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Abstract
This study determined the influence of learning language of communication, over-crowded classrooms and social amenities on aggressive behaviours among Secondary School Students in Katsina State, North Western Nigeria. The population of the study comprised of 18,496 Senior Secondary II Students from the selected Public Secondary Schools across the three Senatorial Districts of Katsina State. Sample of 720 Students were drawn for the study using simple random sampling technique. The three (3) parts researchers’ made instrument entitled “Variables of Learning Environment and Aggressive Behaviours Among Secondary School Students Questionnaire (VLEABASSQ)” was used for data collection. The instrument has been validated by three (3) independent experts, two (2) from Educational Psychology and one (1) from Federal University Dutsima, Test and Measurement Department. Cronbach’s Alpha reliability technique was used to determine the internal consistency of the instrument. The reliability co-efficient of 0.82 was obtained. The three (3) research questions raised in the study were answered using Mean and Standard Deviation while the null hypotheses were tested using Chi-square (X²) test. The results showed that the influence of learning language of communication, over-crowded classrooms and social amenities were significant. Therefore, all the null hypotheses were rejected. However, it was concluded that all the variables significantly influenced the aggressive behaviours among Secondary School Students in Katsina State, North Western Nigeria. The researchers recommended among other things that the School authority should impose stiffer sentences on students who exhibit aggressive behaviours and violate rules and regulations of the schools. In doing so, this serves as the most effective deterrent to others to refrain from such acts.

Keywords: Aggressive behaviour, learning environment, over-crowded classrooms, social amenities, communication
Acknowledgment
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Based Research (IBR) Grant. We wish to acknowledge the support of the Management of
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also gratefully acknowledged the helpful comments and suggestions of the reviewers, which have
improved the quality of the work.

INTRODUCTION
Secondary school education is education given to students after primary education. According to
Federal Republic of Nigeria (FRN) (2004) the major goals of secondary education shall be to
prepare an individual for useful living within the society and higher education. The realization of
these set goals strongly depends upon several variables of learning environment, including:
learning language of communication, over-crowded classrooms, social amenities within the
school. The school is supposed to provide life-long satisfaction and enhance the fulfillment of
social responsibilities. The school ought to provide disciplined citizens capable of exhibiting
rational behaviour as those who would be the leaders of tomorrow. Secondary Schools have been
observed to have ceased to be places where citizens of sound and desirable behaviours are raised,
despite the efforts of most schools’ management in Katsina State. Efforts have made by
government to put secondary school education back on track but the problem of aggressive
behavior among students still lingers.

Aggressive behaviour among secondary school students has become a major issue of concern in
recent times. Presently, secondary schools have become plagued with incessant exhibition of
aggressive behaviour by students toward resolving the problems that affect their existence or
freedom. This can be seen in frequent students’ violation of school rules, violent demonstration,
drug abuse, confrontation and molestation of teachers. Indeed, the most common assistance
requested by teachers is related to students’ aggressiveness. Students’ aggressiveness leads to a
number of problems among the consequences is the wanton destruction of school property,
disruption of academic and administrative programmes, suspension of students and many others.
The school principals, teachers, and even students themselves find it frustrating to spend more
years in school than expected. All these frustrations tend to point to the whole issue of aggressive
behaviour emanating from variables of learning environment such as learning language of
communication, overcrowded classrooms and unavailability of social amenities. The school’s
administrators have placed undue emphasis on academic excellence neglecting the variables of
learning environment. The administrators ignore the fact that interpersonal discussion
with students is a vital element in determining a desirable behaviour. It is not only lessons alone
conducted by teachers that elicit desirable outcome but also a bundle of interaction processes with
students which facilitate meaningful understanding of self, environment, clarification of goals and
values for future behaviour of the learners is also important.

