

Aggressive Behavior Among Senior High School Students

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ABSTRACT

Aggressive behavior is one of the major problems in the secondary high schools today for it gives great impact in the school and the community. This study was conducted to determine the level of aggressive behavior among senior high school students with regard to the physical, verbal, emotional and hostility. The respondents of this study were the 95 senior high school students, 45 were grade 11 and 40 were grade 12 students from Dumingag, National High School in Lower Landing, Dumingag, Zamboanga del Sur. This study employed quantitative research design using a basic random sample technique descriptive analysis. The information was obtained from the respondents using an adopted questionnaire-checklist. Study revealed that majority of the respondents were males, aged 18 years old and above and were poor. The respondents exhibited a moderate level of aggression demonstrating that aggression levels were not significantly affected by age, sex, and economic status. It showed that there was no significant difference existing between age, sex and economic status in the level of aggressive behavior in terms of physical, verbal, and emotional aspect of the respondents. Whereas the respondents' economic status affected his/her hostility aggressive behavior. Therefore, parents should address carefully when their children behaved aggressively. Programs that could assist young people in managing their emotions and comprehensive intervention approaches should be implemented by community and government organizations.

Keywords: *Aggressive Behavior, Emotional, Hostility, Physical Verbal, Senior High School Students*

INTRODUCTION

Manifestation of aggressive behavior is one of the major problems associated with adolescents in the secondary schools today. The pervading incidence of aggressive behavior among secondary school students is alarming revealed that aggressive behavior is “one of the most frustrating issues parents and teachers face, and that is normal in young children who do not yet understand that it is wrong and more importantly why it is wrong”. Obviously, some adolescents in the secondary schools exhibit one form of aggressive behavior or the other (Odoemelam) [1].

A belief in the innate aggressive tendencies of human beings that the ability to be aggressive toward others, at least under some circumstances, is part of our fundamental evolutionary psychology. After all, the goal of maintaining and enhancing the self-will in some cases require that we prevent others from harming us and those we care about. We may aggress against others because it allows us to gain access to valuable resources such as food and desirable mates or to protect ourselves

from direct attack by others. And we may aggress when we feel that our social status is threatened. Therefore, if aggression helps with either our individual survival or in the survival of our genes, then the process of natural selection may well cause humans, as it would any other animal, to be aggressive. Human beings need to be able to aggress in certain situations, and nature has provided us with these skills (Duntley) [2].

In the study of Shores, et, al.[3]. Identify that behavior of teacher relating to student-teacher interactions can promote proper behavior and reduced improper behavior. Therefore, Spaulding [4] describes that teachers should willingly demonstrate respect for students. Respect means that teachers became role models for their students and admit their mistakes by even apologies to students for their mistakes. And have analyzed genetic, neurobiological and biosocial approaches to the biological study of human antisocial, aggressive, and violent behaviors. They believe that aggressive behavior cannot be studied alone. It requires an interdisciplinary understanding of economics, sociology, politics, psychology, sociology, criminology, biomedicine, and other related disciplines.

The present study aimed to contribute to the scientific knowledge on this issue, analyzing the associated probability of aggressive behavior with the main variables of personal, school, and family adjustment. This study determined the significant causes on aggressive behavior among senior high school students to find solution on how to handle on this kind of behavior of students that was experienced in inside the classroom. The researchers provided studies to help the students how to control their personality behavior that experienced inside the school also to the teachers to find the good ways to prevent misunderstanding of their individual students.

Theoretical Framework

Social Learning theories states people acquire aggressive responses the same way they acquire other complex forms of social behavior either by direct experience or by observing others. Social learning theory explains the acquisition of aggressive behaviors, via observational learning processes, and provides a useful set of concepts for understanding and describing the beliefs and expectations that guide social behavior. Social learning theory especially key concepts regarding the development and change of expectations and how one construes the social world is particularly useful in understanding the acquisition of aggressive behaviors and in explaining instrumental aggression (Bandura, et.al.) [5].

Social Learning theory of aggression must explain how aggressive patterns are developed, what provokes people to behave aggressively, and what sustains such actions after they have been initiated. Findings of numerous studies show that children can acquire entire repertoires of novel aggressive behavior from observing aggressive models, and retain such response patterns over extended periods. In many instances the behavior being modeled is learned in essentially the same form. But models teach more general lessons as well.

From observing the behavior of others, people can extract general tactics and strategies of behavior that enable them to go beyond what they have seen or heard. By synthesizing features of different modeled patterns into new amalgams, observers can evolve new forms of aggression. In a modern society, aggressive styles of behavior may be adopted from three principal sources. One prominent origin is the aggression modeled and reinforced by family members. Studies of familial

determinants of aggression show that parents who favor aggressive solutions to problems have children who tend to use similar aggressive tactics in dealing with others.

