

RELATIONSHIP BETWEEN AGGRESSION AND ACADEMIC ACHIEVEMENT AMONG STUDENTS IN SECONDARY SCHOOLS.

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Abstract

The number of students quitting school before passing their matriculation examination is a major cause for concern. A highly qualified workforce is necessary due to the acceleration of technological advancement and the emergence of new, more challenging job prospects. Since underachievement hinders the growth of the labor force, it follows that each student should be encouraged to perform at his best level. With a perfect school environment, there are better chances of a better performance. However, many students in Kenya particularly, Githunguri Sub-County, whose performance has been very low, and the underlying Social Adjustment Indices that influence their Academic Achievement at secondary school have not received appropriate research. Determining the Influence of Social Adjustment Indices on Academic Achievement among students in public secondary schools in Githunguri Sub-County, Kenya, was the main goal of the current study. Among students in public secondary schools in Githunguri Sub-County, the following objectives was set to establish the relationship between aggression and academic achievement; to find out the relationship between social withdrawal and academic achievement. Social learning and classical conditioning theory were both used in the study. Utilizing Creswell's mixed method technique, concurrent embedded research design was used. The selection of the participating schools and students was done using stratified random, purposive, and saturation sampling procedures. A population of 2787 students, 38 deputy principals, and 38 teachers of guidance and counseling were selected for the study from which 350 form two students, 15 deputy principals, and 15 instructors of guidance and counseling made up the study sample. For data collection, the present study included questionnaires, interview schedules, and document analysis. A pilot study was carried out using 35 form two students from four public secondary schools in the Githunguri Sub-County. Two specialists from Jaramogi Oginga Odinga University of Science and Technology verified the validity of the instruments. By using Cronbach's alpha, internal consistency was employed to determine the instrument's reliability, and a reliability coefficient above 0.7 was found. The Statistical Package for Social Sciences (SPSS) version 22.0 was used to examine quantitative data. Inferential statistics involved Pearson Product Moment correlation coefficient, simple and multiple regression analysis, and ANOVA, and descriptive statistics covered frequency counts, percentages, averages, standard deviation, and variance. Hypotheses were evaluated at a 5% level of significance. Thematic analysis was employed to examine qualitative data. The results showed a somewhat negative association between Aggression and Academic Achievement ($n=308$, $r = -.568$; $p.05$). According to the present study's findings, Social Adjustment Indices should be incorporated into school guidance and counseling policies and practices since they have a major impact on academic attainment.

I. INTRODUCTION

The most common trajectory for the development of physical aggression is a peak between the ages of 3 and 4 years, followed by a steady decline. Despite developmental fluctuations in the average degree of physical aggression, students who consistently exhibit high levels of physical aggression can be identified (Girard, Tremblay, Nagin, & Côté, 2019). Childhood and adolescent aggression raise the risk of developing psychiatric and substance use disorders, as well as criminal behavior. This is particularly true if childhood aggressiveness is intense and continues throughout puberty. A lack of job possibilities, a poorer work-life balance, long-term unemployment, and social exclusion can result from aggressive students and teens struggling in school, performing poorly, and dropping out.

Because aggressive students are more likely to be shunned by their peers, social acceptance and aggression are associated (Bowker, Ostrov & Raja, 2012). When physical and verbal aggressiveness persist at a high level in relation to developmental norms (for instance, substantially falls when students approach middle childhood), aggressive students are more likely to experience current and future academic, social, and behavioral problems (Parker, 2016). Students that are aggressive often achieve less than their non-aggressive peers (Hinshaw, 2012). Aggression has just a weak or insignificant correlation with IQ and overall cognitive ability, but it is highly connected with underachievement, including lower GPA and school failure. Students that are aggressive frequently have more disagreements with teachers and administrators, which may be a factor in their subpar academic performance.

Disruptive, aggressive behavior issues in the classroom frequently lead to disciplinary measures like suspension and expulsion (Coie & Dodge, 2018). Additionally, belligerent students frequently perceive harsh and unfair school discipline measures (Urlick and Bowers, 2014). A negative and unsupportive school climate may encourage aggressive students to disengage, increasing their likelihood of skipping school and dropping out (Graham, Bellmore & Mize, 2016).

Extreme cases of violence may be directly linked to psychopathy, claims Danese, & Widom, (2020). It is possible for aggression to escalate into violence and criminal conduct. The relationship between aggression and reflecting pain or suffering makes it special. An individual's social network size, interactions with peers, and social skill level are all factors that affect aggressive conduct. Due to each of these factors, aggressiveness may manifest as aggressive behavior that is physical, verbal, wary, or resentful (Martínez-Ferrer, Moreno, & Musitu, 2018). Student aggressiveness can be divided into four groups. These include mistrust, anger tinged with bitterness, and physical or verbal aggression toward others. Verbal aggression includes any act of abusing or hurting others verbally, reflect the instrumental or motor component of the conduct. The emotional or affective component of anger, which includes physiological arousal and preparedness for aggression, was defined as anger by Kruihof, Klaus, & Schutter, (2022). According to Kruihof et al. suspicion is made up of feelings of animosity and unfairness that reflect the cognitive component of behaviour.

The World Bank (2013) states that based on academic accomplishment, education systems around the world continue to be seen as active socialization agents that create human capital, establish values, and promote social cohesion. Day schools are one sort of public school system that has steadily increased in Great Britain and other European nations in contrast to the United States of America and Canada to assure quality and justice in the provision of educational services (Hemphill, Templin & Wright, 2015). According to United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2016) and World Bank (2012) Conferences on Education Creation in Africa, the majority of industrialized countries are dedicated to the development of an effective and efficient secondary school system. This is due to the fact that test results, which gauge academic success, continue to serve as the primary marker of students' advancement in formal education. Simiyu (2015).

A 2011 UNICEF survey found that the majority of students, defined as those between the ages of 10 and 19, have dim prospects. The violent behavior of senior secondary school students is one of the current topics piquing the interest of both the media and parents. Because of an increase in aggressive conduct in schools, researchers are interested in this topic (Guney, Kaya, Yavascaoglu, Gurbet, Selmi, Kaya & Kutlay, 2012). Obi and Obikeze (2013) showed that over the course of a year, there were 225 physical fights among male high school students in Sweden, 44 percent in the US, and 76 percent in Israel, using a large-scale study by Guney et al. (2012). Males are more likely to participate in violent incidents, whether they result in death or not. One of the most striking differences between fatal and nonfatal incidents is that while guns are regularly used in fatal events, more fists, kicks, drills, and cutting instruments are utilized in nonfatal incidents (Walsh, Molcho, Craig, Harel-Fisch, Huynh, Kukaswadia & Pickett, 2013). Violence-related offenses that do not end in death significantly increase during middle adolescence (ages 14 to 16) and the early years of adulthood (17-20).

On the other side, every day in England, there are about 14 students, aged 18 or younger, who are suspended from school for attacking a teacher or other students (Ardzejewska, McMaugh & Coutts, 2010). In Nepal, male students have been charged with touching female students indecently, including buttocks, breasts, and even undoing bras. The majority of these sexual harassment incidents, nevertheless, went unreported (Dunne, Sabates, Bosumtwi & Owusu, 2013).

II. REVIEW OF RELATED LITERATURE

Aggression and Academic Achievement

A study carried out in the United Kingdom by Risser (2013) to establish the relationship between relational aggression and school performance, found a linear relationship between aggression and school performance. The study drew a sample of 1067 children as respondents of the study. The reviewed study was a correlation study and data generated from the study were analyzed using Pearson Product Moment Correlation Coefficient and Linear Regression Analysis. The reviewed study established that aggression was negatively related to the dependent variable, school performance. The study also established that overt aggression was negatively associated with school performance. Additional results indicated that for both girls and boys, victimization was negatively associated with school performance. On the same

breadth, it was established that aggression influenced well-being. The reviewed study by Risser, (2013) was done using children in primary schools who are mainly pre-adolescents, unlike the current study which used data collected from secondary school students who are mainly adolescents hence the gap the current study intended to fill.

