, communication problem, emotional problem, social problem, educational problems etcetera) and this depends on the degree of hearing impairment, the age of a child at the onset and child's intellectual potential or the magnitude of the problem. The experience of persons with hearing-impairment could be negative especially in the process of socialization and this often leads to aggressive behaviors, despair, frustration, low self-esteem, worthlessness and the feeling of anger and resentment (Ayhan, 2016).

Individuals with hearing impairment experience hindrances as a result of thwarted efforts in meeting their physical, social and psychological needs. According to Kolo and Yaroson (2014) people react differently when they are frustrated as a result of their inability to achieve their goals and satisfy their needs. A typical reaction to frustration by many students of secondary school age is aggression. Aggression, be it direct or indirect is more or less regarded as antisocial behaviour. This should not be encouraged in students as it cannot only be harmful to the exhibitor but also to others around (Kolo & Yaroson, 2014).

There are several theories regarding the source of aggression and these theories can be categorized into two major groups. The first group states that aggression is instinctive and impulsive while the second group acclaimed that aggression has a social origin (Koknel, 2006). On the other hand, Freud described aggression as a self-destructive tendency. Donat, Bacioglu and Ozdemir (2012) defined aggression as a stimulation which may arise as a result of reaction to negative situations. Morales-Vives, Camps, Lorenzo-Seva and Vigil-Colet (2014) explained that aggression resides in the genetics of both humans and animals. Aggression can be seen as a response in humans and animals to danger. Hintermair (2013) affirmed that aggression is one of the main arrangers of social system and it exists in the nature of species. Marschark and Wauters (2011) did not discuss aggression within the concepts of intention/purpose; instead, they considered aggression as behavior pattern that disrupt or damage the social rules.

It has been reported that children with hearing-impairment showed more aggressive behaviors hearing-impairment. As a result of the aggressive persons with hearing impairment develop low self-esteem, inferiority complex which often lead to the exhibition of depressive behaviors (Motemedi, Seyednour, Noorikhajavi & Afghah, 2007; Van Gent, Goedhart & Treffers, 2011; Rostami, Bahmani & Bakhtyari, 2014; Ekim & Ocakçi, 2012; Theunisian, Rieffe, Kouweberg, De Raeve, Soede, Briaire & Frijins, 2014) and deficiencies in the development process of social skill. On the other hand, aggression levels of these children are close to their peers with no hearing-impairment (Konuk, 2006; Remine & Brown, 2010). According to Pakaslahti et al. (2006); Fung and Tsang (2007); Chang and

Sanna (2013) many problems like aggressive behaviors are reduced with the development of social skills and people with hearing impairment lack these expertise of problem solving and communication skills. This often spurs up aggressive behaviors among persons with disability. Many studies revealed a direct relationship between aggression and psychological maturity (Morales-Vives, Camps, Lorenzo Seva & Vigil-Colet 2014; Fung & Tsang, 2007; Lee, Bailirgeon, Vermunt, Wu & Tremblay, 2007; Fung, Raine & Gao, 2009; Yamasaki & Nishida, 2009; Donat-Baciolu & Ozdemir, 2012; Uz-Ba, Oz & Kabasakal, 2012; Liu & Chen, 2013). In the light of the above mentioned explanations, the aim of this study is to examine the causes of aggressive behaviors among secondary school students with hearing impairment.

Statement of the Problem

The incidence of aggressive behaviour among secondary school students have been reported in Radio, Television and Newspapers. Aggressive behaviour commonly manifested by students includes shouting, arson, kicking, fighting, use of knife or axe among others. This ugly development has adversely affected the academic performance of the students and their overall wellbeing. The students continued involvement in aggressive behaviour has brought miseries and anguish to many parents, teachers, guidance counsellors and the government. Furthermore, the students with hearing impairment get involve in many behavioural problems such as aggression because it is characterized by changes in the biological and emotional functionality. Based on this, students with hearing impairment involve themselves in different kinds of behaviours that are inimical to them.

