THE RELATIONSHIP BETWEEN CLASSROOM ENVIRONMENT AND
STUDENTS’ AGGRESSIVE BEHAVIOUR IN KEUMBU ZONE, KISII
COUNTRY, KENYA.

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my beloved parents: My beloved mother, Florence Najenjwa, an inspiration without measure and my loving father, Kennard Kengaa’ra. My siblings who were always on my side
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ABBREVIATIONS AND ACRONYMS

EFA  Education For All

FPE  Free Primary Education

UNESCO  United Nations Educational Scientific and Cultural Organization
ABSTRACT
The major purpose of this study was to find out the relationship between classroom environment and students’ aggressive behaviour. To achieve this, adolescents attending high school, specifically those in form three were investigated. An ex-post facto research design was used in the study. The respondents were drawn from three secondary schools in Keumbu Zone, Keumbu Division in Kisii District. Simple random sampling method was used to select the three secondary schools for the study. The study subjects consisted of 180 form three students of which 90 were boys and the other 90 were girls. The instrument for the study was a students’ questionnaire. The questionnaire was an Aggression Inventory with questions touching on students’ relationship with their teachers, with fellow students, class size and gender in relation to the manifestation of aggressive behaviour. The aim was to determine whether these variables can cause or promote aggressive behaviour in the classroom. The Pearson Product Moment Correlation Coefficient was used to test the relationships that existed between the variables while t-test was used to test the difference in expression of aggression among students. The computer software programme SPSS Version .12 for Windows was used to analyze data. The results of the study indicated that teacher-student and student-student relationships lead to classroom aggression. The study also found out that classroom congestion does not lead to classroom aggression while there were gender differences in the manifestation of aggressive behaviour. As a result of high enrolment students were not able to receive individual attention from the teachers. The recommendations of the study were that head teachers should enrol students in accordance with regulations of the Ministry of Education for ease of maintaining discipline and class control, and teachers have to be decisive in dealing with fights in the classroom. Suggestions on further research; since the research was done in rural Kenya schools the same can be done in urban schools. Secondly, a comparative study of public and private schools can be done to find out whether students in public secondary schools are more aggressive than those in private schools. Lastly, other factors can be studied to find out if they cause aggressive behaviour in the classroom.
CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Standards of discipline in Kenyan secondary schools have greatly declined and continue to decline (Komurgor, 30th 2004). Reports of students’ indiscipline abound in the media. Many students are involved in acts of violence which have resulted in destruction of property and loss of life. For instance, reports of students’ unrest appeared in the media whereby students of a girl’s school in Rift Valley Province rioted because they did not want to sit their Mock examinations (Nation Team, 19th July, 2007). Another secondary school in Kisii County went on rampage following the transfer of the head teacher (Rono, and Angwenyi, 16th November, 2004). These are all acts of violence, which clearly show that adolescents can behave aggressively and at times very violently. They do so to different degrees, in different manners and for a variety of reasons.

The origin of aggression is a controversial issue to study. Studies done on aggression indicate that aggressive behaviour is natural and or acquired from the environment. Some researchers hold the view that aggression can be hereditary, while others hold the view that aggressive behaviour is acquired from the environment in which the child grows in (Geen, 1999; Goldstein and Segall, 1983; Kinai, 2002). According to Fromm (1973) and Geen (1990) nature contributes more to the development of aggression. He is of the view that aggression is an inherited behaviour which is found in the genetic makeup of an organism. According to this view, a child is born aggressive and therefore becomes aggressive naturally.
Most studies done uphold the nature-nurture factor in the development of aggression but the researchers are of the view that nurture could be contributing more to aggression than nature because it is from the environment the child lives in that will determine whether he will behave aggressively or not. On the other hand Madden and Lion (1976) hold the view that the family is the cradle of violence implying that violence of whatever nature originates from the home where the child grows. For instance child-rearing practices such as severe physical punishment tend to produce increased aggressive behaviour in children. To them physical punishment represents physical attack so they learn at an early age that violence can play a useful role in protecting their property and their rights or in imposing their rights on others. This is clearly illustrated by Waite (1977) on the kind of violent environment the young Adolf Hitler grew up in and how it contributed to his later aggressive behaviour.

As these children grow into adolescents their aggressive acts are felt more because of the physical and psychological changes that they undergo (Kinai, 2002; Wachira, 2002). At this stage they experiment with various behaviours and engage in antisocial behaviours which are to some, transitory but a few graduate into adulthood with these behaviours entrenched in their characters (Vassallo, Smart, Swanson, Dussuyer and McKendry, 2002)

These aggressive behaviours are not only manifested at home but also in the classrooms where they interfere with the smooth running of classroom activities. These aggressive behaviours include both physical and verbal acts that are directed at other students and they can make classroom management a problem. If classroom aggression is not
detected and controlled early enough it can interfere with the teaching-learning process. As a result teachers have to spend a lot of time dealing with these behaviours and the consequences of their actions (Guetzloe, March 2006; Hargreaves, Stephen and Mellor, 1975; Shore, 2003). These actions interrupt academic progress both for the victim and that of fellow students thus creating conditions under which educational objectives cannot be achieved. This is likely to interfere with classroom management.

Students’ misbehaviour tends to increase when they are off-task (Burden, 1995; Keppel, 1991). This is a time when their activities and energies are not focused on the instructional activities given to them by the teacher as a result of daydreaming, talking out of turn and even fantasizing. These activities tend to deter their concentration in learning. This is especially so when students are not kept busy and involved enough at all times. For instance, students who complete assignments early may find themselves idle for lack of work because teachers tend to lose interest in them. Idleness can be a prerequisite for trouble (Dembo, 1991; Eggen and Kauchak, 1992; Gibson, 1980).

When students behave aggressively in class they interrupt the teaching-learning process despite the teacher’s efforts to control them. Aggressive students present the most difficult challenges facing classroom teachers like physical and verbal aggression, tantrums, destruction of property, stealing, lying and non-compliance (Goldstein, 1995). Classroom discipline is necessary when pupils are directing their energy into educationally undesirable channels. Good discipline is not only measured by the orderliness of the classroom, the silence of the students, or the apparently close attention of students focused on the behaviour of the teacher; but whether or not the behaviour of
the individual student or group of students permits others to study and work effectively (MacDonald, 1965). These problems contribute to long-term risk for failure in academic achievement and serious maladjustment.

Curcio and First (1993); Saunders (1979) and Shore (2003) describe classroom aggression as actions which are intended to inflict pain or injury on another person within the classroom setting. This involves fights or instigating fights or arguments, threats and or verbal insults. The aggressor likes to solve problems by winning fights and/or arguments. Teachers at times may be aware of this but are reluctant to acknowledge the presence of violence in the classroom. For instance when a boy teases or harasses a girl about her body, it is perceived as part of growing up rather than a prelude to much more dangerous and violent behaviour.

The teacher and school administrators stand in loco parentis to students and are entrusted with their care during the time they are in school. This trust is valued and honoured as Curcio et al (1993) postulates. It is the teacher’s duty to instil discipline and ensure that everything runs smoothly. When this does not happen the teacher is supposed to discipline the student with consideration. Whatever method the teacher chooses to use should be appropriate so that it does not appear to be excessive. If the teacher delays in enforcing discipline or ignores the problem it may affect the general classroom discipline and therefore classroom control. In the long run it may affect the teacher-student relationship and even student–student relationship.
Aggression may not be caused by one single factor but a combination of many. Some of the factors include family background, culture, parent-adolescent relationship, gender, heredity, physiological and psychological state and socio-economic status. This study intended to investigate the extent to which classroom population, teacher-student relationship, student-student relationship and gender of the student contribute to aggression in the classroom.

1.2. Statement of the Problem

For meaningful teaching and learning to take place the teacher must strive to maintain good class control. A teacher who is able to keep his classroom quiet, orderly and under control is rated highly while those who are unable are rated lowly (Eitzen and Zinn 2003; Saunders 1979). Aggressive students in the classroom can disrupt the smooth running of the class, consume the teacher’s time and energy, divert the attention and concentration of other pupils and prevent the teacher from achieving the lesson’s objectives.

Research by Eitzen et al (2003); Nielsen (1996); Saunders (1979); Waterhouse (1983) and UNESCO (2005) show that there are aspects of the classroom which may cause and exacerbate aggressive behaviour. They include classroom population, classroom environment, gender of the student, teacher-student relationship, the teaching-learning process, learning material as well as student-student relationship. In case of a large class population, chances of these students getting individual attention is minimised because of the large number of students who seek the attention of one teacher in class. This may
lead to frustration due to failure in ‘catching the teacher’s eye’. The quality of teacher-student interaction is greatly affected.

Available studies have focussed on causes and effects of students’ strikes and demonstrations, that is their behaviour outside the classroom but little has been done to address their classroom behaviour. This study focused on their behaviour within the classroom setting. It concentrated specifically on classroom population, the relationship with teachers and fellow students and their gender; and whether these variables can cause or promote aggression and hence affect the classroom environment. There was a need to examine the problem within the Kenyan context.

1.3. Purpose of the Study

The purpose of this study was to investigate the relationship between classroom environment and students’ aggressive behaviour in public secondary schools in Keumbu Zone, Keumbu Division in Kisii District. It sought to investigate whether classroom population, teacher-student relationship, student-student relationship and gender may cause aggressive behaviour.

1.4 The objectives of the Study

The objectives of the study were;

(i) To determine whether classroom congestion contributes to classroom aggression among students.

(ii) To determine whether teacher-student relationship may cause and promote classroom aggressive behaviour.
(iii) To find out whether student-student relationship in the classroom is a cause for aggression.

(iv) To determine whether there is gender difference in the manifestation of aggressive behaviour in the classroom.

