

**INFLUENCE OF TEACHERS AGGRESSIVE BEHAVIOURS ON ACADEMIC MOTIVATION
OF PUPILS IN ANAMBRA
EAST L.G.A. ANAMBRA STATE.**

BY

MBAEGBU, A.N. (Ph.D),
OBIBUBA, IJEOMA .M.

&

OKWUBA, J.I.

Primary Education Department
Nwafor Orizu College of Education,
Nsugbe Anambra State.

Abstract

This study was on the influence of teachers aggressive behaviours on academic motivation of pupils. It was a descriptive survey study carried out in Anambra East local government area, Anambra State. The sample constituted 120 teachers (70 females and 50 males) teaching in the public schools in the study area. An instrument entitled “Teachers aggressive behaviour survey” (TABS) developed by the researchers was used for data collection. The research questions were answered using mean and standard deviations. The hypothesis was tested at 0.05 level of significance using t-test statistics. Among the findings: teachers display various aggressive behaviours which discourage children from participating in classroom academic activities. It was recommended that school administrators should sensitize teachers on the influence of aggressive behaviours on pupils academic motivation.

Key words: *Teachers, aggressive behaviours, academic motivation.*

Introduction

Globally, an adequate interpersonal environment is needed for total development of a child (physical, moral, spiritual, mental among others). It is expected that the adequate environment is provided by various stakeholders in the society. Perhaps failure of the interpersonal environment to provide growth promoting opportunities occurs when the various stakeholders becomes source of fear rather than solace. Kerig Ludlow and Wenar (2012) noted that a child’s fear may come from home, when parents inflict any form of abuse (neglect, physical, sexual or emotional abuse) on a child; and stressed that not all forms of abuse may leave signs as blatant as bruises or broken bones. According to the authors, emotional abuse includes humiliating, or constantly criticizing a child, threatening, blaming, shouting and calling names at a child, making the child the subject of jokes or using sarcasm to hurt a child, scapegoating and making a child perform degrading acts. The authors, added that emotional abuse could be grouped into three types: verbal abuse which includes yelling and insult; rejection which includes constantly rejecting one’s thoughts, ideas and opinion, gas lighting which includes making one doubt self and thoughts.

In the view of Morin (2021) emotional abuse sometimes called psychological abuse could be defined as a pattern of behaviour that damages a child’s sense of self worth and negatively impacts emotional development. Furthermore, the author pointed that emotional abuse, includes: rejection and constantly criticizing a child; threatening, demean, and berating a child; humiliation, name calling and insult among others; and concluded that emotional abuse is all about the expression of power and control which could be subtle and may not be easily recognized but slowly hampers an individual’s self-esteem. This implies that the perpetrators manipulates and controls the child by using words and actions that are emotionally hurtful and damaging on self. Morin further explained that adults who abuse

children have a history of substance use disorder or violence and aggression, and pointed that parents are not the only source of child abuse but other significant/authority figures could be abusive. Such as a coach, day-care worker, pastors, older siblings and teachers.

Wikipedia dictionary (2021) defined a teacher as a person who helps students to acquire knowledge, competence or virtue in a school setting. In the same vein, Random-House Dictionary (2021) defined teacher as a person who teaches or instructs, especially as a profession or instructor. Joana (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.

In addition Gagnon (2019) pointed out that the qualities of a good teacher includes listening, collaboration, adaptability empathy, patience and motivation of learners among others: The author maintained that good teachers are the most important factor that contributes to learners achievement in the classroom than other school facilities and resources. In the same vein, Meer (2018) opined that good teachers should possess: expert communication skills and good relationship skills that promotes friendliness with learners. The author explained expert communication skills as involving verbal, non-verbal and visual skills which involves speaking, writing, imagery, body language that helps to motivate learners towards learning the academic content in question.

Motivation is seen by Venkatesh (2018) as an important factor which encourages individuals to give their best performance and help in reaching enterprise goals. The author further noted that motivation could be positive or negative. According to Venkatesh, a positive motivation may come as reward which increases output whereas a negative motivation may come in form of force or fear and reduce performance.

Vance (2018) defined motivation as any emotion or desire which so conditions one's will that the individual is properly led into action. In the words of Souders (2021) motivation is an internal process, a condition inside an individual that desires a change, either in the self or the environment. Cherry and Morin (2020) defined motivation as the process that initiates, guides and maintains, goal-oriented behaviours which is needed in all facets of life business, academic and so on. The authors further noted that in academics, motivation causes an individual to engage in studying books to gain knowledge and described such motivation as academic motivation.