To the best knowledge of the researchers, despite the involvement of students with hearing impairment in various kinds of risky behaviours like their counterparts without hearing impairment, most available programmes in terms of behaviours modification techniques targeted to suit other students without any impairment are unavailable to secondary school students with hearing impairment. Most students with hearing impairment have limited access to information; this thus makes them vulnerable to various kinds of aggressive behaviours. Therefore, the study investigated the causes of aggressive behaviours among students with hearing impairment in Oyo metropolis.

Research Question

1. What are the causes of aggressive behaviours among hearing impaired students as perceived teachers in Oyo State?

Research Hypotheses

The following research hypotheses were raised to guide the conduct of the study:

1. There is no significance difference in the causes of aggressive behaviours among hearing impaired students as perceived teachers in Oyo state based on gender.
2. There is no significance difference in the causes of aggressive behaviours among hearing impaired students s perceived teachers in Oyo state based on age.
3. There is no significance difference in the causes of aggressive behaviours among hearing impaired students as perceived teachers in Oyo state based on tribe.

Methodology

Research Design

A descriptive research design was deemed appropriate to gather the primary data and attend to the research questions. Descriptive research determines and reports information on the way things are. This choice was made because this research involves investigating possible causes of aggressive behaviours and collecting data to test the hypotheses.

Population, Sample and Sampling Technique

The research work was conducted among secondary schools' teachers in Oyo State. The target population is all teachers in selected Secondary Schools State. Total population for the study was two hundred and twenty (220) teachers which constitutes all senior secondary school teachers. Sample is the scientific selection of few people (or respondents) to represent a larger number of people, in such a way that the respondents together form a small- scale replica of the population under study. According to Sanni (2002) sampling is necessary in the course of carrying out a research as it is really not possible to study the whole population of subjects under consideration. For this study therefore, the random sampling technique was used. Therefore 220 secondary school teachers were randomly selected as sample for the study.

Instrumentation

For this study, a self-designed structured questionnaire titled Causes of Aggressive Behaviours Among Student with Hearing Impairment (CABASHI) was used. The instrument was designed after considering related literature. It has two sections. Section A consists of gender, age and tribe. Section B which consists of 20 items focused on the causes of aggressive behaviours among students with hearing impairment. The instrument is based on a Four-Point Likert-Type Scale: Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points, and Strongly Disagree = 1 point. The highest obtainable score is 80 while the lowest score is 20. Respondents that obtained 51 points and above attest to the items as possible causes of aggressive behaviours among students with hearing impairment. Respondents that scores between 0 – 50 points have a negative perception towards the items on causes of aggressive behaviours among students with hearing impairment. The instrument yielded 0.72 coefficient using the Pearson Product Moment Correlation and was adjudged good enough to be used for the study.

Results

Demographic Data

This section gives analysis of data in relation to the respondents based on gender, age and tribe.

Table 1: Distribution of Respondents based on Personal Data

Variables	Frequency	Percentages (%)
Gender		
Male	102	46.4
Female	118	53.6
Total	220	100.0
Age		
27 years and below	57	25.9
28 – 47 years	94	42.7
48 years and above	69	31.4
Total	220	100.0
Tribe		
Yoruba	184	83.6
Hausa/Fulani	21	9.6
Igbo	15	6.8
Total	220	100.0

Table 1 shows that based on gender 102 (46.4%) of the respondents were males, while 118 (53.6%) of the respondents were females. Based on age, 57 (25.9%) of the respondents were 27 years and below, 94 (42.7%) of the respondents were between 28 – 47 years, while 69 (31.4%) of the respondents were 48 years and above. Based on tribe, 184 (83.6%) of the respondents were from the Yoruba tribe, 21 (9.6%) of the respondents were from the Hausa/Fulani tribe, while 15 (6.8%) of the respondents were from the Igbo tribe. These thus imply that there were more females that participated in the study; more respondents between the ages of 28 – 47 years that participated in the study; and more respondents from the Yoruba tribe participated in the study.