1.5. Research Questions

The study intended to answer the following questions:

i. Are students in congested classrooms likely to be aggressive?

ii. Does teacher-student relationship promote aggressive behaviour in the classroom?

iii. Does the way students relate to each other lead to classroom aggressive behaviour?

iv. Are there gender differences in the manifestation of aggressive behaviour?

1.6. Hypotheses of the Study

H1 There is a significant relationship between classroom congestion and classroom aggression.

H2 There is a significant relationship between teacher-student relationship classroom aggressive behaviour.

H3 There is a significant relationship between student-student relationship and classroom aggressive behaviour.

H4 There are significant gender differences in the manifestation of classroom aggressive behaviour.
1.7. Significance of the Study

This study aimed at investigating the relationship between classroom environment and students’ aggressive behaviour. It was hoped that;

Findings of the study may help teachers and school administrators to design a programme to deal with disruptive behaviour in order to increase student participation during the teaching and learning process.

Findings of the study may help to highlight the seriousness of aggressive behaviour and suggest ways of dealing with them.

Findings of the study may also help education administrators and managers to deal with environmental factors which may encourage aggressive behaviour.

1.8. Scope and Limitation of the Study

The study was conducted in randomly selected secondary schools in Keumbu Zone, Keumbu Division, Kisii County. Kisii County is found in Nyanza region, South-Western Kenya. Keumbu Zonal offices are located in Keumbu market, to the North Eastern part of Kisii town, which is approximately 12 kilometres from the town. Keumbu Zone is in a rural setting and the economy is derived from peasant agriculture.

The study concentrated mainly on views of 180 form three students. Views of teachers, principals, parents or guardians were not sought. As stated elsewhere, schools in Kisii County have in the past been involved in riots which led to destruction of property and closure of such institutions. This made Kisii important for the study. The sample size was large enough and therefore the findings can be generalized to adolescents in Kisii County whose schools have the same characteristics like those in the study. Due to
practical constraints such as limited time and resources the research was conducted in three secondary schools and approximately 10% of the student population from Keumbu Zone of form threes were included in the study. However, since human aggression is a very wide subject, is widespread, and is manifested in different ways and in different situations it could not be exhaustively covered in a single study.

1.9. Assumptions of the Study

This study assumed that: -

i. The respondents gave honest answers to the best of their knowledge and ability.

ii. The subjects had been involved in aggressive behaviour within the classroom setting.

iii. Students in the selected schools were exposed to factors that could lead to aggressive behaviour.

1.10. Conceptual Framework

It is believed that aggressive behaviour is largely influenced by the kind of environment in which the individual lives in (Geen 1999; Goldstein and Segall 1983; Kinai 2002). For instance the differences in the socialization of boys and girls may influence their aggressive tendencies and responses. On the other hand classroom aggressive behaviour can be influenced by many factors. They include classroom population, learning material, teacher-student relationship, student-student relationship, gender of the student. Adolescents become more aggressive as a result of physiological and psychological changes that are taking place in them. They then transfer their aggressive behaviour into the classroom thus making classroom management a big challenge to teachers. This is indicated by the diagram on figure 1.0.
Diagram 1.1 Development of Aggressive Behaviour in Adolescents
1.12 Operational Definition of Terms

**Adolescence**: This is a transitional period from childhood to adulthood. It is a period of development during the teen years before adulthood (12-19 years)

**Adolescent**: This is a person who is undergoing the transitional period from childhood to adulthood.

**Aggression**: Acts that cause and are intended to cause damage to a person or property. They could be physical or psychological

**Discipline**: Training expected to produce specific character or pattern of behaviour, especially moral or mental improvement

**Punishment**: An aversive or painful stimulus inflicted on a person to stop or suppress undesired behaviour.

**Group norms**: These are principles of right or appropriate behaviour that members of a group agree to use as a guide to control or regulate proper and acceptable behaviour

**Teaching-learning**

**Process**: This is a process of instruction that goes on in a classroom and students respond to it.

**Classroom**

**environment**: It is the atmosphere or mood in which the teacher and the student interact. It includes attitudes, emotions, values and relationships

**Loco parentis**: This is a situation where a teacher who is not a natural parent to a student assumes parental duties

**Classroom population**: This is the total number of students in a classroom
CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviews some of the literature that is related to this study. The first section deals with the theoretical framework upon which the study was based while the other section deals with the review of research studies that have been done on aggressive behaviour in the classroom.

2.1. Theoretical Framework

To understand students’ aggressive behaviour, there was need to discuss some of the theories upon which the study was based. Since all theories that deal with aggression cannot be surveyed only a few of them were explored.

2.1.1. Psychosocial Theory

Adolescence is a stage of transition from childhood to adulthood. It is a time when a youngster grows through a stage of psychosocial development that Erik Erikson (1959) identifies as identity verses identity diffusion. During this stage the adolescent experiences physiological and psychological changes, which put him in a difficult situation full of uncertainty because he is neither a child nor an adult (Arnett, 2003; Hamachek, 1975). According to Cobb (1992) and Sprinthall and Collins (1995), adolescents are prone to delinquent behaviours at middle adolescence because of excess energy, which creates tension and hostility towards authority and the widening of their social world because of the increase in their social encounters. If they are not handled well they are likely to project their inner conflicts through aggressive behaviour.

When young people reach puberty, the metamorphosis that takes place affects not only them personally but their relations with those closest to them particularly their parents.
Just as adolescents have to adjust to the changes taking place in their bodies, parents have to adjust to the new person their child is becoming. Their relations tend to become cooler when pubertal changes become evident, conflict increases and closeness decreases. They tend to be less comfortable in each others presence especially in their physical closeness (Arnett, 2003).

According to Erikson, human beings have an unconscious urge towards destruction, which can be released directly in aggressive behaviour (Brigham and Schostak, 1986; Fromm 1973). This implies that violence is typical of human social behaviour. Because it is a trait, which is inborn, it can be manifested with or without provocation. Crooks and Stein (1988); Fromm (1973); Geen (1990) further explain that all animals including man have a fighting instinct that is directed towards their own kind but it is basically for survival and it is limited by the social norms imposed on him.

This implies that aggression is a natural trait; it is the degree of the manifestation of aggression that differs from one person to another. For instance, space is very important for any living creature without which the propensity to aggress becomes high. This is well illustrated by studies done on baboons by Zuckerman in Regent Hill London, Reynolds in Whipsnade Park England and Kummer in Zurich. The research findings showed that baboons in the zoo were more aggressive than those in the wild. As space was reduced their aggressive behaviours increased (Fromm, 1973).

In a classroom situation, the arrangement of desks should provide a degree of privacy necessary for a majority of work (Marland, 1993). Further, each student should have
enough space for movement around the class. When there is congestion and movement is hampered, students can behave within acceptable means when the teacher is present but become unruly or aggressive when absent. Therefore there has to be careful organisation to minimise the opportunities for student involvement in deviant behaviour. The teachers must have withitness, that is, they must know what is going on in all parts of the classroom all the time and communicate it to students verbally or non-verbally (Eggen et al, 1992)

From the above discussion, it is clear that adolescents experience storm and stress and it is only the response to this stage that differs from one adolescent to another. It is in the adolescence stage that there is heightened conflict with parents, extreme and frequent mood changes and increased rate of most types of risky behaviour. Since these adolescents attend school, they become disruptive and very difficult to deal with (Goldstein, 1995). Further, such students do not maintain interpersonal relationships with peers as well as teachers. Their actions deviate from expectations and impair their functioning and that of others.

2.1.2. Social Learning Theory

This theory was developed by Albert Bandura. It holds the view that aggressive behaviour may be influenced by rewards or punishments associated with it. The rewards can be direct in the form of gifts or indirect in the form of observation. Children will imitate or model what they see others do even when the behaviour is not reinforced. They then develop a generalized habit of matching the responses of successful models, which they tend to, generalize to other situations. Actions of important people in their
lives like parents, sibling, teachers, peers and media heroes are easily imitated. These behaviours become persistent and difficult to extinguish (Bandura and Walters, 1959; 1963; Kenrick, Neuberg and Cialdini, 2002; Madden and Lion, 1976). In addition, the performance of the behaviour will depend on whether the behaviour will be rewarded or punished and whether the original model was of high or low status.

Geen (1990) adds that the presence of others in the viewing situation like parents or other adults is important for the child to act out behaviour. If the adult present disapproves then the child may not act the behaviour but if the adult approves then the child will exhibit the behaviour. Also the presence of other children who model the same behaviour may influence modelled aggression.

Bandura (1973) argues that when children observe modelled violence it can result in learning at several levels. First, the child may learn new techniques of aggression regardless of the reward or its absence. And secondly, the child will learn new rules about whether aggression is likely to be rewarded. For instance if the model is punished the child will learn not to act aggressively.

The other factor is gender of the model and that of the child (Geen, 1990). Children tend to imitate behaviour, which is exhibited by members of the same sex so that it is channelled in the direction of sex appropriate behaviour. For instance a male child will imitate a male model while a female child will imitate a female model. If the model is of a high status chances of being imitated are higher than a model that is of a low status.
What is valued in the child’s peer group is very important for imitation to take place. A behaviour that is not valued by the peer group is quickly extinguished for lack of reinforcement. On the other hand if the modelled behaviour is highly valued by the peer group it will be imitated and strengthened. For instance electronic media models exert a strong influence on the behaviour of adolescents because adolescents spend a lot of time watching television. The adolescents quickly imitate aggressive behaviours performed by the models because the behaviour may be valued by the peer group. Studies conducted on the effects of watching television on adolescent aggression indicate that adolescents who view programmes with violent themes tend to become aggressive themselves (Arnett, 2004; Madden et al 1976).