The subculture in which people reside, and with which they have repeated contact, provides a second important source of aggression. Not surprisingly, the highest incidence of aggression is found in communities in which aggressive models abound and fighting prowess is regarded as a valued attribute. The third source of aggressive conduct is the abundant symbolic modeling provided by the mass media. The advent of television has greatly expanded the range of models available to a growing child. Both children and adults today have unlimited opportunities to learn the whole gamut of violent conduct from televised modeling within the comfort of their homes (Bandura, et.al.) [5].

Another theory that support this study is The General Aggression Model theory (GAM). is the most recent and broadest theory of aggression processes to date. It is a biosocial-cognitive model designed to account for both short- and long-term developmental effects of an extensive range of variables on aggression. GAM can explain the widest range of aggressive behaviors, including those not based around aversive events or negative affect. In addition, it is arguably the model that has the most empirical support.

GAM unifies previous major models of aggression from the field of social psychology into a single framework, but also incorporates knowledge from other disciplines in psychology. Together, these features of GAM can be used to explain short- and long-term aggression across a range of forms and functions, including the three key dimensions already noted degree of hostile/agitated affect; degree of automaticity versus conscious thought; and degree to which the goal is to harm the victim versus benefit the perpetrator (Anderson & Bushman) [6].

Statement of the Problem

This study centered on determining the aggressive behavior of the Senior High School Students who were currently studying at Dumingag National High School. The study sought to answer the following questions: 1) What is the level of aggressive behavior of the respondents in terms of physical; verbal; emotional; and hostility? 2) Is there a significant difference in the level of aggressive behavior of the respondents when analyzed according to profile?

METHODOLOGY

This study utilized the quantitative type of research. **This study utilized simple random sampling technique.** randomly selected subset of a population. In this sampling method, each member of the population had an exactly equal chance of being selected.

This study was conducted in Dumingag National High School which was located at Lower Landing, Dumingag, Zamboanga Del Sur. Dumingag Natonal High School is public secondary institution duly recognized by the Department of Education (DEPED) providing quality and affordable education to the municipality of Dumingag, Zamboanga Del Sur.

It provided full secondary education in senior High School and it was a k-12 accredited school with the strands in Science, Technology, Engineering and Mathematics (STEM), Accountancy, Business and Management (ABM), General Academic Strand (GAS) as well as Technical Vocational Livelihood Course (TVL) for its Senior High School Program. The respondents of this study were

selected randomly using the sampling technique. They were among the 850 Senior High School students in Dumingag, National high school, 95 senior high school were selected, 45 students were in grade 11 and 45 students were in grade 12. In this study, utilized adopted questionnaire – checklist was used gather the necessary data from the identified respondents. This questionnaire - checklist underwent a through validation and testing process. Frequency counts and percentage were used to determine the student respondents the weight arithmetic mean was used. The Student's *t*-test, analysis of variance (ANOVA) and repeated measures ANOVA were used to analyze the tests of inference.

RESULTS AND DISCUSSIONS

Aggressive Behaviors of Students

Table 1 reveals that for the aggressive behavior in the physical aspect, most of the respondents agreed that they used violence to defend their rights if needed which generated the highest mean of 3.60. Further, most of these participants partially agreed that they got so worked up that it would ruin some of their belongings, they made threats against people they knew, and they did not have to think of a good reason to hit someone. Physical Aggression could also be related to Physical bullying. From this perspective, bullying was linked to anger, violence, hyperactivity, and externalizing problem as well as to later delinquency and criminality (Swearer, et al.) [7].

Moreover, most of the respondents disagreed that they always resisted the temptation to hit someone, if challenged they might punch someone, if someone stroke them, they stroke back, someone hurt them until they got into fight, and they disagreed that they were more involved in the fight. The statement “If someone strikes me, I will strike back” generates the lowest mean of 2.04. The aggressive behavior in the physical aspect generates an overall mean of 2.59 interpreted as “Disagree”. This meant that these students never use or practice physical aggressive behavior.

There was the fact that most children learned alternatives to physical aggression during their preschool years. Therefore, early childhood was probably the best window of opportunity for helping children at risk of becoming chronic physical aggressors. Intensive support to high-risk families starting during pregnancy should have a long-term impact. Second, since most humans have used physical aggression during early childhood, most are probably at risk of using it again if they find themselves in a situation where there does not appear to be a satisfactory alternative. This would explain why many violent crimes were committed by individuals who never had a history of chronic physical aggression, and why so many conflicts among families, ethnic groups, religious groups, socioeconomic classes and nations lead to physical aggression. Policies that promoted quality education during early childhood should reduce cases of chronic violence and the overall level of physical aggression in the population (Kennan) [8].