Table 2: Mean and Rank Order of Respondents on causes of aggressive behaviour among Students with Hearing Impairment

Item No.	The following factors should lead to aggressive behaviours among students with hearing impairment	Mean Score	Rank
1	When their needs are not met	3.57	1 st
18	When they are being provoked by outsiders	3.56	2 nd
19	Poor self – concept	3.55	3 rd
20	Poor self – esteem	3.48	4 th
17	Mental disorder due to their disability	3.44	5 th
11	Emotional outburst	3.40	6 th
9	Pressure of studies	3.40	6 th
15	Psychological development patterns	3.39	8 th
10	Unfriendly with peers	3.34	9 th
12	Injustice in school society	3.34	9 th
13	Inconsistent laws or regulations on the disabled	3.34	9 th
14	Peer group influence	3.34	9 th
12	When their parents are constantly fighting, quarrelling at home	3.30	13 th
16	Environmental factor – external forces against them	3.30	13 th
3	Parental punitive measure and family instability	3.29	15 th
8	Poor teachers – student interaction	3.26	16 th
6	Abusive and foul languages being directed towards them	3.21	17 th
7	Dishonest and authoritative behaviour of teachers	3.17	18 th
5	Broken homes	3.13	19 th
4	Poverty or harsh economic conditions	3.11	20 th

Table 2 indicates that item 1 was ranked 1st with a mean score of 3.57 and it stated that when their needs are not met, it leads to aggressive behaviours among students with hearing impairment. Item 18 as ranked 2nd with a mean score of 3.56 and it states that when they are being provoked by outsiders it leads to aggressive behaviours among students with hearing impairment, while Item 19 was ranked 3rd with a mean score of 3.55 and it states that poor self-concept leads to aggressive behaviours among students with hearing impairment. However, Item 4 was ranked 20th with a mean score of 3.11 and it states that poverty or harsh economic conditions lead to aggressive behaviours among students with hearing impairment. All the items have mean scores that are above 2.50 hence it implies that the stated items are some of the causes of aggressive behaviours among secondary school students with hearing impairment.

Hypotheses Testing

Hypothesis One: *There is no significant difference on the causes of aggressive behaviours among students with hearing impairment as perceived by secondary school teachers based on gender*

Table 3: Mean, standard deviation and t-value on Teachers’ Perceived Causes of Aggressive Behaviours Among Hearing Impaired Secondary School Students Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value
Male	102	52.58	5.62	218	0.62	1.96
Female	118	52.91	5.72			

Table 3 indicated that the calculated t-value is 0.62 while the critical t-value is 1.96. Since the calculated t-value is less than the critical t-value, the hypothesis is therefore accepted. Hence there is no significant difference in teachers’ perceived causes of aggressive behaviours among hearing impaired secondary school students based on gender.

Hypothesis Two: *There is no significant difference on the causes of aggressive behaviours among students with hearing impairment as perceived by secondary school teachers on the basis of age*

Table 4: Analysis of Variance (ANOVA) showing Teachers’ Perceived Causes of Aggressive Behaviours Among Hearing Impaired Students in Secondary Schools Based on Age

Source	df	SS	Mean Square	Cal. F-value	Crit. F-value
Between Groups	2	45.735	22.86	0.72	3.00
Within Groups	217	3043.290	31.37		
Total	219	3089.025			

Table 4 indicated that the calculated f-ratio is 0.72 and a critical f-value of 3.00. Since the calculated f-value is less than the critical f-value, the hypothesis is therefore accepted. This thus implies that

there is no significant difference in teachers' perceived causes of aggressive behaviours among hearing impaired secondary school students based on age.

Hypothesis Three: *There is no significant difference on the causes of aggressive behaviours among students with hearing impairment as perceived by secondary school teachers based on tribe*

Table 5: Analysis of Variance (ANOVA) showing Teachers' Perceived Causes of Aggressive Behaviours Among Hearing Impaired Students in Secondary Schools Based on Tribe

Source	df	SS	Mean Square	Cal. F-value	Crit. F-value
Between Groups	2	381.096	190.09	6.81*	3.00
Within Groups	217	2707.929	27.91		
Total	219	3089.025			

*Significant, $p < 0.05$

Table 5 indicated that the calculated f -ratio is 6.81 and a critical f -value of 3.00. Since the calculated f -value is greater than the critical f -value, the hypothesis is therefore rejected. This thus implies that there is a significant difference in teachers' perceived causes of aggressive behaviours among hearing impaired secondary school students based on tribe.