This clearly shows that although there are other factors that may cause aggression, modelling /imitation is also a contributory factor. What children see happening in the environment in which they live may contribute greatly in the development of aggression in the classroom. If they live in a violent environment there is a possibility of these children transferring their aggressive behaviours to the classroom.

Children learn a great deal from observation even in the classroom. They learn new skills in science experiments, solving mathematics problems and motor skill. The students can learn faster through modelling. Teachers can use modelling to train students on logical thinking and problem-solving behaviour by thinking out aloud as they solve problems on the chalkboard (Burden, 1995; Dembo, 1991). On the other hand students can also imitate negative behaviour like late coming, breaking class rules and criticizing others if the teacher models the same behaviours (Marland 1993). If these
students are disciplined using corporal punishment they will model aggressive behaviour as a problem solving solution (Goldstein, 1995).

2.1.3. Social Control Theory

This theory was developed by Glasser (a psychiatrist) around 1970s. Its central view is that human behaviour can be controlled and regulated to fit into social standards and expectations of the society (Bandura, 1999; Derlega, Winstead and Jones, 1999). The strength of social control measures will serve to regulate behaviour and thus restrain the individual’s natural impulse of aggression (Wachira, 2002). The controls involve the rewards and punishments that are expected to result from one’s behaviour whether invoked by others or self. This implies that society must exert social controls to supplement an individual’s unreliable self-control. To achieve this, the situation where the behaviour occurs can be controlled. For instance parents can control what their adolescent children view, listen to or read. Often, desirable behaviour is strengthened by adding reinforcement and undesirable behaviour is weakened by withholding reinforcement and by use of punishments (Bandura, 1999; Cloninger, 2005; Little, 1995).

The theorists further explain that the social mechanisms should deter people from activities that deviate from the norm by helping them to develop a bond with the society that they live in. They specifically focus on the extent to which norms have been internalised by adolescents and other members of that society by providing weak and strong internal controls and the degree of bonding to conventional groups and activities
like clubs, church, social movements which determine the strength and external controls of behaviour.

The theory’s central theme is that if an individual is well bonded to the society, there are few chances of deviation from societal standards. This presumes that the society stands for conformity so that if the adolescents develop unbecoming behaviours, including aggression, it has something to lose. So if a child develops aggressive behaviour the society will take upon itself to control him/her. The society has an obligation to ensure that its members maintain standards of behaviour and expectations.

This implies that it is not only parents who can exert control over their children but the society in general. If, for instance, adolescents deviate from the norms and expectations and parents are not able to deal with them they can involve services of law enforcement officers and the department of social services to handle them. In other words society must have clear policies on expectations of its members. This means that even in a classroom situation there has to be clear rules and regulations and when they are disregarded there are clear consequences. It also means that social conditions that may encourage or reward overt aggression can be modified to discourage aggressive behaviour (Cloninger, 2005; Winstead and Jones 1999).

The teacher can encourage social control by discussing how one should behave in the classroom. The teacher can also point out how an individual student and the group can help to maintain this behaviour. The teacher should also recognize that young people make mistakes and therefore should respond to such disputes appropriately and restore
peace in ways that teach students how to cooperate, increasing the likelihood that they will be able to resolve future conflicts on their own. The intervention measures which are intended to control, punish or eliminate the deviant act can shape, stabilize or exacerbate the deviance (Hargreaves et al, 1975; Sprinthall and Collins, 1995). Therefore teachers must careful on the choice of punishment and how they deliver it.

2.2. Review of Related Literature

2.2.1. Classroom Congestion

Parents take their children to school with the hope that they will benefit from the teaching/learning process and are able to reap maximum profit from the school experiences. It is because of this that learning must be meaningful, successful, purposeful and profitable. However, this aim may not be achieved because the child may end up engaging in deviant acts, including aggression that may result in loss of learning time (Saunders, 1979; Waterhouse, 1983). This can be attributed to many factors that may include strikes and demonstrations, poor health, poverty, classroom population. For the purpose of this study only classroom population will be considered.

The classroom is the workplace for both the teacher and the student. The population of students per class is very important especially in exercising effective class control. The way the teacher uses space and the way the classroom is set up will have a huge impact on the behaviour of the students. Classrooms with high populations of students tend to pose a challenge to teachers because there will be very little room for movement for both the teacher and the student and classroom organisation will be interfered with. Congested classrooms tend to be stuffy and hot and therefore uncomfortable for both the
teacher and students, especially during warm weather when the sun shines straight into the room through windows without blinds. Most students will become restless; others will doze while others will involve themselves in non-academic activities like throwing paper balls at one another, hair-pulling and even verbal insults while assuming that the teacher will not notice them. As a result both the teacher and the student will not benefit in achieving lesson objectives (Arnett, 2004; Emmer, Everson, Sanford, Clements and Worsham, 1984).

Since the United Nations started the policy of Universal Primary Education most countries embraced the idea of Free Primary Education (FPE). As a result of this, numbers of school going children have increased tenfold over the last 50 years in primary school, while those enrolling in secondary schools have increased to about 166 times between 1962 and 2000 (Kateb, 2003; UNESCO, 2003;). According to a report by UNESCO, in France, Norway and Brazil, students are bored because teachers are unable to give them individual attention due to their large numbers per class. As a result students are no longer interested in classroom activities.

The situation in Algeria, Sudan and Nigeria is just as bad where secondary school classes average 50 students per class as a result of Free Primary Education. Consequences of such an increment are a drop in the quality of teaching, the student teacher interaction reduces, an increase in academic failure as evidenced by high repetition rates and drop-outs among others (Kateb, 2003; Ozigí and Ocho, 1981). The reason is that Free Primary Education was planned and implemented speedily without giving room for preparation.
As said elsewhere, the situation is difficult in Kenya secondary schools after the introduction of FPE by the government. Those pupils who benefited joined high school in 2006, making the situation in government schools worse. Classes are packed and the scope of flexible working arrangement is limited. In such a scenario the teachers prefer the pupils to remain in their seats (Saunders, 1979; Waterhouse, 1983). As a result the students end up being bored, unwilling to cooperate and, anxious thus making the teachers’ work even more difficult. According to the Kamunge Report (March 1988), there was growing concern about the tendency to over-enrol classes beyond the approved 40 students per class because it over-stretched, the use of available physical and human resources thus affecting the quality of teaching and learning.

Because of the prevailing conditions, the classroom gives an impression of being impersonal and insensitive to the feelings of students. It may slowly but surely stifle initiative and self-confidence, morale for working hard will go down gradually and in the end academic performance will fall. So even if the teacher emphasised behaviours that are measurable and observable he/she may not be able to track down the frequent feedback on progress and accomplishment of each student. Instead the teacher will spend more time maintaining order or the appearance of order. As a result very little learning would take place and therefore very little achieved in terms of learning objectives (Guetzloe, March 2006; Hargreaves et al 1995)

Classrooms which are congested pose another problem to the teacher. His/her movement in class is restricted due to lack of space and the teacher will be forced to operate from the front of the class throughout the lesson. In case of misbehaviour, the teacher will not be able to get close to troublemakers in time and so may not be able to stamp out trouble
before it takes hold. This also reduces the students’ chances of getting help from the teacher because of the many desks and obstacles on the way (Dembo, 1991; Gibson, 1980; Marland, 1993). Furthermore some students decide to act truant because they find the classes to be too hot and stuffy (Muiru, 2005).

Therefore the classroom environment needs to be highly structured with reasonable and clearly understood rules that when broken they are reinforced with consistent consequences. Aggression and violence should not be allowed with specific rules against any aggressive acts. When they occur they should be followed by non-aggressive consequences (Guetzloe, March 2006). Any aggressive behaviour should not be ignored because it increases the likelihood of further aggression, maladjustment, academic and social failure. This study intended to find out whether there is a relationship between classroom population and aggression.

2.2.2 Teacher-Student Relationship

The relationship between the teacher and the student is of fundamental importance to effective teaching. The teacher’s prime task is to organize and manage students learning. This involves exerting control over both the management of learning activities and management of students’ behaviour as Kyriacou (2001) postulates. He further asserts that the student must accept the teacher’s authority to organize and manage otherwise effective teaching is likely to be undermined.

Mutual respect and rapport are important for good classroom management. This involves the teacher and student recognizing each other as individuals, holding each other in a manner consistent with such esteem. The teacher must maintain authority over
the organization and management of students learning. The teacher needs to create a
tone of purposefulness during lessons as well as sustain students’ attention and
motivation and ensure the appropriateness of the learning activities. This should be
based on effective teaching rather than coercion (Garrison, 1972; Kyriacou, 2001).

The researchers are of the opinion that the teacher derives a certain amount of status
from being a teacher, and from respect that teachers hold in the eyes of society as a
whole and in the eyes of their students’ parent in particular. Students, who come from
homes where the child’s relationship with the parents and other adults has been sound,
and where a respect for teachers has been fostered, will often hold teachers in high
esteem and unquestioningly accept their authority. For the teacher to assert his/her
authority, he/she must show expertise in the subject concerned, show interest and
enthusiasm for the subject. On the other hand the teacher should present learning
activities in a manner which will elicit students’ interest and enthusiasm, failure to
which the student could easily deviate from the teaching-learning activities.