Uludag, (2013) carried out a study in China to establish the prevalence of peer physical aggression and its association with aggressive beliefs, empathy, self-control, and cooperation skills among 1,719, 7th-to-9th-grade students in a rural town in the central China province of Henan. Data were analyzed using descriptive statistics, chi-square analysis, and binary logistic regression. The reviewed study findings showed that 17.9% of the students reported that they had one or more times of physically aggressive behaviours toward their peers in the past 12 months. The reported rate of peer physical aggression was significantly higher in boys (24.7%) than in girls (10.7%). After adjusting the factors of gender and grade, the result of logistic regression analysis showed that having a higher level of aggressive beliefs was a peer physical aggression risk factor; a higher level of self-control was a protective factor, but there was no significant association between peer physical aggression and the factors of empathy and cooperation skills. The reviewed study concluded that helping students to decrease their aggressive beliefs and to improve their self-control skills would aid in the prevention of youth violence.

The reviewed study by Uludag, (2013) was quantitative in nature and lacked a qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in the literature.

Wang, Chen, Xiao, Ma, and Zhang, (2012) conducted a study in Jordan to determine how school bullying impact students' academic achievement from teachers' perspective in Jordanian schools. The study used a descriptive-analytical methodology. The research sample consisted of all schoolteachers in Amman West Area (in Jordan). The sample size consisted of 200 teachers selected from different schools in the Amman West area in Jordan. Data were analyzed using descriptive statistics, chi-square analysis, and binary logistic regression. The reviewed study results indicated that school bullying existed in all schools regardless of if they were governmental or private ones. The study concluded that school bullying affected students' academic achievement either victims or bullies. The reviewed study by Wang et al. (2012) used teachers who are already professional and predominantly adults while the current study used students in secondary schools who are still struggling with the path to academic career hence the gap to fill the existing literature.

Scott, Lapré, Marsee and Weems (2014) carried out a study in China whose primary purpose was to examine the contributions of aggression to the development of social competencies. The study utilized a population sample of 1140 students. Structural equation modelling revealed that aggression had unique effects on later social competence and academic achievement after their stabilities were controlled, particularly in the junior grades. Aggression also had significant indirect effects on social and academic outcomes through multiple pathways. Social competence and academic achievement contributed to the development of each other, but not aggression. The reviewed study results indicated cascaded effects of aggression in Chinese students from a developmental perspective. The reviewed study concluded that aggression influenced academic performance negatively. The reviewed study by Scott et al. (2014) was done using Chinese children who are younger while the current study was done using students from secondary schools in Kenya and that was the gap to fill the literature. Further, the study was longitudinal in nature which required a huge amount of time and the risk of possible loss of participants could have been experienced during the study, the present study used a concurrent embedded research design which involved collecting both quantitative and qualitative data concurrently which did not require much time and lowered the risk of loss of participants during the study.

Cheraghi and Piskin, (2011) carried out a comparison study in Iran and Turkey to determine the presence of peer bullying among high school students in Iran and Turkey. The reviewed study consisted of 874 high school students from Iran and 859 students from Turkey. The study used quantitative approaches in analyzing data. The reviewed study concluded that bullying was being practised in Iran and Turkey among high school students and that it had detrimental effects whose detrimental effects to learners should not be underestimated. The reviewed study by Cheraghi and Piskin, (2011) was quantitative in nature and lacked a qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in the literature.

Bekiari and Tsiana, (2016) carried out research in Greek to establish instructors' verbal aggressiveness and students' orientations and reasons for discipline in physical education. The study established a significant positive association between physical education instructors' verbal aggressiveness as perceived by students and students' task and ego orientations and reasons for discipline. The sample consisted of 283 Greek adolescents and was used to collect data which was analysed using quantitative methods. The reviewed study concluded that the instructor's aggressiveness level was important for curriculum delivery and that the concerned person who is mainly teachers should moderate their level of aggressiveness for effective learning to take place. The reviewed study by Bekiari and Tsiana, (2016) was quantitative in nature and lacked a qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in the literature.

Khanekhesi, (2011) carried out research in Iran to establish the Relationship between Academic Stress with Aggression, Depression and Academic Performance. Using a random sampling technique, 60 students consisting of boys and girls

were selected as students having academic stress, the results showed that boys and girls are different in terms of aggression and depression. The reviewed study concluded that academics stress and depression influenced academic achievement negatively. The reviewed study by Khanekhesi, (2011) was done using college students who are predominantly adults and already pursuing their careers while the present study was done using secondary schools' students who are still struggling to study, pass their exams and pursue the course of their dreams hence the gap to fill the literature. Further, the reviewed study used a smaller sample of 60 students which was not comprehensive enough to conclude, unlike the present study which used a sample size of 60 students hence filling the gap in the literature.

Fares, Ramirez, Cabrera, Lozano, and Salas, (2011) carried out research in Uruguay to examine the justification of aggressive acts in Uruguayan children and adolescents in different social situations as a function of age and sex, as well as the effect of differences in socioeconomic status on justification. A total of 663 participants was used in collecting data and analysis was done using descriptive and quantitative techniques. The reviewed study results showed that adolescents justified both physical and verbal aggression more easily than children in a wide range of situations. The reviewed study concluded that Uruguayan children and adolescents showed a lower acceptance of active forms of aggression than passive forms. The reviewed study by Fares et al. (2011) was quantitative in nature and lacked a qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in the literature.

Khurshid, Parveen, Khurshid and Parvaiz, (2017) carried out research in Pakistan to determine the effects of low, mid, and high levels of aggression on students' academic performance. The reviewed study was meant to discover the impacts of various levels of aggression on students' academic performance. The reviewed study was delimited to students studying in grade 12 and their instructors. The reviewed study results demonstrated the negative impact of aggression on students' academic performance while there was a centrality contrast between the academic performance of the students having low, medium, and high state aggression on students. The reviewed study concluded that low, mild, and high level of aggression was detrimental to the academic performance of students. In the reviewed study by Khurshid et al. (2017), the sample under study was selected using a simple random sampling technique and therefore not likely to be representative of the entire population under study which is heterogeneous in nature and carried larger errors and therefore the present study employed stratified random sampling based on the category of the school followed by gender hence a representative sample and which had minimal errors.

Atay, (2013) carried out research in Turkey to establish the impact of sports and social activity participation on aggression levels. The reviewed study aimed to investigate the effect on the level of aggression participation in sports and social activities. A sample of 911 high school students was used. Data were analyzed using descriptive statistics, chi-square analysis, and binary logistic regression. The Buss-Perry Aggression scale was used to determine the level of aggression in the reviewed study. The reviewed study found that while male participants' physical aggression scores were found higher than female participants at a significant level, female participants' hostility scores were found higher than male participants at a significant level. The physical aggression score of participants doing sports was found higher than participants who do not do sports. Physical aggression and anger scores of individuals participating in social activities were significantly lower than individuals who did not participate in social activities. Participants having low academic achievement had maximum physical aggression scores. As a result, the reviewed study found that aggression level was variable as gender, academic achievement and participation in sports and social activities. The reviewed study concluded that aggression level was variable as gender, academic achievement and participation in sports and social activities. The reviewed study by Atay, (2013) was quantitative in nature and lacked a qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in the literature.

Powers and Bierman, (2013) carried out a study in Europe to find out the multifaceted impact of peer relations on aggressive-disruptive behaviour in early elementary school. The reviewed study followed a longitudinal sample of 4,907 students. The Pearson Product Moment Method was applied to find out the relation between the variables. The reviewed study concluded that aggression was dynamic and began as early as when children were in Kindergarten. The reviewed study by Powers and Bierman, (2013) was done in early elementary school children who are pre-adolescents while the current study used students in secondary schools who are adolescents to fill the gap in the literature. Further, the reviewed study was longitudinal in nature which required a huge amount of time and the risk of possible loss of participants could have been experienced during the study, the present study used a concurrent embedded research design which involved collecting both quantitative and qualitative data concurrently which did not require much time and lowered the risk of loss of participants during the study.

Bej, (2014) carried out research in Europe to evaluate the role of peers or school friends during the adaptation phase in the school environment of children aggressive behaviour, aged 11-14 with. The study included a sample of 20 pupils who were part of the same classrooms and identified with a high level of aggressive behaviour. The reviewed study aimed at identifying how the other children perceive the aggressive behaviour and how they reacted towards this behaviour. The reviewed study used a qualitative approach as well as analyzing the secondary data and also information gathered through semi-structured interviews with pupils.