A healthy variable of learning environment such as social amenities (hostel accommodation, pipe
borne water, electricity) have the ability to satisfy students basic psychological needs for safety,
self-belonging, autonomy and competence. When these basic needs are fulfilled students are more
likely to become engaged in and committed to the school and therefore, incline to behave in
accordance with the expressed goals and values (Watson, 2003). There is an urgent need for greater
attention to arrest the problem so as to avert further harm to our society, educational system and
the nation as a whole. The basic assumption here is that people’s behaviour is a product of
environmental valences or pulls and their characteristics. According to Onyejiaku (2011), some
environmental contingences have positive influences while some have negative influences. A careful review of literature reveals that despite many works conduct both locally and internationally, none of them based on the researchers’ knowledge has been specifically dedicate to variables of learning environment towards aggressive behaviour among secondary school students in Katsina State, North Western Nigeria. To this end, the researchers decide to embark on this study and also conclude that when the intervening variables in the study are properly addressed and dealt with, the results will help to reduce aggressive behaviours among secondary school students thereby helping them to behave in a socially acceptable manner.

**Statement of the Problem**

Variables of learning environment are used in this study to describe some factors that trigger aggressive behaviours in secondary school students which negatively affect education in Nigeria. Aggressive behaviour is one of the most difficult aspects of students to deal with in Nigerian secondary schools in general and Katsina State in particular. It is observed that aggressive students demonstrate higher rate of such behaviours as humiliating, biting, being destructive, whining, yelling, teasing, being non-compliant and being negative than their non-aggressive counterparts. All of these are the products of negligence of variables of learning environment by respective authorities or stakeholders in education.

Classroom management is crucial because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Effective managed classroom improves students’ academic performance in examination. In many public secondary schools in Katsina State, the reverse is the case due to over-crowded classrooms which completely strangulate the classroom culture thereby making the students vulnerable of the unfortunate circumstance. The use of un-professional or foul language (abusive words) on students by teachers precipitates aggression and causes psychological damages among the students. The educational authorities are not helping matters, they pay lip service to the provision of conducive learning environment to the students yet some basic needs like electricity, pipe borne water, classrooms, hostel accommodations and many others are not given due attention. To this end, the researchers decided to embark on this study to reverse the trend in order to save the students from further psychological damage and as well as the society at large.

**The Purpose of the Study**

The purpose of this study is to determine the influence of variables of learning environment on aggressive behaviours among secondary school students in Katsina State, North Western Nigeria. Specifically, the objectives are to:

1. determine the influence of learning language of communication on aggressive behaviours among secondary school students in Katsina State, North Western Nigeria.
2. examine the influence of over-crowded classrooms on aggressive behaviours among secondary school students in Katsina State, North Western Nigeria.
3. find out the influence of social amenities on aggressive behaviours among secondary school students in Katsina State, North Western Nigeria.

**The Research Questions**

The following research questions are to guide the study:

1. How does learning language of communication influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria?
2. How do over-crowded classrooms influence aggressive behaviours among Secondary School
students in Katsina State, North Western Nigeria?

3. How do social amenities influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria?

Research Hypotheses

1. There is no significant influence of learning language of communication on aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria.


Methodology

The study adopted the survey research design. This design is considered to be the most suitable because the researchers are only interested in measuring the variables of interest as they exist in the natural environment of the subjects. However, the survey design allows the researchers to have a comprehensive coverage of the population and ensure an even representation of all the elements of the population in the sample. The sample size of 720 senior secondary II students is randomly drawn from the study area. The simple random sampling technique is adopted for the study. The Instrument used by the researchers for this study was a questionnaire titled “Variables of Learning Environment and Aggressive Behaviours Among Secondary School Students Questionnaire (VLEABASSSQ)”. The Instrument is developed by the researchers and validated by three (3) different experts in the field. The instrument has three (3) parts “A”, “B” and “C”. Part “A” consisted of five (5) items to elicit demographic data from the respondents while “B” part had three (3) sections, each section has five (5) items design to cover each variable of the study while “C” covers the items on dependent variable thereby making a total of thirty (30) items which are statements by which respondents are expected to answer according to their level of agreement or disagreement based on four (4) points scale. The items on the instrument are carefully constructed based on the different variables under research and the purpose of the study to ensure content validity. The experts use the purpose of the study, research question and research hypotheses as the guide in analyzing the suitability of the instrument ensuring that all the items are properly worded and well-constructed. The instrument is subjected to a trial test for internal consistency using 40 senior secondary II students whose schools are not selected for the study and reliability co-efficient of .82 is obtained which shows that the instrument is reliable.