The researchers further explain that good rapport between the teacher and the students
involves their having a harmonious understanding of each other as individuals and is
based on mutual respect and esteem. Behaviour by the teacher which indicates that they
have little respect or esteem for the students will inevitably undermine the development
of good rapport. Respect for students as learners lies in the heart of the curriculum
operating in the classroom. The interaction which takes place between the teacher and
students during the lesson communicate their respective perceptions of each others role.
The students and teachers must be able to relate well in order to have frequent feedback on progress and accomplishments during classroom activities. Therefore teachers must be able to quickly identify, analyse and understand students’ problems so as to be effective managers of classroom behaviours. Furthermore, a teacher who is an authoritarian, who emphasises that students must know their place in relation to teachers and who keeps threatening students with corporal punishment is bound to experience more aggressive acts in class than a teacher who is democratic (Goldstein, 1995; Hargreaves et al, 1975).

A teacher who has the student’s interest at heart should understand the student’s temperament, family background, past experiences, cognitive abilities and other skills that the student possesses. This will help him to select carefully instructional goals and materials, structure and plan learning activities, involve students in the learning process and to closely monitor student progress and accomplishment. (Cowley, 2001; Goldstein, 1995; Hamachek, 1975; Muchiri, Aug. 2005).

If teachers are intolerant and rigid (autocratic) in dealing with pupils they increase the risk that pupils will react in disruptive and non-compliant ways and create their own hell. This is so especially when students view the teachers restriction as arbitrary and hence unjustifiable. More so if they trust the teacher’s intent that he is working for their best interest and is not arbitrary in his decisions, they are more likely to respond positively. Teachers with punitive, harsh or aggressive personalities bring or tend to bring out similar behaviour in their students (Hargreaves et al 1975; MacDonald, 1965). The researchers further write that at some point teachers must tolerate a certain amount of deviant behaviour, including aggression, since to enforce a strict conformity
to the rules would necessitate interventions which would themselves be disruptive. And so it is the teacher to best judge when his intervention is more disruptive than the deviant conduct he wishes to control.

When students’ actions deviate from standards or expectations and as a result impair class functions appropriate measures are supposed to be taken. How the teacher delivers discipline is critical in determining its effectiveness; and the kind of punishment he will choose to use may determine future response according to Cowley (2001); Goldstein (1995); McManus (1989) and Waterhouse (1983). For instance, if the teacher lacks consistency the students will be confused and the punishment may not be effective; and if the teacher chooses physical punishment against non-physical punishment it may create anger and resentment in the student as Saunders (1979) observes.

It is also important to note that how the teacher delivers discipline is very crucial. To be a successful disciplinarian the teacher has to avoid reference to past mistakes, emphasise behaviours not feelings, criticise clearly but briefly and avoid a tirade of abuse directed at an individual student so that, far from being persuaded to mend his ways, he will harden against the teacher and feel justified in his actions. Also other students will sympathise with him in his plight and you would have lost the goodwill of the whole class. So whenever the teacher responds to the student he must have in mind the ripple effect on the other students (Hargreaves, 1975; Marland, 1993 ). They are of the opinion that the teacher employs strategies such as contracting and use punishment as a last resort. Teachers should understand that they could be instrumental in causing discipline problems as well as preventing them. So while the teacher might assume that by punishing severely he is controlling and preventing misbehaviour in essence he may be
encouraging it or making it worse. (Cowley, 2001; Goldstein, 1995). Therefore the punishment should be applied calmly to help reduce the tension that anyone feels when being punished. It must be seen to be fair and consistent.

The teacher’s personality is also very important because it will affect the day-to-day interaction with students. Teachers who are not in touch with their feelings, methods of behaviour and attitude towards students may cause aggressive behaviour (Cowley, 2001). Teachers with low self-concept tend to model negative traits and therefore will model the worst behaviours for students to emulate. Such teachers tend to be restrictive, pessimistic, short-tempered, hypercritical and even fault-finding and they tend to use ego-reducing comments in class. It is because of these that students who are aggressive behave aggressively in the presence of one teacher and ordinary students with another teacher.

Another important aspect of the teachers authority is his/her control over classroom activities as (Kyriacou, 2001). How lessons start and end is significant. The teacher should ensure the start of the lesson is not delayed and end on time. During the lesson itself, the teacher needs to effectively regulate classroom activities including circumstances under which students can speak and move from their seats. This is meant to minimize the possibility of pushing and joking which can escalate into misbehaviour.

The way the teacher deals with students in general is very important especially once students make mistakes. Teachers who are confrontational increase chances of a negative encounter getting out of control and increasing tension (Cowley, 2001). Students who behave badly might feel embarrassed to have their poor behaviour
challenged and therefore might react in an aggressive manner to hide their discomfort. Punishment does suppress or weaken bad behaviour. The effectiveness of punishment is determined by the timing of the punishment, the presence of an alternative, the scheduling of the punishment and the relationship of the teacher to the student otherwise it might be counterproductive (Hamachek, 1995).

Studies also show that teachers’ leadership styles may contribute to aggressive behaviour. Teachers who are authoritarian, who always have a say on what to be done and what not to be done produce students who are more aggressive than teachers who are democratic or laissez faire. This is because they instil fear and tension among their students making them irritable and unwilling to participate in class activities. This shows that if the teacher-student relationship is poor there is bound to be unpleasant moments whenever they make contact. So the teacher must give a serious and firm impression of purpose, strength and resolution. The teacher has to show an impression of a caring adult but should not seek cheap popularity. He should be prepared in those matters that are directly concerned with discipline. The teacher should know the code of school regulations and be able to apply them without hesitation. The same applies to the administration of rewards and punishment. Above all the teacher should prepare well course material so as to give the student a sense of stability and confidence. In addition the teacher should avoid anything that may jeopardize their relationship (Goldstein, 1995; Hargreaves et al, 1975; Hamachek, 1995). The study intended to find the relationship between teacher-student relationship and aggression.
2.2.3 Student-Student Relationship

The communication between the teacher and the student serves as a connection between the two which provides a better atmosphere for a classroom environment. A teacher is not going to understand every problem for every child in his/her classroom but will acquire reference for those students who are struggling with specific tasks (Vernon et al., 1984).

Further, Vernon writes, teachers who are in a classroom everyday have experienced one time or another students who are disruptive and or find learning boring. Teachers understand that if this behaviour continues in the classroom, and if nothing is done to prevent this from happening, the outcome may prove to be disastrous. The student will conclude that his/her behaviour is permissible and will draw away from learning. Therefore it is essentially important for the teacher to explain to the student the importance to learn.

Youngsters ordinarily respond more often and more obviously to the inappropriate behaviour of their mates than they do to their peers’ more acceptable activities. The behaviours of these onlookers are often as disruptive as the activities they are pointing out, for they giggle, mimic, laugh, stomp and imitate. If they are transformed into caregivers who are partially responsible for their maladjustive charms, at least those peripherally disquieting actions will be eliminated.

Students are more skilled at pinpointing problems of friends and therefore better able to arrive at solutions than adults. When students are grouped together in the same room for
several hours a day, there are bound to be occasions when disagreements, arguments and various types of conflicts occur (Bany and Johnson, 1964)

In adolescence, peer group membership assumes more importance than the family. At this stage adolescents start identifying with their peers because they share the same interests and the same problems like identity, physiological and psychological changes. In the classroom students who are found there are nearly of the same age and so they tend to form groups according to their interests and needs. Peers are a very crucial aspect in the classroom because they determine the behaviour of students. When in a large group of people the natural inclination is to follow the crowd and behave in a way in which one might not behave while alone. This makes peer group a very important component in classroom behaviour (Cowley, 2001).

According to Hamachek, (1975) friendship patterns in the classroom tend to develop in a systematic way. Friendship may be influenced by intelligence, physical and mental health characteristics, social behaviour and teacher behaviour towards a given student. Studies done on friendship patterns in the classroom show that one’s intelligence or lack of it makes a difference as far as acceptance or rejection by classmates is concerned. This is particularly true when mentally retarded students are put in a normal classroom, the students will be rejected while highly intelligent conforming students are socially accepted.

From research done in Lumley Secondary Modern School for boys in Britain on preferred friends, it was found that friendship choices were highly stream-bound while those who chose others chose those who were in adjacent streams (Bany et al, 1964).
These groups are formed to give them identity and to control the behaviour of the group. In schools where classes have been structured according to ability, the students’ attitude towards themselves, towards learning, towards the school and towards others is greatly affected. (Bany et al., 1964; Cowley, 2001; Goldstein, 1995; Hamachek, 1975). This feeling may create anxiety and frustration in the student that may result in aggression.

Communication in the classroom affects total behaviour of students and can also affect the teaching-learning process. If students refuse to communicate with a student who already feels rejected, the student will feel insecure which may in turn affect his schoolwork. Failure to achieve academically will further increase his inefficiency and so he will use a lot of time and energy to gain acceptance. The aggressive behaviour that would have developed as a result of anger will be entrenched. If he fails to be accepted within the group he will look for a group with the same behavioural problems (Cowley 2001; Vassallo et al, 2002).

The way students relate in the classroom will create a good atmosphere that is very important for the teaching-learning process to be effective. It is determined by the school surroundings, the home background of the student as well as individual personal attributes of the students and the teachers which interact in a classroom situation to create a given classroom climate. The teacher who may create an atmosphere favourable to cohesiveness and self-direction on one hand and restrictive and authoritarian on the other can alter this. This will lead to apathy and submission with a lot of dependency and little self-direction that may result in hostility and rebellion and may culminate in aggression.
In this stage of adolescence, there develops an attraction to members of the opposite sex. Boy-girl relationships start developing and the attraction becomes very strong especially in middle and late adolescence. As the relationships take centre-stage rivalry may develop which may create hatred and enmity in the classroom. This may lead to both physical and verbal aggression by both sexes (Berkowitz, 1978; Cobb, 1992; Sprinthall et al, 1995; Vassallo et al, 2002). It is the teacher’s responsibility to guide and help them as they enter into this unknown field. This may help in reducing tension and as a result may create a conducive atmosphere for the teaching-learning process to take place. Therefore the study intended to investigate whether student-student relationship can cause aggressive behaviour.