The reviewed study found that in general, the situation of conflicts with the expressed disruptive behaviour was seen from a resilient point of view from the peer group. The reviewed study concluded that stakeholders can contribute in various ways to have a positive environment in the classroom with the support of the teachers then we can have a better quality of the emotional well-being of all children in the classroom. The reviewed study by Bej, (2014) used a small sample of 20 pupils which was not comprehensive in concluding the present study which used a sample size of 350 students, so generalization of the study findings was possible with the present study and that was the gap to fill in the existing literature.

Evans, Smokowski, Rose, Mercado & Marshall, (2019) carried out research in North Carolina to find out how cumulative experiences of victimization, perpetration, and bystander behaviour impact adolescent behavioural and mental health and academic achievement outcomes at the end of high school. The reviewed study used a sample of over 8000 middle- and high-school students. The study adopted multiple imputations where analysis was done using Structural Equation Model. The reviewed study concluded that bullying dynamics had comprehensive implications for adolescent behavioural and mental health and academic achievement. The reviewed study by Smokowski et al. (2019) was longitudinal in nature which required a huge amount of time and the risk of possible loss of participants could have been experienced during the study, the present study used concurrent embedded research design which involved collecting both quantitative and qualitative data concurrently which did not require much time and lowered the risk of loss of participants during the study.

Botha and Twine, (2014) conducted a study in South Africa to find out how first-year male students experience senior male students' aggression in campus residences with hierarchical structures of power. A sample size of 14 first-year male students was used. A qualitative phenomenological design situated in an interpretive paradigm was used. The reviewed study findings indicated that first-year male students associate their experience of senior male students' aggression in residences with negative feelings and emotions, ranging from indifference to negativity, which affected their emotional, physical, and psychological well-being. Aggression was established practice in these university residences where the power structure allowed seniors to behave aggressively and to entrench aggression. The reviewed study concluded that Aggression of that kind was detrimental to the well-being of first-year male students as it affected them physically, emotionally, and psychologically and that harmed their well-being and their academic performance.

The reviewed literature by Botha and Twine, (2014) was carried out using University students who are predominantly adults unlike the current study which used students in secondary schools who are mainly adolescents and that was the gap to fill in the literature. The reviewed literature further used male students in the study unlike the present study which used both male and female students and that was also the gap to be filled in the existing literature. The reviewed study also used a small sample size of 14 students which may not have been comprehensive enough in concluding the present study which used a sample size of 350 students generalizing findings possible and that was also the gap to fill in the literature.

Pitso, Njeje, Bonase, Mfula, Nobendle and Nogaga, (2014) carried out research in South Africa to determine the Impact of Crime among Learners in High School. The reviewed study was qualitative in nature and assessed the impact of crime among high school learners, their parents and teachers as well. A sample size of 38 learners was used. Simple random sampling was used to select respondents. The data was analyzed using content analysis. The results of the reviewed study indicated that this crime may be caused mainly by poor role modelling at home by parents or by guardians, by significant others such as teachers and the older students through negative peer pressure. The impact of this crime may lead to victims dropping out of school due to fear of victimization by their fellow students and imprisonment by the perpetrators. Teachers were also affected by the crime in a way that they live with fear and insecurity inside school premises because other learners carry dangerous weapons inside the school premises.

The reviewed study concluded that crime affected learners in their studies and psychologically; in a sense that crime scene always leaves post-traumatic stress disorders to the observers and that it also promoted retaliation behaviour among the learners, and they spent less time concentrating on their books. However, the sample under study by Pitso et al. (2014) was selected using a simple random sampling technique and therefore not likely to be representative of the entire population under study which is heterogeneous in nature and carried larger errors and therefore the present study employed stratified random sampling based on the type of the school followed by gender hence a representative sample and which had minimal errors.

Omoteso, (2010) carried out research in Nigeria to establish the prevalence and nature of bullying behaviour among secondary school students in Nigeria. The reviewed study also investigated the factors associated with bullying and its psychological consequences. The reviewed study adopted a survey design. A sample of 750 secondary school students was selected through a stratified random sampling technique. Results showed that the prevalence of bullying among the students was 67.2%. From this, 88.1% had been bullied and 33.1% were bullies. Many students (64.7%) had been involved in relational bullying. Watching violent films (57.5%) and retaliation for being bullied in the past (51.2%) were some of the factors associated with bullying. The reviewed study concluded that bullying affected the psychological well-being of students. The reviewed study by Omoteso, (2010) was quantitative in nature and lacked a qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in the literature.

Abasiubong, Abiola and Udofia, (2011) conducted a study in Nigeria to determine the level of aggressive traits among students in higher institutions, as well as identify the possible predictive factors. The study used a sample size of 515 students. Data were analyzed using descriptive statistics, chi-square analysis, and binary logistic regression. The reviewed study concluded there was a need to curb aggression to create a conducive learning environment and maintain societal norms. The reviewed study by Abasiubong et al. (2011) used University students who were predominantly adults pursuing their careers in either Medicine or Arts while the current study used secondary school students who are adolescents hence the gap to fill in the existing literature.

Owusu, Hart, Oliver and Kang, (2011) in Ghana, West Africa carried out a study to determine the association between bullying and psychological health among senior high school students. The reviewed study utilized data from the 2008 Ghana Global School-based Student Health Survey (GSHS). A total of 7137 students participated in the 2008 GSHS with 40.1% reporting being bullied. Prevalence rates of being bullied (95% confidence intervals (CI) were calculated by each demographic group, as well as each psychological variable. Multiple logistic regression was used to model the relationship of being bullied (physical/nonphysical) on the linear combination of demographic variables. Senior high school-level 1 (lowest grade) students were 3 (95% CI: 2.45-3.68) times more likely to be bullied compared with SHS level 3 (highest grade) students. Victims of bullying were significantly more likely to report negative psychological health compared with those who reported not being bullied. Odds ratios were as follows: signs of depression, 1.97 (95% CI: 1.75-2.21); suicide ideation, 1.72 (95% CI: 1.45-2.05); being so worried that it affects sleep, 2.10 (95% CI: 1.77-2.49); and loneliness, 1.82 (95% CI: 1.49-2.22). There was no significant difference in self-reports of negative psychological health when comparing students who experienced physical forms with those who were bullied in nonphysical ways.

The reviewed study concluded that Bullying victimization is a major problem among SHS students. And recommend strengthening existing proactive anti-bullying programs by taking into account the association between bullying and the psychological health of students. The reviewed study by Owusu et al. (2011) was quantitative in nature and lacked a qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in the literature.

Fayso, (2018) carried out a study in Ethiopia in secondary schools of Meskan Woreda of the Gurage zone to determine types, magnitude, and predictors of aggression as well as methods that teachers use to control aggression in secondary schools of Meskan woreda of the Gurage zone. A concurrent nested design was used for the reviewed study. A total of 352 secondary school students, 18 secondary school teachers and 2 principals participated in the reviewed study. A stratified random sampling technique was used to select student participants whereas the purposive sampling technique was used to select teachers and principals. Descriptive statistics, one sample t-test, and stepwise linear regression analysis were conducted to analyze the data. The reviewed study findings disclosed that the three forms of aggression namely indirect, verbal and physical were prevalent among adolescents in the secondary school of Meskan Woreda.

Regarding the magnitude of aggression, the findings indicated that adolescents in the secondary school of Meskan woreda scored relatively high on the measure of indirect aggression. The linear regression analysis revealed that school setting, age, grade level and scores on the measure of perceived parental warmth/love were found to be significant predictors of aggression. The reviewed study concluded that behavioural problems and aggression in schools need special attention since it affects students' proper development substantially in their schooling and later in life. The reviewed study also concluded that students who are aggressive at early ages tend to show delinquent behaviour during adulthood more than those students who were not aggressive. In addition, aggressive students tend to score low in their academic achievement than those students who were not aggressive and tend to be poor in communication with their peers and teachers. However, the reviewed study by Fayso, (2018) used a small sample of school administrators (2 principals) which may not have given a comprehensive finding to conclude the present study which used 15 school administrators (15 Deputy Principals) hence making it possible to generalize findings and that was the gap to fill in the existing literature.