Table 6: Duncan Multiple Range Test on Causes of Aggressive Behaviours among Hearing Impaired Students

Variables	N	Mean Score	Group	Duncan Grouping
Yoruba	161	67.25	1	A
Hausa/Fulani	37	66.22	2	A
Igbo	22	53.50	3	B

Table 6 revealed the mean differences that were obtained on causes of aggressive behaviours among hearing impaired students on the basis of tribe. The mean scores of the three variables were significantly different from each other. The mean scores for respondents from the Yoruba tribe (67.25) differed slightly from respondents from Hausa/Fulani tribe (66.22) but differed significantly from the Igbo tribe (53.50). The significant difference noted in ANOVA on Table 5 was a result of respondents who were from the Igbo tribe.

Discussion

The finding from the study showed that students with hearing impairment can be aggressive when their needs are not being met; when they are being provoked by non-handicapped students. This finding corroborated the results of many researchers such as Hintermair (2013); Barker, Quittner, Fink, Eisenberg, Tobey and Niparko (2009) who stated that hearing impaired students display aggressive behaviours when they cannot express themselves freely. They also find it difficult

handling their temperament. Stevenson, McCann, Watkin, Worsfold and Kennedy (2010) also stated that hearing impairment causes the child to keep his/herself which thus influences his/her social environment and his/her attitude towards the environment. Howley and Howe (2004); Hooper, Swartz, Wakely, deKruif and Montgomery (2002) claimed that people with hearing impairment are always angry, bad tempered and aggressive at the slightest provocation. This is because they find it difficult in expressing their wishes, feelings and thoughts.

The first hypotheses revealed that there was no significant difference in teachers' perceived causes of aggressive behaviours among hearing impaired secondary school students based on gender. This finding negates that of Ayhan (2016) who carried out a study using both hearing and non-hearing students. Ayhan (2016) noted that gender creates a difference in total aggressive behaviors of both persons with and without hearing impairment. Ayhan further stated that boys show more aggression when compared to girl. Bjorkqvist, Lagerspertz and Kaukiainen (2014) found that males are more likely than females to express their aggression physically when provoked. Cole and Dodge (2007) also discovered that males are more aggressive than females.

Irrespective of the teachers age, their perception on the causes of aggressive behaviours among hearing impaired secondary school students was the same. The finding corroborated Babaroglu (2014) who observed that the age of the hearing impaired students did not make any difference on aggressiveness. Ayhan (2016) in a study stated that teachers explained that the level of aggressiveness among students with hearing impairment varies depending on age. Ayhan also discovered that students with hearing impairment show less aggressive behaviors as they get older; however, in children with hearing impairment, no difference was observed in their aggressive behaviors depending on their ages.

The tribe of the respondents influenced their perception. In a study carried out by Rostami, Bahmani and Bakhtyari (2014) they observed that children with hearing impairment manifest some kinds of social behavioural problem due to environmental influence. Parents acclaimed that these negative behaviours, affects the interpersonal dispositions of these children and sometimes they develop depressive symptoms. Therefore, from Garba and Badzis (2017) perspectives, aggression, which has to do with temper outbursts emerged as the dominating interpersonal behaviour problems among the children with hearing impairment.

Conclusion and Recommendations

From the forgoing, it can be concluded that students with hearing impairment develops aggressive behaviours when their needs are not met. Also, gender and age had no significant difference on the causes of aggressive behaviours among students with hearing impairment, while a significant difference was found on the basis of ethnicity. The following recommendations were made:

1. Counsellors must enlighten teachers on the major causes of aggressive behaviours among students with hearing impairment. This will assist them to understand the temperament of these students.
2. Teachers should encourage parents to constantly supply the carter for the needs of these students.

3. Public enlightenment should be done for students taking into consideration their age, gender and ethnicity.
4. Teachers and school counsellors should implement a parent-guidance programme on knowledge and skills regarding the prevention and handling of aggressive behaviour. This will enable parents to educate their children effectively on how to deal with aggression.

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