2.2.4 Gender of the Adolescent and Aggressive behaviour

Adolescence is a stage of transition from childhood to adulthood and at this time the individual is neither a child nor an adult. This situation puts an adolescent in a difficult position that is full of uncertainty. At this time a variety of developmental changes take place as a result of hormonal changes. It is the hormonal changes that affect the way adolescents relate to other people that at times create conflicts. If these changes are not handled well, the adolescents are bound to project their inner conflicts through aggressive behaviour (Kerosi, 1987; Kinai, 2002; Mugendi, 2000; Wachira, 2002).

Studies done on adolescents indicate that there are gender differences in the manifestation of aggressive behaviour. According to Berkowitz (1978), Bringham (1986) and Lambart and Wallace (1973), boys tend to be more aggressive than girls. The reason given is that traditionally boys are taught to stand up for themselves. The
emphasis is placed on macho male role of power masculinity and success. Because of that they are allowed more opportunities for learning and performing aggressive acts. These views are furthered by the assertion that boys/males have greater innate preparedness for aggression than females/girls, which is reinforced from time to time by parents, peer groups and even teachers. On the other hand women may feel more anxiety, guilt and avoidance when faced with aggression. Their greater empathy may make them more sensitive to the negative consequences of aggression as a result they become less aggressive than boys.

In a school situation girls are commonly considered to create fewer problems than boys. Very few girls may use physical forms of aggression but may be more expert than boys at using verbal expression to hurt people (Darlega et al, 1999). The way they will express their aggression will also depend on the sex of the target. Further, both males and females respond more aggressively to targets of their own gender than to opposite gender targets. All in all mild expression of antisocial activity seems to be a pretty normal way for the adolescent boy to test his emotional strength and burgeoning masculinity.

Patterns of girls’ aggression are different from of boys. Boys generally harm with both physical and verbal aggression because this behaviour is consistent with their physical dominance and peer group goals of boys (Jessor and Jessor, 1977). Girls tend to focus their aggression on matters of relationship with their peers with the intention of damaging another’s friendship or feelings of inclusion within a social group. As a result they isolate the intended person which gives them psychological satisfaction.
On the other hand, boys tend to use more physical than verbal aggression because they are physically stronger than girls and so able to defend themselves. A study conducted by Vassallo et al (2002) on Australian adolescents indicated that the proportion of males who reported aggressive behaviour of physical nature was higher than those of females. Further, they reported that those aggressive adolescents and those who manifested other antisocial behaviour tended to associate with each other and that they were closely attached.

Child-rearing styles also contribute significantly to how adolescents view themselves. For instance, the expressions of affection and punishment by parents are used in different ways towards boys and girls. Girls are likely to be shown love which tends to encourage healthy social adjustment, while for boys there is the use of physical punishment, a tendency to be permissive and encourage aggressiveness; a tendency to minimise the emphasis on conformity and to stress the value of independence and achievement. Parents tend to encourage boys to interact with the environment while protecting the girls from it (Hamachek, 1975; Kinai, 2002).

In the present study gender is considered important because males and females tend to react differently to their situations in life. While males may respond both physically and verbally females may be more verbal than physical. This study intended to find out whether there are gender differences in the manifestation of aggressive behaviour.

### 2.3 SUMMARY

This chapter has highlighted how the following variables influence students’ aggression; classroom environment, teacher-student relationship, student-student relationship, the
teaching-learning process and gender. Some of the theories upon which the research is based have also been highlighted. The social learning theory indicates that aggressive behaviour can be learned while the biological theory holds the view that aggressive behaviour can be influenced by both physiological and psychological factors. And the social control theory shows that aggressive behaviour can be controlled and regulated by society.

Studies reviewed indicate that the following factors may influence the development of overt aggression in adolescents in high school: classroom congestion, teacher–student relationship, student-student relationship, the teaching and learning process, inconsistencies of teachers in enforcing discipline, adolescents modelling aggressive behaviour and gender. This study endeavoured to determine whether they contribute to students’ aggressive behaviour in the classroom.
CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter deals with the research design adopted in the study followed by a description of variables. The population and sample of the study will be discussed together with the instruments, procedure of data collection and analysis.

3.1. Research Design

This study intended to investigate whether classroom population, student-teacher relationship, student-student relationship and gender of the adolescent have any predictive relationship with adolescent classroom aggressive behaviour. An ex post facto research design was used to determine the relationship between the variables. According to Orodho (2004), an ex post facto research design is a research where the researcher does not have direct control of the independent variable and therefore will only discover causal links between an event and the ensuing behaviour. Variables of the study included classroom population, teacher-student relationship, student-relationship and gender of the student.

3.2. Variables of the study

3.2.1. Independent Variables

According to Orodho (2004), an independent variable represents the value being manipulated or changed. In this study the independent variable included classroom population, student-teacher relationship, student-student relationship, and gender of the adolescent.
3.2.2. Dependent Variable

This is the observed result of the independent variable. In this study the dependent variable was classroom aggression.

3.3 Population for the study

The location of the study was Keumbu Zone in Keumbu Division, Kisii County. Keumbu Zone is located about 12 kms from Kisii town, on the Kisii-Keroka highway. At the time of the study, Keumbu zone had 13 mixed secondary schools with a population of about 1200 form three students. All the secondary schools are mixed day except two which are both boarding and day. This made it a suitable location for the study of classroom aggressive behaviour. The simple random sampling method was used to select the schools and the participants.

The target population for the study were adolescents who were attending high school. All of them were in form three even though the level of education was not a variable in the study. Form three students were selected because they were more mature and able to express themselves more clearly than both form ones and twos. Form four students were not selected because they were busy preparing for national examinations. The study included 90 boys and 90 girls a total of 180 respondents.

Research findings show that schools in Kisii County have been involved in unrest in the past (Kerosi, 1987: Mugendi, 2000). It is with this background that the research intended to study the contribution of the selected factors in aggression.
3.4 Sampling Techniques

Since it was not possible to use the whole population of form 3 students in Keumbu Zone only 180 students from three mixed secondary schools out of 13 mixed secondary schools were selected. Simple random sampling technique was used to select the actual sample for the study. The schools for the study were selected using lottery method where names of all schools in Keumbu Zone were written on different pieces of paper and folded and then put in a hat. The researcher used an independent person to randomly pick any three of the papers that contained names of schools. The sample included 90 boys and 90 girls who were randomly selected using lottery method.

Table 1.1 Sample Distribution

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gianchere</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Kirwa</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Riondong’a</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>90</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

3.5 Instrumentation

The instrument used for the study was a questionnaire that was administered to the students by the researcher. The tool asked background information of the respondents and had items on aggressive acts the subjects committed. It was an Aggression Inventory designed by Doyal, Ferguson and Rockwood (1971) and used by Kinai (2002). However certain modifications were made to suit the local environment. For instance items dealing with family relationship were omitted. It was a thirteen item five-
point likert style questionnaire, with 4 items dealing with classroom population, 4 items on teacher-student relationship and 5 items on student-student relationship. For example item 4 asked thus:

You are allocated to clean your class with another student but she/he decides to hide somewhere so that you clean the class alone. What will you do?

(a) Go shout at him/her
(b) You stop cleaning the classroom
(c) Clean part of the class and leave the rest to him/her
(d) Report him/her to the teacher on duty
(e) Clean the class room and warn him/her not to do it again

Whereas the one who answers (e) has low aggression and the one who chooses (a) has high aggression.

3.6. Pilot Study

Before the actual study was conducted a pilot study was conducted to ensure that the instrument had no ambiguity and inadequate items. Any errors that were detected then were corrected before the actual study was carried out. This was conducted with a sample of 60 students whereby 30 were boys and the other 30 were girls. The school for the pilot study was selected from the target population. According to Kinai (2002), any study of behaviour should be conducted on observable behaviour but because of time constraints this was not possible. Therefore the researcher relied heavily on self-reports by pupils.
3.6.1 Validity

According to Orodho (2004) validity is the extent to which an instrument measures what it is designed to measure. Content validity is the extent to which the content of the instrument in terms of statements, questions or indicators represents the property being measured. The main research instrument in this study was the questionnaire. Validity of the instruments was established by consulting with the supervisors and research colleagues at Kenyatta University to determine whether they did measure what they were meant to measure.

3.6.2 Reliability

Reliability is the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2004). Since testing was the main threat to reliability, the instrument was administered in one setting. Reliability of the instrument was estimated using the test-retest method. The correlation between the two sets of observation was then computed using the formula

\[ \gamma_{xx'} = \frac{S_{t}^2}{S_{x}^2} \]

Where \( x \) = performance on the first test

\( x' \) = performance on the second test

\( \gamma_{xx} \) = correlation coefficient between \( x \) and \( x' \)

\( S_{t}^2 \) = estimated variance of the true scores

\( S_{x}^2 \) = calculated variance of the observed scores

\( \gamma_{xx'} \) provided an estimate of reliability

According to Orodho (2004) a correlation of 0.75 and above should be considered high enough to judge an instrument as reliable. Analysis of the instrument yielded a
correlation of 0.95. Since this was above 0.75, the researcher proceeded to use the instrument

3.7. Data Collection Techniques

Appropriate dates for data collection were arranged between the researcher and the schools for the study. On the material day the questionnaire was administered by the class teacher and the researcher in their classrooms. Respondents were given clear instructions that were on the first page of the questionnaire before they embarked on answering questions. They were assured that the information they provided was highly confidential and will not be divulged to their teachers or their parents. They were given enough time to answer the questions and the teacher collected the questionnaires. All the questionnaires were numbered for ease of collection and to avoid data loss.