Table 1. Aggressive Behaviors of Students in terms of Physical Aspect

Statements	WAM	SD	AE
Physical			
1. I will use violence to defend my rights if needed.	3.60	1.025	A
2. I used to get so worked up that I would ruin some of my belongings.	2.84	1.188	PA
3. I can't always resist the temptation to hit someone.	2.47	1.184	D
4. I've made threats against people I know.	2.79	1.368	PA
5. If challenged, I might punch someone.	2.26	1.178	D
6. I don't have to think of a good cause to hit someone.	2.74	1.378	PA
7. If someone strikes me, I will strike back.	2.04	1.138	D
8. Someone has been hurting me till we got into a fight.	2.38	1.213	D
9. I was more involved in the fight than the rest of the group.	2.15	1.081	D
Overall Mean	2.59		D

Table 2 shows the students' aggressive behavior in verbal aspect. The result showed that most of the respondents agreed that if they disagreed with one of their friends, they informed them, which generated the highest mean of 3.63. This implied that they did not immediately inflict abusive words towards their friends instead they informed them right away. Direct verbal confrontation often made use of simple forms of language, as illustrated with, crude compounds consisting of just one verb and one noun [e.g., English kill-joy, pick-pocket, scatter-brain, turn-coat, cry-baby; (Progovac & Buracco) [9]. On the other hand, most of the respondents partially agreed to the statements such as "when others disagree with me, I can't stop myself from arguing", "If people harm me, I will express my feelings about them", "I frequently find myself disagreeing with others", and, "My pals claim that I am constantly arguing over something. The statement "When others disagree with me, I can't stop myself from arguing" generates the lowest mean of 2.74 interpreted as "Partially Agree". This clearly implied that these students were verbally active in practicing aggressive behavior. This aspect of aggressive behavior generated an overall mean of 3.07 interpreted as "Partially Agree". This implied that these students exhibited a moderate level of verbal aggressive behavior. Verbal aggression included acts such as insulting with bad language, displaying anger, threatening, swearing and being sarcastic all in order to cause emotional and psychological pain (Sameer & Jamia) [10].

Table 2. Aggressive Behaviors of Students in terms of Verbal Aspect

Verbal	WAM	SD	AE
1. If I disagree with one of my friends, I will inform them.	3.63	1.212	A
2. When others disagree with me, I can't stop myself from arguing.	2.74	1.044	PA
3. If people harm me, I will express my feelings about them.	3.32	1.169	PA
4. I frequently find myself disagreeing with others.	2.81	1.045	PA
5. My pals claim that I am constantly arguing over something.	2.85	1.237	PA
Overall Mean	3.07		PA

Table 3 shows the students' aggressive behavior in emotional aspect. The result showed that most of the students disagreed that they easily enraged and released their rage fast, and they got enraged for no apparent reason. The statement "I am a calm individual who does not quickly become enraged" generates the highest mean of 3.04 interpreted as "Partially Agree". This implied that these students never exhibit anger problem nor had chronic tantrums.

Moreover, most students partially agreed that they were quickly irritated, most of them also claimed that they were calm individuals who never quickly became enraged. Further, these students partially agreed that they had difficult time regulating their rage, expressed their dissatisfaction when sad or depressed, and their rage sometimes unleashed at any time. The statement " I get enraged for no apparent reason" generates the lowest mean of 2.47 interpreted as "Disagree". This implied that these students never inflict strong emotional aggressive behavior. The grand mean generated a weighted value of 2.75 interpreted as partially Agreed therefore, in terms of aggressive behavior, students showed or practiced emotional aggressive behavior in moderate level only. Emotional aggression was often impulsive and it was carried out at the heat of the moment.

Table 3. Aggressive Behaviors of Students in terms of Emotional Aspect

Emotional	WAM	SD	AE
1. Some of my acquaintances believe I am quickly irritated.	2.97	1.162	PA
2. I am a calm individual who does not quickly become enraged.	3.04	1.175	PA
3. I am easily enraged and release my rage fast.	2.53	1.210	D
4. I have a difficult time regulating my rage.	2.64	1.193	PA
5. I express my dissatisfaction when I am sad or depressed.	2.88	1.406	PA
6. My rage can sometimes be unleashed at any time.	2.72	1.173	PA
7. I get enraged for no apparent reason.	2.47	1.175	D
Overall Mean	2.75		PA

Table 4 presents the students’ aggressive behavior in terms of Hostility. The result showed that most of the respondents agreed that sometimes they had the feeling that people laughed behind their back, and were aware that some of their friends talked behind their back. The feeling of being aware that their friends tailed behind their back generated the highest mean of 3.60 interpreted as “Agree”.