The weight on the scale was used to score the data collected from the respondents. The results of each respondent’s scores on each variable were combined for analysis. Mean and standard deviation are used to answer the research questions while Chi-square ($X^2$) test is used to test the hypotheses at 0.05 level of significance. In order to take decision as regards the research question, whenever the mean value is less than the 2.50 cut off point, it is assumed that there is no influence. Also, whenever the mean value is equal to or greater than the 2.50 cut off point, it is assumed that there is influence. In terms of the hypotheses, whenever the calculated Chi-square ($X^2$) is greater than the critical Chi-square ($X^2$) the null hypothesis is rejected and whenever the calculated Chi-square ($X^2$) is less than the critical Chi-square ($X^2$) the null hypothesis is retained.
Data Analysis and Results

Research Question One
How does learning language of communication influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria?

Table 1: Mean and standard deviation of the influence of learning language of communication on aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria (720)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Learning Language of Communication on Aggressive Behaviour</th>
<th>Mean</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Often times, some students get angry with their teachers that used only English language to teach in the class.</td>
<td>3.19</td>
<td>0.71</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Most students resort to making all kind of troubles when teachers that used English only entered their class.</td>
<td>3.04</td>
<td>0.86</td>
<td>Agreed</td>
</tr>
<tr>
<td>3</td>
<td>Many students are provoked easily when they have ideas to contribute in the class but they cannot express them in English.</td>
<td>3.42</td>
<td>0.72</td>
<td>Agreed</td>
</tr>
<tr>
<td>4</td>
<td>Some students get angry to a level of breaking school rules and regulations when their teachers verbally abused them in the class before their friends.</td>
<td>2.88</td>
<td>0.99</td>
<td>Agreed</td>
</tr>
<tr>
<td>5</td>
<td>Some students are often provoked to anger when their teachers used only English to teach and not Hausa.</td>
<td>3.13</td>
<td>0.81</td>
<td>Agreed</td>
</tr>
<tr>
<td></td>
<td><strong>Cluster Mean</strong></td>
<td><strong>3.13</strong></td>
<td><strong>0.82</strong></td>
<td>Agreed</td>
</tr>
</tbody>
</table>

The result in Table 1 reveals the mean range for the responses of the respondents on the influence of learning language of communication on aggressive behaviours among Secondary School Students in Katsina State, North Western Nigeria for items 1 to 5 are all above the cut-off point of 2.50. It is also observed that the standard deviation scores of the respondents range from 0.71 to 0.99, the scores are not far away from each other which means the respondents share similar views on the items. However, the cluster mean of 3.13 for all the items implies that learning language of communication influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria.

Research Question Two
How do over-crowded classrooms influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria?
Table 2: Mean and standard deviation of the influence of over-crowded classrooms on aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria (720)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Over-Crowded Classrooms on Aggressive Behaviour</th>
<th>Mean</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Some students often become annoyed when teacher pays no attention to them due to larger number of students in the class.</td>
<td>3.21</td>
<td>0.83</td>
<td>Agreed</td>
</tr>
<tr>
<td>7</td>
<td>Oftentimes, some students are bullied during lesson by mates without the knowledge of the teacher in the class.</td>
<td>2.89</td>
<td>0.87</td>
<td>Agreed</td>
</tr>
<tr>
<td>8</td>
<td>Over-crowded classrooms often cause a lot of distraction among students during lesson that sometimes, it leads to quarrel and fight.</td>
<td>3.40</td>
<td>0.73</td>
<td>Agreed</td>
</tr>
<tr>
<td>9</td>
<td>Inadequate seats in a crowded classroom often lead to violent behaviours among students.</td>
<td>3.31</td>
<td>0.79</td>
<td>Agreed</td>
</tr>
<tr>
<td>10</td>
<td>Students in a crowded classroom misbehaved to teachers and others due to larger size of the class.</td>
<td>3.16</td>
<td>0.85</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