3.7.1 Scoring Methods

Scores for each item of the Aggressive Inventory were awarded on a likert scale that ranged from 1 for high aggression to 5 for low aggression. The score was obtained by adding the individual’s score to get the total score. An individual with a low score indicated high aggression while the one with a high score indicated no aggression. The sub-scores were derived from the various responses to the questionnaire items; for instance item 8:

The teacher asks you a question that you do not know the answer. What will you do?

(a) Shout at him/her that you don’t know  (1)
(b) Pretend that you did not hear  (2)
(c) Keep quite  (3)
(d) Tell a friend to answer for you (4)
(e) Try to answer (5)

3.7.2 Data Analysis

The items were coded, scored and data was analysed using the Statistical Package for Social Sciences (SPSS). Data was presented in frequency distributions, means, percentages and standard deviations on selected aspects of teacher-student relationship, student-student relationship, classroom population and gender of the student. Pearson product moment correlation coefficient method was used to determine the relationship between variables and their significance. Correlation coefficient is a powerful tool to point out the direction of a relationship and help understand better what two different outcomes share with one another (Ingule and Gatumu, 1996). Therefore, if \( r = 0 \) there exists no relationship between the variables. A t-test statistical method to test whether the differences were significant at \( \alpha = 0.05 \) level of significance was used.

3.8 Ethical Consideration

Before data collection exercise commenced, the researcher obtained research authorisation from the office of the Permanent Secretary, Ministry of Education, Science and Technology. Once the permit was given the head teachers of the schools under study were informed by the researcher of her intention to carry out the study. Confidentiality of the data was maintained.
3.9 The Null Hypotheses for the Study

**HO**₁ There is no significant relationship between classroom population and classroom aggressive behaviour.

**HO**₂ There is no significant relationship between student-teacher relationship and classroom aggressive behaviour.

**HO**₃ There is no significant relationship between student-student relationship and classroom aggressive behaviour.

**HO**₄ There are no significant differences in gender manifestation of aggressive behaviour in the classroom.

**H0**₁-**H0**₃ were tested using the Pearson product moment correlation coefficient analysis in order to determine the direction of the relationship between variables and their significance while **H0**₄ was tested using the t-test to test the difference in expression of aggression among male and female students.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter interprets and explains the findings with regard to the stated hypotheses and research questions. The analysis was done using SPSS version 12 for windows. Descriptive statistics such as means and frequencies were calculated on relevant characteristics. Graphs, charts and tables were used to present the findings where suitable. Inferential statistical techniques such as Pearson Correlation Coefficient and t-test were used to establish the extent of relationship between variables.

4.1 Demographic information

This section presents the demographic characteristic of the respondents in the study. The major attributes reported here are the gender and the school of the respondents. There was equal representation of male and female students at 90 (50%) from each school in the study. Their distribution is summarized in table 4.1.

Table 4.1: Socio-demographic information

<table>
<thead>
<tr>
<th>Name of secondary school</th>
<th>Gender of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Gianchere</td>
<td>30</td>
</tr>
<tr>
<td>Kirwa</td>
<td>30</td>
</tr>
<tr>
<td>Riondong’a</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>50 %</strong></td>
</tr>
</tbody>
</table>

N=180
There was equal representation of males and females at 90 (50%) each as shown on Table 4.2. The total number of respondents was 180. The ages of the respondents ranged between 15 years to 19 years.

**Table 4.2: Distribution of respondents by Gender**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>90</td>
<td>50.0</td>
<td>15-19</td>
</tr>
<tr>
<td>Girls</td>
<td>90</td>
<td>50.0</td>
<td>15-19</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The total enrolment of form three students in Keumbu zone as at April 2009 was approximately 1200 (D.E.Os office). The sample therefore constituted 180/1200, which was approximately 15% of the population. This is more than the recommended 10% for representativeness (Gay, 1992).

**4.2 Descriptive Statistics**

The study set out to investigate the relationship between classroom environment and aggressive behaviour in public secondary schools. The variables were classroom congestion, teacher-student relationship, student-student relationship and gender of the student. To achieve this, points were assigned to students responses whereby 1 represented high aggression and 5 represented low aggression.

**4.2.1 Classroom congestion**

The study intended to find out whether classroom congestion can cause aggressive behaviour. To achieve this, students were asked questions related to congestion and table 4.3 shows their responses and cross tabulation.
Table 4.3. Response on class size

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly agree</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td>2 Agree</td>
<td>142</td>
<td>78.9</td>
</tr>
<tr>
<td>3 Sometimes</td>
<td>33</td>
<td>18.3</td>
</tr>
<tr>
<td>4 Disagree</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>5 Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows the results on whether students find their classroom congested. Out of 180 respondents 142 (78.9%) agreed that their classroom is congested compared to 2 respondents (1.1%) disagreed. These findings corroborated studies done by Muiru (2005), UNESCO (2003) on congested classrooms as a result of Free Primary Education.

Students were asked to respond to whether they are able to ask the teacher all their questions in class. The results and cross tabulation are shown on table 4.4.
Table 4.4. Response on ability to ask teacher questions

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Sometimes</td>
<td>52</td>
<td>28.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>125</td>
<td>69.4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the results, 124 respondents representing 69.4% disagreed, 52 respondents representing 28.9% answered sometimes, while 2 respondents representing 1.1% agreed. Only one respondent representing .6% strongly agreed. These findings suggested that students did not receive individual attention as a result of high enrolment in their class. These findings support earlier findings by UNESCO (2003).

Students were also asked to respond to whether students fight in class in relation to classroom congestion. Results and cross tabulation on their responses are shown on table 4.5.
Table 4.5 Response on whether students fight in class

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Agree</td>
<td>80</td>
<td>44.4</td>
</tr>
<tr>
<td>3 Sometimes</td>
<td>96</td>
<td>53.3</td>
</tr>
<tr>
<td>4 Disagree</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>5 Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Results showed that 80 respondents out of 180 representing 44.4% agreed, 96 respondents representing 53.3% answered sometimes, while 4 respondents representing 2.2% disagreed. As earlier stated, congested classrooms tended to be hot and stuffy, making most students to become restless. As a result some students get involved in non-academic activities like throwing paper balls at one another, hair-pulling and even verbal insults which degenerate into fights (Arnett, 2004).

Regarding whether students push one another while moving in and out of class, 22 respondents out of 180 representing 12.2% strongly agreed, 95 agreed representing 52.86% agreed, while 62 respondents (34.4%) responded sometimes. Findings showed that students are unable to move freely without pushing one another. As stated earlier, high population of students in the classroom has led to classroom congestion.
4.2.2 Teacher-student relationship

The study intended to find out whether teacher-student relationship is a cause for aggression in the classroom. To achieve this, students were asked to respond to questions that asked how they related with their teachers in the classroom. Table 4.6 shows the results of responses;

Table 4.6: Responses on their reaction to work while having fun

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yell back and tell him/her to wait till I finish playing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Refuse to do it because you I playing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 Pretend I did not hear</td>
<td>22</td>
<td>12.2</td>
</tr>
<tr>
<td>4 Tell colleagues to do the work for me</td>
<td>26</td>
<td>14.4</td>
</tr>
<tr>
<td>5 Go finish the work then return to play</td>
<td>132</td>
<td>73.3</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Students were asked how they will respond if a teacher calls them to do some work while having fun, 22 respondents out 180 representing 12.2% will pretend that they did not hear, 26 respondents representing 14.4% will ask a colleague to do the work for them and 132 representing 73.3% will go finish the work then return to play. As stated earlier, students and teachers must relate well in order to have frequent feedback on progress and accomplishments. The student has to respect the teachers’ authority while teachers have to respect students as learners (Goldstein, 1995; Kyriacou, 2001).
Regarding their reaction on being punished by the teacher for a mistake they did, 8 respondents out of 180 representing 4.45% will opt to go home, 26 representing 14.4% will report to the head teacher and 146 representing 81.1% will try to reason with the teacher. From the responses, students tended to avoid confrontation with their teachers. As stated earlier, it is essential for teachers to take the first instance and calmly, fairly but firmly prevent and punish distractive behaviour (Marland, 1993). Further, timing of mistakes is important so that the punishment given does not result into more serious misbehaviour. Students do not refuse to take punishment because they recognise the teacher’s authority. Results are shown on table 4.7

Table 4.7: Responses on being punished by the teacher

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hit him/her</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Refuse to take the punishment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 Go home</td>
<td>8</td>
<td>4.4</td>
</tr>
<tr>
<td>4 Report to the head teacher</td>
<td>26</td>
<td>14.4</td>
</tr>
<tr>
<td>5 Try to reason with him/her</td>
<td>146</td>
<td>81.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Students were also asked to respond to how they will react if a teacher asked a question they do not know the answer. Of the 180 students, 41 respondents representing 22.8% answered they will keep quiet, 10 of the respondents representing 5.6% will ask a friend to answer on their behalf and 129 respondents representing 71.7% answered they will try to answer. The results showed that the students accept the teachers’ authority to
organize and manage learning activities otherwise effective teaching is likely to be undermined (Kyriacou, 2001). Table 4.8 shows the results.