Academic motivation refers to the cause of behaviours that are in some way related to academic functioning and success such as how much effort students expend, how effectively they regulate their work which endeavour they choose to pursue and how persistently they are when faced with academic challenges (Seel, 2012). Brown and Keith (2018) defined academic motivation as the learners' desire or hunger to learn academic materials because they believe that learning is important and rewarding in their lives. Usher and Morris (2012) added that an individual's source of academic motivation may be intrinsic, derived from internal process and/or extrinsic, the result of external forces. The authors maintained that significant figures could mar or spur an individual's academic motivation; and also some words/behaviours of a teacher may motivate students to expend much effort in learning academic materials/content or may discourage them from studying. In support of this view, Surganingrat, Mangunsong and Riantoputra (2020) found that teacher's verbal aggressive behaviours increased students' aggressive behaviours, their tendency to withdraw from class participation and ignoring their teachers; and concluded that verbal aggressive behaviour is more harmful than physical aggressive behaviour and as well has long term effect on learners.

Surganingrat et al (2020) defined teachers aggressive behaviours as any behaviour directed towards another individual that is carried out with the proximate (immediate) intent to cause harm; which can be done either verbally or physically and either reactively to express anger or proactively to

achieve educational goals. To the authors, verbal aggressive behaviours include, swearing, teasing, threatening, attacks on background/physical appearance/competence/ character, cursing, ridicule, and non verbal behaviours while physical aggression is aggressive behaviours that include physical force such as hitting, slapping a student and so on. On the same hand, Legg (2019) added that aggressive behaviour ranges from verbal abuse to physical abuse and could cause physical or emotional harm to individuals. Furthermore, it violates social boundaries and leads to relationship breakdowns which may be obvious or secretive. Wilburn (2006) opined that teachers' aggressive behaviours include slapping, grabbing, screaming, pinching, kicking, spitting, biting, threatening and teasing. The author further pointed that aggression could either be verbal or physical. Kering, et al. found that some aggressive behaviours teachers depict discourages academic motivation of pupils such as if a teacher makes fun of a pupil in front of the class while struggling to read aloud, the pupil may withdraw from engaging in such academic activities next time.

In addition, if a teacher constantly yells or threatens pupils, they may lose interest in learning. Calvys (2018) pointed that teachers should be cautious in using words because their words are always powerful. This implies that teachers should use appropriate language and totally avoid cursing individuals. They should also create a friendly classroom environment to enhance motivation in pupils.

Invariably, if teachers fail to create a positive inter-personal relationship that will motivate learners but continues to heap abuses on them, academic learning, growth and development will be hindered. This paper therefore sought to ascertain the influence of teachers' aggressive behaviour on pupils academic motivation.

Purpose of the Study

The general purpose of the study is to ascertain the influence of teachers' aggressive behaviour on academic motivation of pupils. Specifically, this study will sought to find:

1. Teacher's view of aggressive behaviour.
2. Aggressive behaviours displayed by teachers.
3. Effect of aggressive behaviours on academic motivation of pupils.

Research Questions

1. How do teachers' view aggressive behaviours?
2. What aggressive behaviours do teachers portray?
3. To what extent do teachers' aggressive behaviour affect academic motivation of pupils?

Research Hypothesis

1. There is no significant difference between aggressive behaviours displayed by male teachers and aggressive behaviours displayed by female teachers.

Method

This study is a descriptive survey study carried out in government owned primary schools in Anambra East L.G.A. Anambra State. The population of the study consists of 520 teachers teaching in government owned primary schools in Anambra-East Local Government Area, Anambra State, Nigeria. A sample of 120 teachers (70females and 50males) were drawn using random sampling technique. An instrument entitled "Teachers Aggressive Behaviour Survey (TABS) developed by the researchers . The instrument was administered by the researchers.

Validation of Instrument

Two experts, one from Measurement and Evaluation Department and one from Educational Psychology Department of Nwafor Orizu College of Education, Nsugbe, established the validation of instrument. The experts made corrections and suggestions which were used for the final drafting of the

instrument. They vetted the instrument to assess its relevance, content coverage, appropriateness of language usage and adequacy of the items to solicit answers for the research questions and hypothesis. The instrument contained 18 items before validation but three questions were discarded because they were faulty and 15 items were retained.