In other words, aggressive individuals possessed a strong desire to harm and gain power from others and they were likely to perceive gossip as a means to fulfill this need. On the other hand, most students partially agreed that if they were treated well, they considered what they wanted from them, being irritated of certain things, skeptical of person who were overly pleasant, being envious, having the feeling of unfortunate, taking things as complicated. The statement “I am skeptical of person who are overly pleasant” generates the lowest mean of 2.69 interpreted as “Partially Agree”. The grand mean of the aggressive behaviors of students in terms of hostility yielded 3.07 interpreted as “Partially Agree”. This implied that in terms of hostility most students partially agreed that they exhibited moderate level of aggressive behavior towards friends or peers (Granecki) [11].

Table 4. Aggressive Behaviors of Students in terms of Hostility

Hostility	WAM	SD	AE
1. When others treat me well, I consider what they want from me.	3.31	1.255	PA
2. I'm not sure why I become irritated by certain things.	2.71	1.100	PA
3. I am skeptical of persons who are overly pleasant.	2.69	1.168	PA
4. I'm a bit envious at times.	2.88	1.210	PA
5. I have a tendency to believe that I am always unfortunate.	2.71	1.193	PA
6. I sometimes have the impression that people are laughing behind my back at me.	3.40	1.300	A
7. Others always appear to have it easier than I do.	3.24	1.200	PA
8. I'm aware that some of my pals gossip about me behind my back.	3.60	1.316	A
Overall Mean	3.07		PA

Difference between Level of Aggressive Behaviors When Participants Were Grouped According to Their Profile

Table 5. Significance of the Difference in the Level of Aggressive Behavior When Grouped According to Profile

Variables	t-value	p-value	Decisions
Age and:			
• Physical	.632	.529	Not Significant
• Verbal	-.199	.843	Not Significant
• Emotional	-.103	.918	Not Significant
• Hostility	-.896	.372	Not Significant
Sex and:			
• Physical	-1.030	.306	Not Significant
• Verbal	.652	.516	Not Significant
• Emotional	-.070	.944	Not Significant
• Hostility	1.371	.176	Not Significant
Economic Status and:			
	F-value	p-value	Decisions
• Physical	0.363	0.780	Not Significant
• Verbal	0.411	0.745	Not Significant
• Emotional	1.599	0.195	Not Significant
• Hostility	6.548	0.000	Significant

As shown on the table, the p-values on all the areas were greater than .05 level of significance. In this case, the null hypothesis was accepted. Therefore, there was no significant difference between level of aggressive behavior and their age.

The p-values on all the areas were greater than .05 level of significance. In this case, the null hypothesis was accepted. Therefore, there was no significant difference between level of aggressive behavior and their Sex. There was evidence that males were quicker to aggression and more likely than females to express their aggression physically. Although females were less likely to initiate physical violence, they expressed aggression by using a variety of non-physical means.

When the students and their economic status, the data analysis shows that the p-values on some of the areas were greater than .05 level of significance. In this case, the null hypothesis was accepted. Therefore, there was no significant difference between level of aggressive behavior and their economic status. However, in the hostility aspect which generated a p-value which was less than 0.05, it showed that there was a significant difference of students' aggressive behavior particularly the hostility and their economic status. Therefore, the null hypothesis in this area was rejected.

A tremendous rise in urban population in the developing countries has often been the major source of both social, economic problem and high aggression rate (Albert) [12].

CONCLUSIONS

The respondents have a moderate level of physical, verbal, emotional and hostility aggressive behavior. There were no significant difference in the level of aggressive behavior in terms of

physical, verbal and emotional aspect of the respondents. Whereas the respondents' economic status affects his/her hostility aggressive behavior.

Aggressive behavior is a major issue of present society, which is a reason of many socially unacceptable activities happening in our surroundings as well as in schools. The present study reveals that there is no significant difference in the aggressive behavior of Senior High School students with respect to their age, sex and economic status. Hence it is concluded that, irrespective of the respondents age, sex and economic status were not differed in aggressive behavior. Proper guidance and counselling can be given to the students at Senior High School irrespective of their age, sex and economic status, to reduce their aggressive behavior to have better society (Chamundeswari & Arulsamy) [13].

RECOMMENDATIONS

That the principal may design and implement program to curb emotions that can trigger aggressive behavior. That parents should address carefully when their children behave aggressively. Proper guidance and counselling must be done first at home to prevent aggressive behavior. Successfully discouraging aggressive behavior in young people also involves building solid and appropriate relationships with them, and creating a structured and secure environment. That community and government organizations should implement programs that can help young people manage their emotions and uses broad intervention approaches, with cognitively oriented programs, behavioral programs, social skills training, and counselling or therapy.

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