Table 4.8: Responses on being asked a question that I do not know

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Shout at him/her that you don’t know</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Pretend you did not hear</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 Keep quiet</td>
<td>41</td>
<td>22.8</td>
</tr>
<tr>
<td>4 Tell a friend to answer</td>
<td>10</td>
<td>5.6</td>
</tr>
<tr>
<td>5 Try to answer</td>
<td>129</td>
<td>71.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Students were asked how they will respond if a teacher accidentally stepped on their toes while marking. Out of 180 students, 163 respondents representing 90.6% will tell the teacher to kindly remove his/her foot and 17 respondents representing 9.4% will pretend they do not feel it. Results showed that students’ behaviours are influenced by the quality of the teacher-student relationship. These finding are supported by earlier studies by Hargreaves et al (1975), Goldstein (1995) and Marland (1993) that student prefer teachers who are warm and friendly. Positive teacher student relationships are associated with more positive student responses. Further, the teacher-student relationship must be good in order to have frequent feedback on progress and accomplishments during classroom activities. Table 4.9 shows the results.
Table 4.9: Reaction if the teacher accidentally steps on my toes when marking

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hit him/her</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Shout him/her to move his/her foot</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 Push him/her away</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4 Tell him/her to kindly remove his/her foot</td>
<td>163</td>
<td>90.6</td>
</tr>
<tr>
<td>5 Pretend one does not feel it</td>
<td>17</td>
<td>9.4</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.3 Student-Student relationship

Students were asked to respond to several questions on how they related with each other in class. Regarding on how they will react if they were hit with a paper ball without the teachers’ knowledge. Their responses were shown on table 4.10.

Tables 4.10: Reaction if hit with a paper ball without teacher's knowledge

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hit or pinch the one I suspect</td>
<td>21</td>
<td>11.7</td>
</tr>
<tr>
<td>2 Throw the ball back to the one I suspect</td>
<td>63</td>
<td>35.0</td>
</tr>
<tr>
<td>3 Insult the one I suspect</td>
<td>24</td>
<td>13.3</td>
</tr>
<tr>
<td>4 Tell the teacher</td>
<td>18</td>
<td>10.0</td>
</tr>
<tr>
<td>5 Ignore and continue with my own work</td>
<td>54</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From the results, 21 out of 180 respondents representing 11.7% responded that they will hit or pinch the one who threw the paper ball, 63 respondents representing 35.0% will throw it back to the one who threw it, 24 respondents representing 13.3% will insult the one suspected to have thrown it, 18 respondents representing 10.0% will tell the teacher and 54 respondents representing 30.0% will ignore and continue with their work. The results showed that students can deviate from activities that are geared towards the achievement of a common goal and therefore, it is incumbent upon the teacher to exercise some control over them (Garrison, 1972).

Regarding their reaction if a classmate writes on their book while they are working, students responded as shown on table 4.11

**Table 4.11 Reaction if a classmate writes on my book**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hit him/her</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>2 Write back on his/her book</td>
<td>67</td>
<td>37.2</td>
</tr>
<tr>
<td>3 Shout at him/her</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>4 Tell the teacher</td>
<td>28</td>
<td>15.6</td>
</tr>
<tr>
<td>5 Erase the writing and continue with own work</td>
<td>80</td>
<td>44.4</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results showed that 1 out of 180 respondents representing .6% will hit him/her, 67 respondents representing 37.2% will write back on his/her book, 4 respondents representing 2.2% will shout at him/her, 28 respondents representing 15.6% will tell the teacher and 80 respondents representing 44.4% will erase the writing and continue with
their own work. Results showed that students react differently to different situations. These results support studies done by Dembo (1991) that students tend to resort to deviant behaviour when they are tired or bored and therefore it is upon the teacher to judge when it is best to intervene so that his/her intervention does not encourage the behaviour (Marland, 1993).

Students were asked to respond to a question on what they will do when they have a misunderstanding with a colleague in class. Their responses are shown on table 4.12.

**Table 4.12 Reaction to a misunderstanding with a colleague in class**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hit him/her</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>2 Shout at him/her</td>
<td>20</td>
<td>11.1</td>
</tr>
<tr>
<td>3 Tell the teacher</td>
<td>27</td>
<td>15.0</td>
</tr>
<tr>
<td>4 Walk away</td>
<td>36</td>
<td>20.0</td>
</tr>
<tr>
<td>5 Reason out with the colleague</td>
<td>91</td>
<td>50.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results showed that 6 out of 180 respondents representing 3.3% will hit him/her, 20 respondents representing 11.1% will shout at him/her, 27 respondents representing 15.0% will tell the teacher, 36 respondents representing 20.0% will walk away and 91 respondents representing 50.6% will reason with the colleague. The results showed that over 80% of the students will avoid confrontation with a colleague. Further, students do not have to use physical means to solve their problems.
Regarding their reaction to a cleaning duty with a partner who absconds, the results and cross tabulation are shown on table 4.13.

**Table 4.13: Reaction to a cleaning duty with partner who abscond duty**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Go Shout at him/her</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Clean part and leave the rest for him/her</td>
<td>84</td>
<td>46.7</td>
</tr>
<tr>
<td>3 Stop cleaning the classroom</td>
<td>35</td>
<td>19.4</td>
</tr>
<tr>
<td>4 Report him/her to the teacher on duty</td>
<td>18</td>
<td>10.0</td>
</tr>
<tr>
<td>5 Clean it all and warn him/her not to repeat</td>
<td>43</td>
<td>23.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Results showed that 84 respondents out of 180 representing 46.7% will clean part of the classroom and leave the rest, 35 respondents representing 19.4% will stop cleaning the classroom, 18 respondents representing 10.0% will report him/her to the teacher on duty and 43 respondents representing 23.9% will clean it all and warn him/her not to repeat the mistake.

**4.2.4 Gender and aggression**

Students were asked several questions regarding their relationship with teachers and also with fellow students. The questions were on a likert scale of one to five. One represented excessive aggression, two represented high aggression, three moderate aggression, four minimal aggression and five non aggression. The levels were divided into high aggression, moderate and minimal as indicated on Figure 4.1.
The results show that boys have moderate to high aggression levels (95.55%) while girls have medium to low aggression levels. These findings are supported by earlier studies done by Mugendi (2000), Kinai (2000) and Wachira (2002) which showed that boys tended to be more aggressive than girls probably because of their upbringing. Traditionally boys are taught to stand up for themselves. Emphasis is placed on the macho male role of power masculinity and success. Because of that, they are allowed more opportunities for learning and performing aggressive acts (Berkowitz, 1978; Bringham, 1986).

**Figure 4.1 Aggression level groups**

![Graph showing aggression levels by gender](image)
The average of the twelve responses for each respondent was also calculated to determine the mean. Below are comparisons of the means and standard deviation of the aggression related responses.

Table 4.14: Total means for aggression related responses

<table>
<thead>
<tr>
<th>Gender of the respondents</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>3.4944</td>
<td>90</td>
<td>.31746</td>
</tr>
<tr>
<td>Girls</td>
<td>3.7287</td>
<td>90</td>
<td>.30332</td>
</tr>
<tr>
<td>Total</td>
<td>3.6116</td>
<td>180</td>
<td>.33113</td>
</tr>
</tbody>
</table>

From the results on table 4.14, the mean for boys is 3.4944 and a standard deviation of .31746, while the mean for girls is 3.7287 and a standard deviation of .30332. The total mean for both boys and girls is 3.6116. These results indicate that boys are more aggressive than girls.

4.3 Statistical Analysis

In this section each of the hypotheses is discussed briefly in relation to the results obtained from the statistical analysis.

4.3.1 Classroom congestion

Students’ aggression level was calculated and the total mean was 3.6116 and the standard deviation was .33113. Classrooms with 51 students reported a higher mean (3.708) and a standard deviation of .3424 as shown on Table 4.15.
Table 4.15. Aggression level

<table>
<thead>
<tr>
<th>Class size</th>
<th>Mean</th>
<th>N</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>3.6429</td>
<td>28</td>
<td>.38347</td>
</tr>
<tr>
<td>48</td>
<td>3.5735</td>
<td>76</td>
<td>.33025</td>
</tr>
<tr>
<td>49</td>
<td>3.6302</td>
<td>16</td>
<td>.35612</td>
</tr>
<tr>
<td>50</td>
<td>3.6196</td>
<td>46</td>
<td>.28956</td>
</tr>
<tr>
<td>51</td>
<td>3.7083</td>
<td>14</td>
<td>.34242</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.6116</td>
<td>180</td>
<td>.33113</td>
</tr>
</tbody>
</table>

According to the results in the table 4.15, there seems to be no much difference between class sizes and their mean aggression levels. The two variables were correlated as shown on table 4.16.

**Table 4.16 Class size and aggression level Correlations**

<table>
<thead>
<tr>
<th></th>
<th>Class size</th>
<th>Aggression Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class size</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class size</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Significance(2-tailed)</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
<tr>
<td><strong>Aggression Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression Level</td>
<td>Pearson Correlation</td>
<td>.610</td>
</tr>
<tr>
<td></td>
<td>Significance(2-tailed)</td>
<td>.038</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
</tbody>
</table>
To test the extent to which classroom population contributes to aggression the Pearson Product Moment Correlation coefficient was used. The value of the correlation coefficient was $r=0.038$, $p < 0.05$ level. The result showed that there is a low relationship between classroom congestion and classroom aggressive behaviour. The study sought to find out whether there is a relationship between classroom congestion and classroom aggressive behaviour. Therefore, the null hypothesis that stated that “there is no significant relationship between classroom population and classroom aggressive behaviour” was accepted.

### 4.3.2 Teacher-Student relationship

The result for teacher–student relationship and aggression were correlated using the Pearson Product Moment Correlation Coefficient. Table 4.17 shows the correlation.
The value of correlation between the two variables of interest (teacher-student relationship and aggression level) is $r=0.459$, $p < 0.05$ level. This means that there is moderate significant positive relationship between the two variables. Therefore, the null hypothesis that stated that “there is no significant relationship between teacher-student relationship and aggressive behaviour” was rejected.