Reliability of Instrument

The reliability co-efficient stood at 0.78 when computed. This was done through pilot study with 50 teachers teaching in Onitsha urban primary schools. Data collected were analyzed using Cronbach Alpha to obtain the reliability co-efficient of the instrument.

Data Analysis

The research questions were answered using mean and standard deviation, while the hypothesis was tested at 0.05 level using t-test statistics.

Decision Rule

Any mean score below 2.50 were rejected whereas mean score from 2.50 above were considered acceptable.

Results and Interpretations

Research Question One: How do primary school teachers view aggressive behaviour?

Table 1: Mean and standard deviations of responses on how primary school teachers view aggressive behaviour.

| S/N | Items | | SA | A | D | SD | Σ | X | SD | Remark |
|---------|--|--------|-----------|-----------|----------|----------|------------|------|------|----------|
| 1 | Aggressive behaviour is any behaviour carried on an individual to cause harm. | N x | 40 160 | 50 150 | - - | - - | 120 310 | 2.60 | 1.29 | Accepted |
| 2 | Aggressive behaviours maybe verbal actions to display anger. | N | 40 160 | 80 240 | - - | - - | 120 400 | 3.33 | 1.66 | Accepted |
| M x3 | Aggressive behaviours are productive behaviours carried out on an individual to achieve educational goals. | x | 40 160 | 30 90 | 40 80 | 10 10 | 120 340 | 2.83 | 1.41 | Accepted |
| 4 | Aggressive behaviours may be physical actions to display anger. | n | 70 280 | 40 120 | 10 20 | - - | 120 420 | 3.50 | 1.75 | Accepted |

| | | | | | | | | | | |
|---|--|---|-----------|-----------|----------|--------|------------|------|------|----------|
| 5 | Aggressive behaviours maybe acts to discourage misbehaviour. | x | 40 160 | 60 180 | 20 40 | - - | 120 380 | 3.16 | 1.58 | Accepted |
|---|--|---|-----------|-----------|----------|--------|------------|------|------|----------|

Where n = Number of respondents; x = score

Table one revealed that teachers see aggressive behaviours as acts carried out on an individual to cause harm, display anger, discourage misbehaviour and any proactive behaviour to achieve educational goals.

Research Question Two: What aggressive behaviours do teachers portray?

Table 1: Mean and standard deviations of responses on aggressive behaviours portray by teachers.

| S/N | Items | | SA | A | D | SD | Σ | X | SD | Remark |
|-----|---|--------|-----------|-----------|----------|----------|------------|------|------|----------|
| 1 | Teachers humiliate learners by calling names. | n x | 50 200 | 20 60 | 30 60 | 20 20 | 120 340 | 2.83 | 1.42 | Accepted |
| 2 | Teachers threaten learners. | N | 30 120 | 50 200 | 30 60 | 10 10 | 120 390 | 3.25 | 1.63 | Accepted |
| 3 | Teachers yell on learners. | X | 40 160 | 40 160 | 30 60 | 10 10 | 120 390 | 3.25 | 1.63 | Accepted |
| 4 | Teachers hit learners. | N | 30 120 | 40 120 | 30 60 | 20 20 | 120 320 | 2.67 | 1.33 | Accepted |
| 5 | Teachers slap learners. | x | 50 200 | 20 60 | 30 60 | 20 20 | 120 340 | 2.83 | 1.42 | Accepted |

Where n = Number of respondents; x = score

Table two revealed that various acts of aggressive behaviours display by teachers include humiliating learners by calling names, threatening of learners, yelling on learners, hitting learners and slapping learners.

Research Question Three: To what extent do teachers’ aggressive behaviours affect pupils academic motivation?