Crombach and Elbert (2014) carried out a study in Rwanda and investigated the extent to which reactive aggression and appetitive aggression account for recent violent behaviour in students and youths. The study used a sample of 112 students and youths recruited from the streets, families, and a residential centre for vulnerable students in Rwanda. The reviewed study used a mixed-method research design. The reviewed study concluded that an appetitive perception. However, positive feelings experienced through violent or cruel behaviour are also an important risk factor for ongoing aggressive behaviour and therefore need to be considered in prevention strategies. However, the reviewed study by Crombach and Elbert, (2014) was done using a small sample of 112 street children which may not have been comprehensive enough to conclude the present study which used a sample size of 350 students and so generalization of study findings was possible with the present study and so that was the gap to fill in the literature.

Devries, Child, Allen, Walakira, Parkes and Naker, (2014) carried out research in Uganda to determine School violence, mental health, and educational performance in Uganda. The reviewed study sample surveyed 3706 students and 577 school staff members. The reviewed study used descriptive statistics and logistic regression models. The reviewed study concluded that with a ban on corporal punishment in Ugandan schools since 1997, the use of violence against students was widespread and associated with poor mental health and educational performance. School violence may be an important but overlooked contributor to disease burden and poor educational performance in low- and middle-income

settings. However, the reviewed study by Devries et al. (2014) was done on children who were in primary schools and mainly pre-adolescents unlike the present study which used students who were in secondary schools and likely to be adolescents and that was the gap the current study was to fill. Further, the study was quantitative in nature and lacked a qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in the literature.

Mwerekwe, (2015) conducted a study in Tanzania aimed at investigating Bullying Behaviours, Helping Behaviours and Academic Performance of Pupils with Disabilities Enrolled in Primary Schools in Tanzania. The reviewed study found that there were helping behaviours in primary schools that enrolled pupils with disabilities in Tanzania. As a result, these pupils' academic performance may be affected in one way or the other. The reviewed study concluded that bullying affected the academic performance of pupils with disabilities in primary schools in Tanzania and that everyone needs to play a role in developing a conducive atmosphere for pupils with disabilities in order not to jeopardize their academic performance. However, the reviewed study by Mwerekwe, (2015) was done on pupils who were in primary school and who were mainly pre-adolescents, unlike the current study which used secondary students whose age was predominantly bigger than those in primary schools hence the gap in the current study was filling.

Walumoli, (2016) carried out research in Mwingi Central District, Kitui County Kenya to determine the Influence of Children's Aggressive Behaviours on their Educational Progress. The study used a population sample of 10 schools and was a descriptive survey. The reviewed study established that there was no significant relationship between aggressive behaviours and academic performance. However, children with aggressive behaviours had low-class participation and task completion. They showed poor school attendance but rarely drop out of school. The reviewed study concluded that Children with aggressive behaviours face challenges in their academic progress. The reviewed study by Walumoli, (2016) was done using pupils who were pre-adolescents, unlike the current study which was done using secondary school students who are adolescents hence the gap the current study intended to fill.

Gichuba, (2017) carried out research in Kenya to determine the effects of violence on Children's Participation in Pre-Primary School Education in Nairobi City County. A population of 207 schools was used. Descriptive statistics were used to summarize data while quantitative data was analyzed through linear regression. The reviewed study findings showed that cases of violence against children reported and shared were higher for girls as compared to boys. This showed that girls were more vulnerable, although there was a growing trend among boys which indicated that they were also at risk. The reviewed study findings also showed that the majority of the respondents tended to hold back while a few of them shared cases of violence against children as compared with reported cases.

The reviewed study concluded that violence against children was in existence and occurred in different forms and was influenced by different factors within society. However, the reviewed study by Gichuba, (2017) used pre-primary Children whose age was between 3-6 years while the present study used students in secondary school who are mainly adolescents and much older than those in pre-primary hence gap to fill in the existing literature.

Wanjai, (2018) carried out research in Githunguri Sub-County, Kiambu County, Kenya to establish the Influence of Domestic Violence on Secondary School Students' Academic Performance. The study used a sample size of 450 students. The study used a mixed-method design. The reviewed study findings indicated that emotional abuse, physical abuse, verbal abuse and sexual abuse influence academic performance. The reviewed study concluded that aspects of aggression affected academic achievement negatively. However, the reviewed study by Wanjai, (2018) lacked regression analysis which would have otherwise yielded in making comprehensive conclusions unlike the present study which utilized regression analysis to help draw comprehensive conclusions hence filling the gap in the existing literature.

III. METHODOLOGY

Target population

The current study focused on all 2787 form two students from the 2018 academic year in the 36 public secondary schools, 38 deputy principals, and 38 Guidance and Counseling Instructors in the Githunguri Sub-county. The form two students were the primary focus of the research because the researcher believed that they had recently transferred to secondary schools and that their final exams, which were composed of their term 1, term 2, and term 3 averages while they were in form one, would have provided helpful information about how they had been adjusting to the new environment given that these examinations were completed when they had barely turned a year old since they had transferred from primary schools. Deputy principals were selected because they deal with disciplinary concerns and can give more insight into how the students are responding to the new environment. Since the researcher believed that certain students who had a difficult time adjusting to the secondary environment could seek out or be recommended for guidance and counseling services during their studies, teachers of guidance and counseling were also targeted.

The target population is divided down into extra county, county, and sub-county schools in Table 3.1.

Table 3.1: Target Population

School Category	Number of public schools	Population of form two students	Population of Deputy Principals	Population of guidance and counseling teachers
Extra County	02	910	04	04
County	09	936	09	09
Sub-County	25	937	25	25
Total	36	2787	38	38

Source: Githunguri Sub- County Education Office, 2019

Sample Size and Sampling Technique

Sample Size

A sample size is a subset drawn from a population in order to generate statistical approximations of the characteristics of the complete population (Tiwari and Chilwal, 2014). It is an accurate reflection of the entire sample (Campbell, Murray, Darbyshire, Emery, Farmer, Griffiths & Kinmonth, 2018). The formula was used by the researcher to determine the sample size. According to Creswell,(2013) Slovin’s formula is a random sampling technique for estimating sample size as computed below.

$$n = \frac{N}{1 + Ne^2}$$

Where n=number of samples

N=total population-2787

e=error margin/margin of error (0.05)

Sample size for the students was therefore being computed as follows:

$$n = \frac{2787}{1 + 2787(0.05)^2} = 350 \text{ Students.}$$

The present study employed a confidence interval of 95% and a margin of error of 5%.

The results are as tabulated in table 3.2.

Table 3.2: Sample Size

Respondents	Target population (N)	Sample Size (n)
Form two students	2787	350
Interviews		
Deputy Principals	38	15
Guidance and counseling Teachers	38	15
Total	2863	380
School Category		
Sub- County	25	8
County	9	3
Extra-County	2	2
Total	36	13

Source: Researcher 2019

Interviews with 15 deputy principals and 15 teachers of guidance and counseling from the 13 sampled schools were undertaken to gather qualitative data. The recommended sample size for qualitative interviews, according to Mason (2010), is 10–30 participants.

Aggression Scale

Measurement tools A self-report exam designed to determine your level of aggression, the Buss-Perry Aggression Questionnaire (Buss-Perry, 1992), was used to develop the aggression scale. Generally speaking, it was meant to give you a sense of how aggressive, enraged, and violent you are. The items were modified to suit secondary school in Kenyan set up. The questionnaire, which was based on a five-point scale, comprised 25 items for aggression orientation, including physical aggression, verbal aggression, anger aggression, and hostility aggression. Likert scale with scores of 1 for severely disagree, 2 for disagreement, 3 for neutrality, 4 for agreement, and 5 for strongly agree. The scale had a range of 10 to 50, with 10 being a mild aggression inclination and 50 the maximum aggression orientation.

IV. RESULTS

Aggression among Public Secondary School Students

To investigate the level of aggression among high school students, the sampled students were provided with a questionnaire whose items were indicators of aggression. The items were in a 5-point Likert format scale rating from 1 (strongly disagree) to 5 (strongly agree). Aggression presents itself in four forms namely physical aggression, verbal aggression, anger, and hostility. Hence, the study presented the findings on responses of students as per this type of aggression.