### 4.3.3 Student-Student relationship

The student-student relationship was correlated using the Pearson Product Moment Correlation Coefficient and the results are shown on table 4.17
Table 4.18: Student-student relationship Correlations

<table>
<thead>
<tr>
<th></th>
<th>Aggression Level</th>
<th>Means for student – student relationship responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression Level</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Significance(2-tailed)</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
<tr>
<td>Means for student - student relationship responses</td>
<td>Pearson Correlation</td>
<td>.922*</td>
</tr>
<tr>
<td></td>
<td>Significance(2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
</tbody>
</table>

The value of correlation between the two variables of interest (student-student relationship and aggression level) is \( r = 0.922, p < 0.05 \) level. This means that there is very strong significant relationship between the two variables implying that student to student relationship does contribute to the classroom aggressive behaviour. Therefore, the null hypothesis which stated that “there is no significant relationship between student-student relationship and classroom aggressive behaviour” was rejected.

4.3.4 Gender

Gender of the responds was correlated using the Pearson Correlation Coefficient and the results are on table 4.18
Table 4.19 Gender and aggression level Correlations

<table>
<thead>
<tr>
<th></th>
<th>Aggression Level</th>
<th>Gender of the respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aggression Level</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Significance(2-tailed)</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
<tr>
<td><strong>Gender of the respondent</strong></td>
<td>Pearson Correlation</td>
<td>.355*</td>
</tr>
<tr>
<td></td>
<td>Significance(2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
</tbody>
</table>

The correlation between the two variables of interest (Gender and Aggression level) is $r=.355$, $p<0.05$. This shows a moderate significant positive relationship between boys and girls aggression level. Therefore, the null hypothesis that stated “there are no gender differences in the manifestation of aggressive behaviour in the classroom” was rejected.

From the results, all variables have a significant contribution towards the manifestation of aggression which in turn affects classroom environment. However, student-student relationship has a greater contribution to classroom aggression compared to classroom congestion and teacher-student relationship.
5.1 Introduction

This chapter contains a summary of the key findings of the study. It also includes conclusions drawn from the study and recommendations for further research. The study set out to determine whether classroom congestion, teacher-student relationship, student-student relationship and gender are a cause for aggression in the classroom in Keumbu Zone, Keumbu Division Kisii District.

5.2 Summary of findings

5.2.1 Classroom congestion

The study found that as a result of high enrolment in public secondary school direct teacher-student interaction is minimal and their movement in and out of class is hampered. Earlier studies done by Burden (1995) hold the view that students’ misbehaviour tends to increase when their actions are not focused on the instructional activities. This may be caused by unclear instructional goals, repeating or reviewing already learned material, and pausing for too long during instructions he adds. This is further supported by UNESCO findings (2003) that a high enrolment of student has made classroom discipline difficult to maintain. But from the findings classroom population does not necessarily cause classroom aggressive behaviour.

5.2.2 Teacher-Student Relationship

As earlier stated the relationship between the teacher and the student is of fundamental importance to effective teaching. The teacher’s prime task is to organize and manage students learning. This involves exerting control over both the management of learning
activities and management of students’ behaviour as Kyriacou (2001) postulates. Further, the study asserts that the student must accept the teacher’s authority to organize and manage otherwise effective teaching is likely to be undermined. On the other hand there has to be rapport and mutual respect in order to avoid unpleasant incidents (Goldstein, 1995). Findings of the study showed that teacher-student relationship does cause minimal aggression.

5.2.3 Student-Student Relationship

From the findings, students generally tend to act aggressively to one another because they revenge on acts done on them which they perceive to be wrong. For any meaningful teaching to take place the classroom environment must be conducive. If there is an inclination to listen to the group as Cowley (2001) stated, then classroom control can be challenged. Therefore, from the finding it can be concluded that student-student relationship causes classroom aggressive behaviour.

5.2.4 Gender of the Adolescent and Aggression

The study found out that there are gender differences in the manifestation of aggressive behaviour. It was found out that boys tend to be more aggressive than girls. This could be explained by the reason given that traditionally boys are taught to stand up for themselves. The emphasis is placed on macho male role of power and masculinity and success (Lambert and Wallace, 1973; Berkowitz, 1978; and Bringham, 1986). Further, the studies showed that males have an innate preparedness for aggression than females, which is reinforced from time to time by parents, peers and even teachers.
The finding are further supported by Darlega et al (1999) that in a school situation, girls are commonly known to create fewer problems than boys thus the findings that girls are less aggressive than boys. The finding are consistent with earlier finding by Wachira (2002) that boys tend to engage in more aggressive acts than females.

5.3 CONCLUSION

The study found out that some schools enrolled over 50 students in a class. This number is quite large for a teacher to maintain effective control and also give each student individual attention during the teaching-learning process. From the findings, it was found out that students fought amongst themselves within the class although causes for the fights were not sought and whether it happens in the teacher’s presence. On the other hand, some students responded that instead of doing a teacher’s punishment they will opt to go home but reasons for this behaviour were not sought either. It was found out that classroom aggressive behaviour does exist and it can put a strain on classroom management and control. It was also found out that students manifested moderate (82%) to minimal (17%) aggression levels. Only 1% showed high aggression. Boys showed higher aggression levels than girls.

5.4 RECOMMENDATIONS

The following are the recommendations based on the findings;

- Heads of institutions should enrol students in accordance with regulations of the Ministry of Education for ease of maintaining discipline and class control and especially to enable the teacher to give individual attention to students.
Teachers should be decisive in dealing with aggressive behaviour like fighting in class. They should be able to know why students fight in class and arrest the problem in time before it gets out of hand. Teachers should identify expectations for students’ behaviours and communicate those expectations to students periodically. Teachers must be firm in dealing with any misbehaviour in order to stamp it out completely. Consistency in the application of consequences is key to classroom management.

The teachers and administrator must design a counselling programme to reduce and discourage aggressive behaviour in order to increase student participation during the teaching-learning process.

5.5 Suggestions for Further Research

The study was not able to cover all aspects of classroom aggressive behaviour. However, the following recommendations are given for further research.

Since the research was done in rural Kenya schools, the same can be done in urban schools to find out if they can yield the same results.

Secondly, a comparative study of public and private schools can be done in order to find out whether students in public secondary schools are more aggressive than those in private schools. Thirdly, other factors can be studied to see if they contribute to aggressive behaviour in the classroom.
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APPENDIX 1

STUDENTS’ QUESTIONNAIRE

Background information of student

Gender ___________________________________________ Classroom Population

Age ___________________________________________

This is a confidential questionnaire. You are requested to read carefully and to answer all the questions truthfully by ticking (✓) the correct answer.

NOTE: The information you give will be kept confidential and will not be made available, neither to your teachers nor your parents.

Aggression Inventory (A1)

Read the statement given then tick the choice that indicates what you will do.

1. Someone hits you with a paper ball on your back while the teacher is not seeing.

   What would you do?
   
   (a) Hit or pinch the one you think hit you. ( )
   (b) Throw the ball back at the one you think hit you ( )
   (c) Insult the one whom you think hit you ( )
   (d) Tell the teacher ( )
   (e) Ignore and continue with your work ( )

2. You are doing your work. The classmate in front of you turns round and writes on your book. What would you do?

   (a) Hit him/her ( )
   (b) Shout at him/her ( )
3. When there is a misunderstanding between you and a colleague in class what do you usually do?

(a) Hit him/her
(b) Shout at him/her
(c) Tell the teacher
(d) Walk away
(e) Try to reason out with your colleague

4. You are allocated to clean your classroom with another student but he/she decides to hide somewhere so that you can clean the classroom alone. What will you do?

(a) Shout at him/her
(b) You stop cleaning the classroom
(c) Clean part of the classroom and leave the rest for him/her
(d) Report him/her to the teacher on duty
(e) Clean the classroom and warn him/her not to do it again

5. When you are busy doing your homework another student snatches your book. What would you do?

(a) Hit him/her
(b) Shout at him/her and ask for your book
6. Your teacher is calling you to do some work for him/her while you are having fun with your friends. What would you do?
   (a) Yell back at him/her to wait until you finish playing
   (b) Refuse to do it because you are playing
   (c) Pretend you did not hear
   (d) Tell your colleagues to do the work for you
   (e) Go in, finish the work quickly and return to have fun with your friends

7. The teacher tries to punish you for a mistake you had done. What will you do?
   (a) Hit him/her
   (b) Refuse to take the punishment
   (c) Go home
   (d) Report to the head teacher
   (e) Try to reason with him/her

8. The teacher asks you a question that you do not know the answer. What will you do?
   (a) Shout at him or her
   (b) Pretend you did not hear
   (c) Keep quiet
   (d) Tell a friend to answer
   (e) Try to answer
9. The teacher accidentally steps on your toes painfully while he/she is marking. What will you do?
   (a) Hit him/her (   )
   (b) Shout at him/her (   )
   (c) Push him/her away (   )
   (d) Tell him/her to kindly remove his/her food (   )
   (e) Pretend you do not feel (   )

10. Your classroom has very many students
    (a) Strongly agree (   )
    (b) Agree (   )
    (c) Sometimes (   )
    (d) Disagree (   )
    (e) Strongly agree (   )

11. You are able to ask the teacher all your questions
    (a) Strongly agree (   )
    (b) Agree (   )
    (c) Sometimes (   )
    (d) Disagree (   )
    (e) Strongly disagree (   )

12. You push one another when moving in and out of class
    (a) Strongly agree (   )
    (b) Agree (   )
    (c) Sometimes (   )
    (d) Disagree (   )
13. Students fight in your class

(a) Strongly agree (  )
(b) Agree (  )
(c) Sometimes (  )
(d) Disagree (  )
(e) Strongly disagree (  )

THANK YOU FOR YOUR COOPERATION