Cluster Mean  

3.19 0.81 Agreed

The result in Table 2 reveals the mean range for the responses of the respondents on the influence of over-crowded classrooms on aggressive behaviours among Secondary School Students in Katsina State, North Western Nigeria for items 6 to 10 are all above the cut off point of 2.50. It is also observed that the standard deviation scores of the respondents range from 0.73 to 0.87, the scores are not far away from each other which means the respondents share similar views on the items. However, the cluster mean of 3.19 for all the items implies over-crowded classrooms influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria.

Research Question Three

How do social amenities influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria?

Table 3: Mean and standard deviation of the influence of social amenities on aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria (720)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Social Amenities on Aggressive Behaviour</th>
<th>Mean</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Constant power (electricity) failures at school during laboratory practical often cause a protest among students.</td>
<td>2.99</td>
<td>0.91</td>
<td>Agreed</td>
</tr>
<tr>
<td>12</td>
<td>Shortages of water supply in the school often cause a protest by students against the school management.</td>
<td>3.15</td>
<td>0.88</td>
<td>Agreed</td>
</tr>
</tbody>
</table>
13 Non-provision of sports facilities such as football and other recreational apparatus by school management often leads to students’ protest. 2.93 0.86 Agreed

14 Continued increase in practical and general school fees often cause students to demonstrate against the school authority. 2.87 1.03 Agreed

15 Poor social services rendered by schools’ administrators due to lack of medical facilities often lead to students protest. 2.97 1.01 Agreed

Cluster Mean 2.98 0.94 Agreed

The result in Table 3 reveals the mean range for the responses of the respondents on the influence of social amenities on aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria for items 11 to 15 are all above the cutoff point of 2.50. It is also observed that the standard deviation scores of the respondents range from 0.88 to 1.03, the scores are not far away from each other which means the respondents share similar views on the items. However, the cluster mean of 2.98 for all the items implies social amenities influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria.

Hypotheses One
Learning language of communication does not significantly influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria

Table 4: Chi-square test ($X^2$) analysis of the influence of learning language of communication on aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria (n = 720)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COLUMN</th>
<th>Total</th>
<th>Cal $X^2$</th>
<th>Df</th>
<th>Crit $X^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Count</td>
<td>244</td>
<td>384</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>264.8</td>
<td>328.8</td>
<td>83.2</td>
<td>43.2</td>
</tr>
<tr>
<td>Item 2</td>
<td>Count</td>
<td>236</td>
<td>320</td>
<td>120</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>264.8</td>
<td>328.8</td>
<td>83.2</td>
<td>43.2</td>
</tr>
<tr>
<td>Item 3</td>
<td>Count</td>
<td>380</td>
<td>280</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>264.8</td>
<td>328.8</td>
<td>83.2</td>
<td>43.2</td>
</tr>
<tr>
<td>Item 4</td>
<td>Count</td>
<td>216</td>
<td>300</td>
<td>108</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>264.8</td>
<td>328.8</td>
<td>83.2</td>
<td>43.2</td>
</tr>
<tr>
<td>Item 5</td>
<td>Count</td>
<td>248</td>
<td>360</td>
<td>72</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>264.8</td>
<td>328.8</td>
<td>83.2</td>
<td>43.2</td>
</tr>
<tr>
<td>Total</td>
<td>Expected Count</td>
<td>1324.0</td>
<td>1644.0</td>
<td>416.0</td>
<td>216.0</td>
</tr>
</tbody>
</table>

The result in Table 4 shows the calculated Chi-square ($X^2$) value of 57.44 is greater than the critical Chi-square ($X^2$) value of 21.03 at .05 alpha level and at 12 degrees of freedom. With this result the null hypothesis is rejected. This implies that learning language of communication does significantly influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria.
Hypotheses Two