Table 4.7: Students' Aggression - Anger

Indicators of anger aggression	1	2	3	4	5	Mean	SD
1. Some of my friends believe I have a hot temper.	17.9	21.4	9.1	39.0	12.7	3.07	1.35
2. I have a balanced temperament.	23.1	24.7	11.4	29.5	11.4	2.81	1.38
3. I get angry easily but quickly forgive.	33.4	34.7	6.2	17.2	8.4	2.32	1.32
4. I find it difficult to manage my temper.	28.2	27.3	9.1	22.7	12.7	2.65	1.43
5. I display my annoyance when frustrated.	31.2	27.6	8.1	23.4	9.7	2.53	1.39
6. I feel like a time bomb about to blow.	32.1	27.6	8.1	24.7	7.5	2.48	1.36
Mean average level of anger among the students						2.64	1.01

Key – 1 –Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Source: Survey data (2019)

Table 4.7 in the present study showed that, on average, the high school students in Githunguri Sub-County exhibit average level of anger aggression. Using the aggression scale of 1 to 5, the mean average level of anger among the students was computed at 2.64 with a standard deviation of 1.01. However, the relatively high standard deviation indicated that there was a wide variation in the level of anger aggression among the students who were sampled for the study, with some of them exhibiting extreme levels of anger aggression and others showing only faint signs of anger aggression.

Table 4.7 further revealed that some of the students displayed overt behavior that affects other students psychologically. For instance, although 68.1% of the students alluded that they are usually reserved and controlled, about one out of every four (25.4%) others accepted that they

always get angry easily even on a small provocation which translates to a mean anger aggression of 2.32 (SD = 1.32). Many (40.9%) of the students agreed that they have a balanced temperament, but some 47.8% of the alluded that they are not even-tempered persons, reflecting anger aggression rating of 2.81 among the sampled students. In addition, the results of the study established that more than a third (35.4%) of the sampled students finds it difficult to manage their temper, translating to a mean rating of 2.65 (SD=1.43) and almost similar proportion (33.1%) of the sampled students, translating to a rating of 2.53, accepted that when they are frustrated, they always display their annoyance.

The results of Table 4.7 in this study are consistent with a study conducted in Turkey in 2013 by Atay, who discovered that students' physical aggression and rage scores were much lower in those who participated in social activities than in those who did not. Students who have experienced violence are more likely than students who have not to describe stressful life situations. Furthermore, a study by Atay (2013) discovered that younger students who live in challenging circumstances may show less prosocial feelings and more personal issues when presented with adversity. Students who have been mistreated, for instance, are more prone to throw temper tantrums, quarrel frequently, and threaten other students. The current study's findings are consistent with those of Powers et al. (2017), who discovered that hierarchical regressions revealed cumulative effects for temporal exposure, with students exposed for more than one year exhibiting higher levels of aggressive behaviors after three years than students exposed for less than one year, even after controlling for initial levels of aggression.

Additionally, qualitative analysis further confirmed the findings in Table 4.7 as one of the guidance and counseling teachers told the present study;

'A group of students is often characterized by cracking of jokes, teasing, making fun of each other. I happened to counsel a student in form two and this was one student who would always be sulking. A joke or teasing from the others would make him lose his temper. He would be so furious that he would tremble; sweat and his speech would be incoherent. I then took up the issue and had to counsel him. Prodding and consoling for a whole term eventually bore fruits as he began to open up revealing some underlying family problems and socialize gradually'[G&CTr11].

Another deputy principal reflected having encountered situations where students were on their emotions, and he noted.

'Two form three boys were almost getting into a fight because of one referring to the other as uncircumcised. The one on the receiving end could not take it lying down. He was so annoyed that it would have ended in physical fight had it not been for the prefects' intervention. The prefect referred the case to the deputy Principal. I then punished the offender and the one with the hot temperament; had to counsel him on the dangers of not controlling one's anger. In addition, he had to learn ways of controlling anger. I also reminded him that ANGER is only lacking one letter 'D' to become Danger and the student was very remorseful for his mistakes.' [DTP 9]

From the excerpts of [G&CTr11] and that of [DTP 9], the present study noted that emotions are there in our schools as both the excerpts reported having come across such behaviors amongst learners. Utterances of abusive words make other students to get annoyed so much and when annoyed some may not be able to control their temper and occasionally this prompts to instances of fighting. Fighting is prohibited in many schools' rules and regulations and in some instances the consequences include one being expelled from school hence denying one chance of completing the four year circles. Excerpts also noted that not everyone takes jokes positively and that some jokes can be very expensive because some students may take offense and so does not take some jokes kindly. In such cases the affected students may respond by

fighting back or some may eventually sulk. Both fighting back or sulking has negative effects on academic performance of a students because in all this cases either time is wasted when solving disputes and psychological one gets disconnected from the education system which is the core duty of that a student has to fulfill and emerges successfully. The person concerns being punished waste a lot of time. The findings in Table 4.7 were also consistent with the findings of a study conducted in China by Yang et al. (2014), who indicated that the major effects of aggressiveness on adjustment were more obvious than those of adjustment on aggression, and that aggression was further negatively related with later leadership position and favorably associated with later peer victimization, primarily for high achieving students.

Table 4.7 in the present study showed that a respectable proportion of the students accept that some of their friends consider them as having a hothead, which indicates that they accept being accused of high tempered, as sign of being aggressive. Equally, some of them accept, though to a moderate level (mean = 2.48), that they always felt like a time bomb about to blow. These are signs of antisocial and disruptive behavior. The results of the negative study also agreed with those of a study conducted in Ghana in 2011 by Owusu et al., who found no significant difference in self-reports of poor psychological health between pupils who were bullied physically and those who were not.

Additionally, qualitative analysis further indicated how anger can be destructive and that students who experience such violence are at a greater risk of being punished which will lead to time wasted.

‘... anger can be destructive. During the recently concluded interclass competition, the football pitch was almost turned into a battle field. It was a case of one team accusing the football referee of favoritisms. There was a near brawl by the two teams, but the coaches intervened. I was called upon as the deputy principal to handle the case and I had to give teams a break to air out their grievances and an amicable solution was eventually reached. Those involved had to be punished by suspension.’ [DPT 1]

From the excerpt of [DPT1], the present study noted that anger can be destructive and it is also highly punishable and the that the whole thing is characterized by time wastage which would have otherwise be used to do something constructive elsewhere and in the case of student such time would better be used in bettering one academic grades. The present study findings also agreed with study carried by Wanjai, (2018) in Kenya on emotional aggression and its effect on academic achievement and found out that participants admitted to having situations of underperformance when faced with situations of emotional aggression.

Table 4.8: Student Aggression - Physical Aggression

Indicators of physical aggression	1	2	3	4	5	Mean	SD
1. I will, if necessary, use force to defend my rights.	28.6	14.6	6.5	31.8	18.5	2.97	1.53
2. I have been so irrationally angry that I have broken stuff.	24.4	14.3	10.1	35.7	15.6	3.04	1.45
3. Occasionally, I find it impossible to resist the temptation to hit someone.	19.5	24.0	9.4	30.8	16.2	3.00	1.41
4. I've threatened students know.	15.9	21.8	5.2	36.4	20.8	3.24	1.41
5. If provoked sufficiently, I might hit someone else.	23.1	25.0	10.7	29.9	11.4	2.81	1.38
6. I am unable to think of any justification for ever hitting someone.	33.1	34.7	6.5	17.2	8.4	2.33	1.32
7. I hit back if someone hits me.	28.2	27.3	9.4	22.1	13.0	2.65	1.43
8. There are some students who pushed me too far to the point where we fought.	31.2	27.6	8.1	23.4	9.7	2.53	1.39
Mean average level of physical aggression among the students						2.82	0.91

Key – 1 –Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Source: Survey data (2019)

On physical aggression, the results in Table 4.7 established that in general the students in Githunguri Sub-County on average has physical mean aggression level of 2.82 (SD = 0.91), with the item ‘I have been so irrationally angry that I have broken stuff.’ being rated the highest (mean=3.04) and the item, ‘I am unable to think of any justification for ever hitting someone’ being the least rated (mean = 2.33). More than a half (51.3%) of the sampled students indicated that they have sometimes become so irrationally angry that they have broken stuff, while only 25.6% of them accepted that they were unable to think of any justification for ever hitting someone being the least rated. Table 4.7 findings implied that although there is sizeable tendency of some of the students likely to engage in physical fights, many of them on the other hand always restrain from physical fights, they would rather be destructive when they are annoyed than indulge in actual physical fight. For instance, more than a half (50.3%) of the students confirmed that they would resort to use force to defend their rights, which reflects a mean likelihood of physical aggression among the high school students of 2.97 (SD = 1.53). Findings in Table 4.7 concurred with study carried by Wang et al. (2012) in Jordan which reported that bullying existed in all schools regardless if the school was private or Government and that bullying influenced academic achievement negatively. Similarly, 47.0% of the sampled students observed that they Occasionally find it impossible to resist the temptation to hit someone, 57.2% of the respondents accepted that they have threatened students they know and 31.1% of them alluded that there are students who pushed them so far that they come to fight.