Table 3: Mean and standard deviations of responses of influence of teachers' aggressive behaviours on pupils academic motivation.

| S/N | Items | | SA | A | D | SD | Σ | X | SD | Remark |
|-----|--|--------|------------|-----------|-----------|----------|------------|------|-------|----------|
| 1 | Teacher's aggressive behaviours make learners dorge academic classroom activities. | n x | 110 440 | 10 30 | - - | - - | 120 470 | 3.91 | 1.9.6 | Accepted |
| 2 | Teachers' aggressive behaviours make learners tensed up during classroom instruction. | n | 70 280 | 40 120 | 10 20 | - - | 120 420 | 3.50 | 1.75 | Accepted |
| 3 | Teacher's aggressive behaviours help learners to expend less effort in learning academic materials in the classroom. | x | 20 80 | 40 120 | 50 100 | 10 10 | 120 310 | 2.58 | 1.29 | Accepted |
| 4 | Teacher's aggressive behaviours destroys self-confidence in learners. | n | 70 280 | 50 150 | - - | - - | 120 430 | 3.58 | 1.79 | Accepted |
| 5 | Teacher's aggressive behaviours make learners to loose interest during classroom instructional procedure. | x | 60 240 | 60 180 | - - | - - | 120 420 | 3.50 | 1.75 | Accepted |

Table three revealed that teachers aggressive behaviours makes learners dorge classroom academic activities, make learners to be tensed up during classroom instruction, makes learners lose confidence in themselves and lose interest during classroom instructional procedure.

Research Hypothesis: There is no significant difference between aggressive behaviours displayed by male teachers' and aggressive behaviours displayed by female teachers.

Table 4: t-test comparison of significant relationship between male teachers' aggressive behaviours and female teachers' aggressive behaviour.

| Variable | No | x | sd | Df | t-cal | t-crit | Decision |
|----------|----|-------|------|-----|-------|--------|--------------|
| Male | 50 | 12.80 | 6.40 | 118 | 8.71 | 8.56 | Ho1 Rejected |
| Female | 70 | 11.29 | 5.64 | | | | |

T-test calculation in table four revealed that the value of t-cal is greater than the t-crit, therefore the null hypothesis is rejected. This suggests that significant difference exist between the aggressive behaviours displayed by male teachers and aggressive behaviours displayed by female teachers.

Discussion of Findings

The study found out that teachers see aggressive behaviours as acts carried out on an individual to cause harm, display anger, discourage misbehaviour and or any proactive behaviour to achieve educational goals. These findings seem to agree with the findings of Suryaningrat, Mangunsong and Riantoputra (2020) who defined teachers' aggressive behaviours as any behaviour directed towards an individual with the intent to cause harm which could be done either verbally or physically and either reactively to express anger or proactively to achieve educational goals.

The study also revealed that teachers display various kind of aggressive behaviours such as humiliating learners by calling names, threatening of learners, yelling on learners, hitting and slapping learners. These findings seem to concur with Wilburn (2006) who opined that aggressive behaviours include acts like slapping, grapping, spilling, hitting, threatening, name calling among others.

Finally, the study revealed that teachers aggressive behaviour influence pupils participation in the classroom, makes them dorge classroom academic activities, lose interest during classroom instructional procedure, and lack self-confidence. These findings seem to agree with the findings of Kerig, Ladlow and Wenar (2012) who found that some teachers' aggressive behaviours discourage academic motivation of pupils. Also, the findings concur with Surganingrat etal who stressed that teachers aggressive behaviours could make pupils withdraw from classroom participation.

The null hypothesis revealed that significant difference exist between the aggressive behaviours displayed by male teachers and aggressive behaviours displayed by female teachers.

Conclusion

The incidence of aggressive behaviour either verbal or physical ranges from home and extends to the larger society. This study therefore x-rayed the extent to which teachers aggressive behaviour influence academic motivation of pupils in primary schools. The study revealed that teachers aggressive behaviours negatively affect the academic motivation of primary school pupils and discourages them from participating in classroom academic activities. This study concludes that teachers should develop and maintain friendly interpersonal environment to motivate learners and maximize educational output.

Recommendations

1. In service training should be periodically organized for teachers to educate them on how to create friendly environment conducive for learning.
2. Workshops should be organized by the curriculum planners to highlight teachers on the use of learner-centred approach of teaching.
3. School administrators should sensitize teachers on the influence of aggressive behaviours on academic motivation of pupils.

4. Head teachers should monitor teachers from time to time to discourage any act of aggressive behaviours and report such to the administrators.
5. Government should discipline teachers reported to have shown any act of aggressive behaviours.
6. Government should give good benefits and remuneration to teachers to make them happy and discourage them from engaging in various aggressive behaviours because a “hungry man is an angry man”.
7. Professional teachers should be employed in the field of teaching.
8. Teachers should be paid as at and when due.

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