Over-crowded classrooms do not significantly influence aggressive behaviour among Secondary School students in Katsina State, North Western Nigeria

Table 5: Chi-square test ($X^2$) analysis of the influence of over-crowded classrooms on aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria (N=720)

<table>
<thead>
<tr>
<th>COLUMN</th>
<th>Total</th>
<th>Cal $X^2$</th>
<th>Df</th>
<th>Crit $X^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>Item 6</td>
<td>Count</td>
<td>304</td>
<td>308</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>297.0</td>
<td>311.6</td>
<td>74.3</td>
</tr>
<tr>
<td>Item 7</td>
<td>Count</td>
<td>180</td>
<td>340</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>297.0</td>
<td>311.6</td>
<td>74.3</td>
</tr>
<tr>
<td>Item 8</td>
<td>Count</td>
<td>368</td>
<td>296</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>297.0</td>
<td>311.6</td>
<td>74.3</td>
</tr>
<tr>
<td>Item 9</td>
<td>Count</td>
<td>336</td>
<td>296</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>283.8</td>
<td>297.7</td>
<td>71.0</td>
</tr>
<tr>
<td>Item 10</td>
<td>Count</td>
<td>284</td>
<td>304</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>284</td>
<td>304</td>
<td>92</td>
</tr>
<tr>
<td>ROW</td>
<td>Count</td>
<td>1472</td>
<td>1544</td>
<td>368</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>1472</td>
<td>1544</td>
<td>368</td>
</tr>
</tbody>
</table>

The result in Table 5 shows the calculated Chi-square ($X^2$) value of 45.84 is greater than the critical Chi-square ($X^2$) value of 21.03 at .05 alpha level and at 12 degrees of freedom. With this result the null hypothesis is rejected. This implies that over-crowded classrooms do significantly influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria.

Hypotheses Three

Social amenities do not significantly influence aggressive behaviour among Secondary School students in Katsina State, North Western Nigeria

Table 6: Chi-square test ($X^2$) analysis of the influence of social amenities on aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria (N=720)

<table>
<thead>
<tr>
<th>COLUMN</th>
<th>Total</th>
<th>Cal $X^2$</th>
<th>Df</th>
<th>Crit $X^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>Item 11</td>
<td>Count</td>
<td>232</td>
<td>308</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>240.3</td>
<td>284.9</td>
<td>117.0</td>
</tr>
<tr>
<td>Item 12</td>
<td>Count</td>
<td>292</td>
<td>288</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>256.9</td>
<td>304.7</td>
<td>125.1</td>
</tr>
<tr>
<td>Item 13</td>
<td>Count</td>
<td>188</td>
<td>348</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>240.3</td>
<td>284.9</td>
<td>117.0</td>
</tr>
<tr>
<td>Item 14</td>
<td>Count</td>
<td>228</td>
<td>270</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>238.3</td>
<td>282.5</td>
<td>116.0</td>
</tr>
<tr>
<td>Item 15</td>
<td>Count</td>
<td>276</td>
<td>228</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>240.3</td>
<td>284.9</td>
<td>117.0</td>
</tr>
</tbody>
</table>
The result in Table 6 shows the calculated Chi-square ($X^2$) value of 42.07 is greater than the critical Chi-square ($X^2$) value of 21.03 at .05 alpha level and at 12 degrees of freedom. With this result the null hypothesis is rejected. This implies that social amenities do significantly influence aggressive behaviours among Secondary School students in Katsina State, North Western Nigeria.

**Discussion of Findings**

The discussions in this section are presented in the context of the study’s research questions and hypotheses tested.