Additionally, qualitative analysis further revealed there being acts of physical aggression in schools and that this instill fears and anxiety amongst learners as physical violence can be very detrimental to the health of learners and in some cases

cause grievous harm on the body of another person and as a result one may become incapacitated in a way rendering one to depend.

on others even for the basic. When such incidences happen it would affect learner's performance in academics negatively. For instance, one of the deputy principals observed;

'One student said that when he first reported in school he was bullied and slapped on the face by the prefect in the senior class until he fell down and was even denied both breakfast and meals for the whole day and was threatened of even more worse consequences if he ever dared to report that to the administration.' [DPT 5]

Another excerpt also noted.

'I have counseled a student who was badly terrified for what she claimed she was harassed by other girls and so the student felt like she would not continue learning in this school anymore. The harassment was in form of physical aggression where the girl had some injuries and had been treated by the school nurse as a first aid as the school administration was making arrangements for further treatment in an hospital with better facilities because one of the eyes appeared to have been badly injured because the student was screaming and the eye was bleeding profusely and indeed the writings were clearly on the wall that the girl was in a lot of pain.' [G&CTr]

From the excerpts of [DPT 5] and [G&CTr6], the present study findings noted that physical aggression was being practiced in our schools and that the situation is very threatening to our learners and may even make some wishing to drop out of school due to fears and threat created to them by their peers. Such can often bring about psychological misbalance on the mind of the learners, and this would affect learners' performance. The present study also noted from the experts that physical aggression may in some cases brings about very severe injuries whose effects may be hard to reverse and the consequence to the victim may results to permanent scar. Such incidences are very terrifying and may even lead to the parents or guardians to the victims wishing to withdraw their child the school where such incidences have taken place.

In the same vein, some of the students observed that they only involve in physical fights when they are highly provoked and cannot avoid it, but has to fight back. For instance, 41.3% the

sampled students agreed that when given enough provocation, they would hit another person, translating to a mean physical aggression of 2.81 (SD=1.38). Equally, 35.1% others asserted that if somebody hits them, they would certainly hit back, translating to a mean of 2.65 (SD = 1.43) on the rating of physical aggression. The present study revealed that an increased desire to fight physically is many times as a result of reciprocated aggressive interactions.

The results of Table 4.8 agreed with a study conducted in Pakistan by Feroz et al. (2015), which found a significant positive correlation between witnessing domestic violence and aggression. Of all the intervening factors, community violence exposure was found to be the most significant predictor of aggression, followed by home exposure to violence. The results of the current study also concurred with those of a study conducted in Kenya by Wanjai (2018), which found that verbal, physical, emotional, and sexual abuse were all prevalent in secondary schools there and had a substantial impact on students' academic performance.

Additionally, qualitative findings further concurred with these findings as one of the Deputy Principal reflected;

'... since I reported to this school, I have handled cases of students bullying one another and in one incident a form one student was beaten, molested and his bed watered by senior students and those students were suspended for one month.' [DPT 7]

From the excerpt of [DPT7], the present study noted that bullying is live in our schools, and it is even accompanied by other forms of punishment which are very inhuman. For instance, watering someone else bed is severe punishment that go beyond the limit because watering another student bed would mean that students to remain awake throughout the night and that would mean the following day the student will not be able to concentrate in class as he will be dosing in class. More to this is the fact that this form of punishment is psychological and so the student would remain disturbed which will affect his performance his academic performance negatively. On the other hand, the person committing this offence were suspended from school for one month and that meant they also lost time for studies, and this will also affect their performance negatively as student teacher contact hours are wasted and such student may find it difficult to make up for the time that was lost.

Students who experience physical conflict with others may be more inclined to view physical aggression as negative and to engage in physical violence and hostility. The data in Table 4.8 are consistent with a research conducted in China by Uludag (2013), which found that 17.9% of students admitted to engaging in physical aggression toward peers once or more during the previous 12-month period. Boys reported physically aggressive peer behavior at a rate that was much greater (24.7%) than that of girls (10.7 percent). The results of this study, shown in Table 4.8, also agreed with those of Omoteso (2010), who conducted research in Nigeria and found that 67.2 percent of pupils reported being bullied. 88.1 percent of those who responded to this had been bullied, and 33.1% had bullied others. 64.7 percent of pupils reported engaging in relationship bullying. Observing violent media (57.5%) and taking revenge for prior bullying (51.2%) were two of the factors linked to bullying.

Table 4.9: Verbal Aggression

Indicators of verbal aggression	1	2	3	4	5	Mean	SD
1. I am honest with my friends when I disagree with them.	13.3	11.0	8.1	44.5	23.1	3.53	1.32
2. When people disagree with me, I can't help but argue with them.	8.1	11.4	8.8	44.5	27.3	3.71	1.21
3. I might express my opinions to folks that irritate me.	10.4	14.9	10.4	45.1	19.2	3.48	1.25
4. I frequently find myself in disagreement with others.	23.7	24.7	10.7	29.5	11.4	2.80	1.38
Mean average level of verbal aggression among the students						3.38	0.93

Key – 1 –Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Source: Survey data (2019)

Table 4.9 in the present study noted that verbal aggression was most highly exhibited type of aggression among the high school students. Using the rating scale of 1 to 5, the results of the survey established verbal aggression among high school students in Githunguri Sub-County is at an average mean of 3.38 (SD = 0.93).

Quite a significant proportion (71.8%) of the sampled students asserted that they always cannot help getting into arguments when people disagree with them and 67.8% of them affirmed that they often tell their friends openly when they disagree with them, reflecting a verbal aggression of 3.53 (SD=1.32) and 64.3% of them said when people annoy them, they habitually tell them whatever comes in their mind, which was equated to a mean verbal aggression of .48. Equally, 40.9% of the sampled students were in agreement that they often find themselves disagreeing with other people/students, as reflected by a mean rating of 2.80 of verbal aggression. The results of the current study, which are presented in Table 4.9, are consistent with those of Abasiubong et al. (2011), who found that verbal aggressiveness was positively connected with female students and that aggressive behaviors were prevalent among students in educational institutions. The results in Table 4.9 also supported a study by Pitso et al. (2014) conducted in South Africa, which found that victims of aggressive crimes may stop attending school for fear of being victimized by other pupils and imprisoned by their perpetrators. Additionally, qualitative result from the interview with the deputy principal showed that indeed there was verbal aggression in the schools. One of the deputy principals told the present study.

‘As the deputy principal, I recently handled a case of two students who were accused by the rest of the class for disturbing the peace and order in the classroom. Apparently, the two would always trade bitter words, insults and engage in the name calling. After much interrogation found out that the two came from rival families that lived in the same village. I had to punish them by suspension, and they stayed of school for a week.’ [DPT2]

Another Deputy Principal observed.

‘My school is a boy school, and I am the deputy principal a young lady teacher on teaching practice came to me complaining of some wayward behavior from a class. She claimed that whenever she passed by that class, she would hear some catcalling and upon checking, she would see some heads peeing and the heads would immediately disappear when they saw her. I had to punish the class by making them apologize to the lady both verbally and in writing. The ones spearheading this I had to suspend them for a week as well.’ [DPT 11]

From the excerpts of [DPT 4] and that of [DPT 11], the present study noted that name calling resulted into disturbing peace and order in classroom. Such disturbances brought about unlaw lessons in class and would disturb other students because disturbances by students were punishable. Disturbances was also a sign of highly indiscipline among learners and students who are lacking in discipline ends up performing poorly in exams as most of the time is wasted in doing punishment and in some cases even students are suspended from school. All this brings about reduced student-teacher contacts hours which was very important for one to successfully complete cycle of Education and even performs well.

Table 4.10: Aggression - Hostility

Indicators of hostility	1	2	3	4	5	Mean	SD
1. I always try to figure out why people are so kind to me.	13.3	11.0	8.4	44.2	23.1	3.53	1.32
2. I question why I sometimes take things so personally.	33.4	34.7	6.2	17.2	8.4	2.32	1.32
3. I'm wary of strangers who are extremely pleasant.	28.2	27.6	9.4	22.1	12.7	2.64	1.43
4. My jealousy sometimes consumes me.	30.8	27.6	8.4	23.4	9.7	2.54	1.39
5. Sometimes I think I've been treated unfairly by time.	32.5	27.6	7.8	24.7	7.5	2.47	1.36
6. On occasion, I think others are making fun of me behind my back.	18.8	28.6	8.4	29.5	14.6	2.93	1.39
7. It seems like other people always get the brake.	33.4	34.7	6.2	17.2	8.4	2.32	1.32
Mean average level of hostility among the students						2.68	0.92

Key – 1 –Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Source: Survey data (2019)

Present study findings noted on table 4.10 that there was fairly low rating of hostility aggression among the high school students in Githunguri Sub-County. Hostility aggression was reflected by a mean rating of 2.68, in the scale of 1 to 5, with

most of the indicators of hostility rated barely above a midpoint of 2.50. Hostile aggression manifests itself in varied ways of bitterness and jealousy. For instance, at a mean rating of 2.54 (SD=1.39) interpreted to 33.1% of the students who alluded that they are sometimes eaten up with jealousy, however, 25.6% of them often wondered why sometimes they take things so personal without an evident cause. The present study findings in Table 4.10 concurred with study carried by Fares et.al (2011) in Uruguay who reported that adolescents justified both physical and verbal aggression more easily than students in a wide range of situations. The findings of the current study, which are presented in Table 4.10, differed with those of a Chinese study by Chen et al. (2010) that asserted violence was unrelated to the growth of social skills or academic achievement.

Additionally, qualitative analysis further confirmed the present study findings as one of the Deputy Principal reflected.

'A mathematics teacher walked into a form two class for a remedial lesson outside the normal class hours. This was met with resistance from the class albeit a good initiative from the teacher. Perhaps it was a reaction due to the class fatigue from the days' lessons or just sheer malice. The students became rowdy and adamantly refused to settle down for the lesson. As the deputy principal, I was called in to arrest the situation. I took up the matter by punishing the whole class. They had to stay out of the class the next day the whole day doing a thorough cleaning of the school.' [DPT 12]

Another deputy principal also noted.

'... there was a theft incidence in my school that necessitated an impromptu search of the students. Being in charge of discipline, I was tasked with the mandate to assemble the students for the exercise. It was lunch time and so I stepped into the dining hall and ordered that the serving of lunch should not commence. This was met by booing, jeering, shouting and banging of tables by the students. This situation led to the punishment of those who were at the forefront. They had to clean the dining hall for the whole afternoon without attending class.' [DPT 6]

From the excerpts of [DPT 12] and [DPT 6], the present study noted that there seemed to be some forms of rudeness and unlawfulness in our school set up amongst students. Students seem to be offering a lot of resistance even from programmes that may be of benefit to them in the long run because to them they feel that their time is being wasted. Such resistance by the students was highly punishable and as a results student would waste time doing punishment yet such time wasted would have been used constructively in doing studies which would otherwise improve on student performance.

However, the present study in Table 4.10 showed that 34.8% of the students who were surveyed are always suspicious of extremely pleasant strangers and 67.3% others insinuated that when people are especially nice to them, they often wonder what they want. These assertions reflect hostile aggression among the students of 2.64 (SD = 1.43) and 3.53 (SD = 1.32), respectively. Equally, it came out from the results of the survey that some of the students suffer some degree of mistrust which emancipates itself in aggression hostility. For instance, 32.2% of the sampled students agreed that at times they felt they had gotten a raw deal out of certain things, which is equivalent to a mean aggression hostility of 2.47. Similarly, 44.1% others agreed that sometimes they feel that other people are laughing at them behind their back. The present study findings in Table 4.10 concurred with study carried by Mwereke, (2015) in Tanzania who investigated bullying behaviours and academic performance and found that bullying affected academic performance of pupils with disabilities and that everyone needed to play a role in developing a conducive atmosphere for pupils with disabilities to avoid jeopardizing their academic performances.

Additionally, qualitative findings further confirmed that aggression affected academic achievement negatively as one of the Deputy Principal observed that occasionally students failed to use dialogue to resolve their issues and instead opted for going on rampage disturbing school programmes. He observed that.

'There was an incidence at my school where the students went on a rampage. It was evening and the students were supposed to go in for their evening preps. As the deputy principal, I was with the teachers on duty doing the usual rounds to ensure that the students settled down for their studies. All of a sudden, a number of students emerged from the form four block and continued surging forwarding our direction. They were holding placards and chanting slogans against the school administration. At first, they would hear no reason but after much coaxing they agreed to air out their issues in a round table rather than shouting themselves hoarse. But the damage had already been done because the whole time meant for preps had been wasted.' [DPT 10]

From the excerpt of [DPT10], the present study noted that much time is wasted when students go on rampage and becomes unruly disturbing the normal school programmes as much time will be wasted trying to heed into learners' grievances which would otherwise be solved amicable through dialogue, and this would still yields to a solution other than becoming unruly.

Statistical Relationship between Aggression and Academic Achievement among Public Secondary School Students

The null hypothesis was examined to see if there was any statistically significant association between aggression and academic achievement among secondary school pupils. The following was done to test the theory:

H₀2: There is no statistically significant link between pupils' academic performance and violence in secondary schools in Kenya's Githunguri Sub-County.

In order to evaluate the hypothesis, the bivariate Pearson Correlation was used, with the dependent variable being academic accomplishment and the independent variable being aggressiveness scores. High scale ratings indicated high perceived levels of overall aggression, and vice versa. The independent variable was calculated as the average of the four components of aggression. The students' academic performance served as the dependent variable, and it was determined by averaging the outcomes of their three exams. The p-value was set at .05, and the null hypothesis would be rejected if it was less than 0.05, leading to the conclusion that a significant difference does indeed exist. An investigation of the link between secondary school pupils' aggressive behavior and academic performance is displayed in Table 4.11.

Table 4. 11: Correlation between Aggression and Academic Achievement among Students in Secondary Schools

	Students' Level of Aggression	Student Academic Achievements
Students' Level of Aggression	Pearson Correlation	1
	Sig. (2-tailed)	.000
	N	308
Student Academic Achievements	Pearson Correlation	-.568**
	Sig. (2-tailed)	.000
	N	308

** Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.11 correlation analysis, there is a somewhat negative link between aggression and academic achievement among secondary school students (n=308, r = -.568; p.05). This denotes the rejection of the null hypothesis, which stated: "There is no statistically significant link between violence and academic achievement among students in secondary schools in Githunguri Sub-County, Kenya." These results led the current study to draw the conclusion that the two factors had a statistically significant negative association. Overall, among secondary school students, there was a moderately unfavorable connection between aggression and academic performance. The results of the current study agreed with those of a study conducted in South Africa by Botha et al. (2014), which found that aggression had a negative effect on first-year male university students' personal wellbeing as well as their academic performance. Aggression also had a negative impact on the students' emotional, psychological, and physical health. The present study findings were further supported by Khanehkeishi, (2011) study in Iran who reported that academic stress, aggression, and depression explained 68% of variance of academic performance.

The present study further concurred with study carried by Wanjai, (2018) in Githunguri Sub-County, Kenya and reported that aspects of aggression affected academic achievement negatively. The results of the current study, however, ran counter to a study by Walumoli (2016), who carried out research in Kenya and found that there was no connection between aggressive behavior and academic achievement. Students that are aggressive, however, are less likely to participate in class and finish their assignments. Despite having poor attendance, they rarely dropped out of school.

Additionally, qualitative findings further supported the present study as one of the respondents noted.