The analysis of research question one indicates that learning language of communication has influence on aggressive behaviours among Secondary School Students in Katsina State, North Western Nigeria. The observed influence is found to be statistically significant. It is revealed that the use of English Language only and the use of foul language or abusive words in the classroom setting precipitate aggressive behaviours among students. This work is in line with Bosch (2010) who posits that verbal abuse is a weapon used by all girls and boys, men and women, indicating that females are becoming more verbally aggressive than males, while males are physically aggressive. Darley (2014) also supported that language is the primary way of communicating thoughts and ideas, if the teacher and students do not speak the same language for instance, the teacher speaks English while students use English as their second language then there will be communication problem in the class. All these findings serve to reinforce the fact that learning language of communication exposes students to exhibition of aggressive behaviours.

The second research question focuses on the influence of over-crowded classrooms on aggressive behaviours among secondary school students in Katsina State, North Western Nigeria. The statistical analysis of research question two in Table 2 and that of hypothesis in Table 5 have indicated that there is influence between the two variables. This implies that whenever a school enrolls students more than the available classrooms, the classes are crowded hence there is that tendency for students to exhibit different kinds of aggressive behaviour. The findings of this study is similar to Williams (2011) who finds out that the quality of educational facilities including classrooms and the type of school learning environment have a significant influence on students’ behaviours and academic performance. Nye, Hedges and Konstantoulos (2000) state that students perform better when the teachers are able to give one on one or small group instruction on a regular basis and that when the classroom size increases, it becomes difficult to accomplish it. Smith and Glass (2001) finds out that louder classrooms translate to distractions, making it more difficult for students to learn and for teachers to give lessons. This also leads to teachers’ burnout as the number of students increases. These studies are coherent with the answers to the research question two (2) of this study that make it clearer.

The third research question determined aggressive behaviours in relation to social amenities. The result of analysis in Table three (3) and that of hypothesis in Table 6 have revealed that social amenities have influence on aggressive behaviours among secondary school students in Katsina State, North Western Nigeria. This implies that whenever students are denied social amenities such as electricity, water supply, sports facilities and when poor social services are rendered usually triggered aggressive behaviours among students. This result is in lined with Wilson (2008) who supports that in the case of shortage of water on campus and in a situation whereby school management lacks the maintenance culture to the extent that it affects the source of water supply
to students in their hostels or units for usage, this incident eventually end up causing a state of pandemonium among students and trigger them to stage action in the form of riot that in many cases, result in destruction of school property. A study conducted by Hamby (2010) recommends that the instructors and administrators should create and maintain healthy school variables that help the students to develop and exhibit the right and acceptable social behaviors towards themselves and others.

Conclusion

Based on the empirical findings from this study, the influence of learning language of communication, over-crowded classrooms and social amenities on aggressive behaviours among secondary school students have been analyzed and the results obtained, it is evidently shown that all the three (3) variables have significant influence on aggressive behaviours among secondary school students in Katsina State, North Western Nigeria

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The School authority should impose stiffer sentences on students who exhibit aggressive behaviours and violate rules and regulations of the schools. In doing so, this serves as the most effective deterrent to others to refrain from such acts.

2. The State Ministry of Education (Secondary Schools Division) should take to cognizance the number of students to be admitted in a particular academic session and the corresponding classroom blocks to avoid the incident of over-crowding which always generates a state of pandemonium that incubate and nurse aggressive behaviours among students. In putting this into consideration, it is undoubtedly believed that the issue of over-crowded classrooms by students would be addressed.

3. The State government should formulate a policy to mandate its Ministry of Education, State Universal Basic Education Board (SUBEB) in collaboration with Nigerian Council of Educational Psychologists to organize workshop and seminar annually for secondary school teachers. By doing so, it reorients and guides the teachers on their professional ethics thereby addressing the issue of wrong choice of words (foul or abusive words) on students which precipitates aggressive behaviours among them.

4. State government through the Ministry of Education should set up a committee backed by law for supply and maintenance of secondary school social amenities where all the School Principals, Vice Principals administration and compound Masters/Mistresses should be members. This committee would help to carry out a routine inspection on what the students need and as well as the maintenance culture of the available social amenities to address those aspects that exposed students to aggressive behaviours.

References