'...there is no form of aggression that is good for the general welfare of Students. Whether Physical, Violence, Hostility or even Emotions /Anger. All forms aggression does more harm to students which one may least expect. Students with aggression behaviours may easily hurt one another and as a result they are easily suspended from school which waste their study time and end result is that such students post dismal performance in examinations. On the other hand the student who is on the receiving end of aggression may suffer actually bodily harm in some instances of bad bullying and violence or even psychological stress' [DPT 11]

Another expert also noted.

'...I have witnessed situations where students exchange in class causing disrespect among themselves and in some instances such exchange has resulted in physical fight in as the way of fighting back. Such students are suspended between 1-2 weeks eating into their study time because even after they allowed to resume school, that is followed by another punishment inform of manual work which again lasts for about 3 days further eating into the learner s study time. Further the student being punished is mocked by others who see such student as social misfit and such scenarios makes the learner to feel out of place and may end up developing withdrawal symptoms which may be detrimental to both life of a learner academically and psychologically' [G&CTr 8].

From the excerpts of [DPT11] and [G&CTr 8], the present study observed that all forms of aggression when practiced in schools may have very detrimental effects on the side of the learner some of which may cause actually bodily harm leading to death or the child becoming permanently disabled as a result of excessive aggressive aggression. Such scenarios come

with time wastages for both the offender and the victim because the former will be punished while the later will be nursing injuries and so in both cases study time is lost which finally translate to poor performance. Further from these experts it can be deduced that aggression brings about unnecessary worries and anxiety which may affect the learner psychological well-being which in turn influence academic performance negatively.

In another instance one of the respondents observed that aggression may result into embarrassment and can taint the image of a place, object or even a person. Such embarrassment may result into withdrawal symptoms which may negatively impact on academic performance.

'... i was one time in school and a parent of one of the students came and requested audience with the child.... what followed thereafter was that the parent started beating up the girl child mercilessly while uttering very bitter and big words over allegedly domestic chaos back in their home...the child dad had just separated with mother and the two were living apart. The incidence left the girl embarrassed because the father stripped her almost half naked...was it not for the teacher on duty who rushed to safe the situation, it would otherwise have been very tragic, and the school would have perhaps found itself making headlines for all the long reasons perhaps in both local and international dailies. [DPT 13]

The results of the current study were consistent with those reached by Smokowski, et al. (2019) in North Carolina, who came to the conclusion that cumulative aggressiveness was adversely related to academic achievement. The current study's findings, however, were in direct opposition to those of a Chinese study conducted by Chen et al. (2010), which found that aggression was not a factor in the development of social skills or academic accomplishment. The scatter plot in Figure 4.4 of the current study adds more illustration.

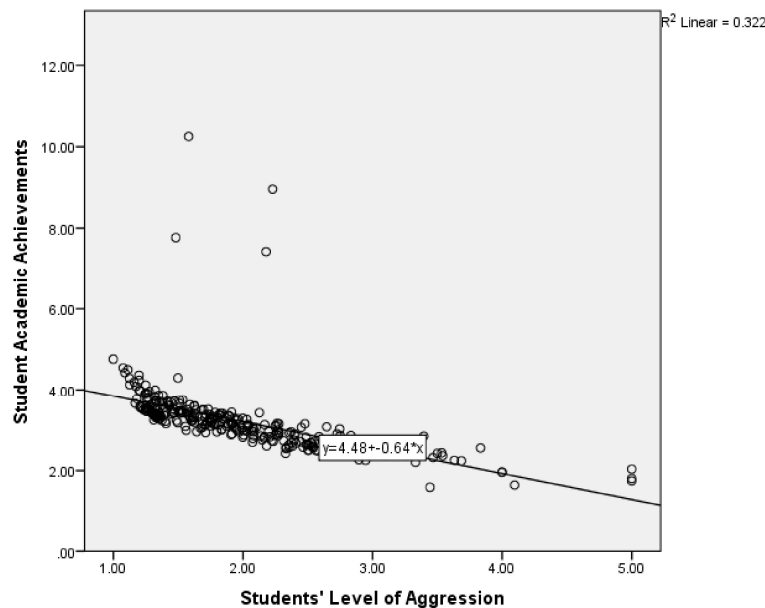


Figure 4.4: Scatter plot graph: Aggression and Academic Achievement.

The scatter points in Figure 4.4 demonstrated an inverse association between the two variables. The arrangement of the dots gives the impression that the slope is moving as expected from lower right to upper left. Additionally, the line of best fit slopes from lower right to higher left, suggesting that the two variables do not have positive associations. Additionally, a coefficient of determination was calculated using regression analysis to determine the degree to which aggression influences academic achievement among secondary school students, and the results are displayed in Table 4.12.

Table 4.12: Regression Results- Influence of Aggression and Academic Achievement among Students in Secondary Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.568 ^a	.322	.320	.66943

a. Predictors: (Constant), Students' Level of Aggression
 b. Dependent Variable: Student Academic Achievements

Table 4.12 showed that level of aggression accounted for 32.2% ($R^2=.322$) of the variation in Student Academic Achievements among public secondary school students. This is a plausible influence on a dependent variable by one predictor. The present study therefore revealed the importance of reducing students' aggression levels in order to improve academic achievement.

In addition, to investigate whether aggression was a significant predictor of Academic Achievements among public secondary school students, Analysis of Variance (ANOVA) was calculated in line with the recommendation by Tabachnick and Fidell (2012). Application of Analysis of Variance (ANOVA) was essential because it provided information about levels of variability within a regression model and form a basis for tests of significance. It applies the basic regression line concept, $SST = SSM + SSE$, where SS is notation for sum of squares and T, M, and E are notation for total, model, and error, respectively. The square of the sample correlation is equal to the ratio of the model sum of squares to the total sum of squares: $R^2 = SSM/SST$, which ratifies the interpretation of R^2 as explaining the proportion of variability in the data explained by the regression model. The "F" column provides a statistic for testing the hypothesis that $\beta_2 = 0$ against the null hypothesis that $\beta_2 \neq 0$. The test statistic is the ratio MSM/MSE , the mean square model term divided by the mean square error term. When the MSM term is large relative to the MSE term, then the ratio is large and there is evidence against the null hypothesis. Table 4.13 shows the ANOVA output on influence of Aggression and Student Academic Achievements in Public Secondary School Students.

Table 4.13: ANOVA –Influence of Aggression and Student Academic Achievements among Public Secondary School Students

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	65.176	1	65.176	145.437	.000 ^b
Residual	137.129	306	.448		
Total	202.305	307			

a. Dependent Variable: Student Academic Achievements

b. Predictors: (Constant), Students' Level of Aggression

In Table 4.13, the F statistic is equal to $65.176/.448 = 145.437$. The distribution is F (1, 306) and the probability of observing a value greater than or equal to 145.437 is less than 0.001, signifying that there is a strong evidence that β_2 is not equal to zero. Therefore, the ANOVA output results reveals that students' level of aggression significantly predicts academic achievement among students in secondary schools, $F(1, 306) = 145.437, p=.001$. The R^2 term is equal to .320, demonstrating that 32% of the variability in the Student Academic Achievements in public secondary schools is explained by the students' level of aggression. The study therefore concluded that aggression significantly predicts academic achievement among students in secondary schools. This implies that knowledge of students' aggression could be used to significantly predict academic achievement among students in secondary schools.

V. THE SUMMARY AND CONCLUSION

Relationship between Aggression and Academic Achievement of Students in Secondary Schools.

The second objective of the present study was to establish the relationship between aggression and academic achievement of students in secondary schools in Githunguri Sub-County, Kenya. The present study employed both quantitative and qualitative data collection techniques to determine the extent to which aggression was related to academic achievement. Quantitative data was used to test the hypothesis while the qualitative data from interviews of Deputy Principal and guidance and counseling teachers was to enable researcher get the true feelings and views of the participants as regards aggression practices in schools. Quantitative analysis of the present study established that there was a moderate, negative correlation between aggression and academic achievement among students in secondary schools, with decrease in aggression resulting to increase in academic achievement among students in secondary schools. Qualitative findings of the present study from respondents also showed the same findings with quantitative analysis of the present study. Furthermore, the present study established that aggression contributes to academic failure by 32.2%.

The present study concluded that peer acceptance affects academic performance positively.

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