RELATIONSHIP AMONG AGGRESSIVE BEHAVIOUR, SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN DAMATURU EDUCATION ZONE, YOBE STATE.

BY

USMAN BUKAR
SPS/14/MED/00091

A DISSERTATION SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES THROUGH THE DEPARTMENT OF EDUCATION, BAYERO UNIVERSITY, KANO, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY)

SUPERVISOR:

DR. AHMAD MUHAMMAD GARBA

DECEMBER, 2018

Approval Page

This Dissertation has been read and approved as meeting the requirements for the award of Master of Education Degree in (Educational psychology) of Bayero University, Kano.

---------------------------   --------------------------------------
Dr. Ahmad Muhammed Garba   Date
Supervisor

---------------------------   ……………………………………….
Prof. Salisu Shehu   Date
Internal Examiner

---------------------------   ----------------------------------
Prof. Sani Sambo   Date
External Examiner

---------------------------   ----------------------------------
Prof. Garba Saad   Date
P.G Coordinator

---------------------------   ----------------------------------
Dr. Bello Ahmed Bello   Date
Head of Department

---------------------------   ----------------------------------
Professor M.I.Yakasai   Date
Dean, School of Postgraduate Studies

CERTIFICATION

I certify that this research work was conducted, written and compiled by me. I also certify that to the best of my knowledge this research work has never been presented wholly or partially for the award of any degree or for publication.

…………………………………………   ………………………

Usman Bukar

SPS/14/MED/00091   Date

DEDICATION

This work is dedicated to my parents who always encourage me through their support and prayers.

Acknowledgements

ABSTRACT

The study examines the relationship among aggressive behaviour, social adjustment, and academic achievement among senior secondary school students. The study was conducted in Damaturu Education Zone, Yobe State Nigeria. The design for the study was expost facto. The population for the study is 2951 SS2 students in Damaturu Education zone. Stratified random Sampling technique was used to select 333 students (228 male, and 105 female) from twelve secondary schools to constitute sample for the study. Two instruments aggression scale and social adjustment inventory was adapted and used for the study, and for academic achievement termly exams record were collected from the schools. The reliability for the two instruments were 0.82 and 0.86. Analysis of data was done by using percentile ranking; mean, standard deviation, t-test, Pearson product moment correlation (r)and regressional analysis. Seven research questions and five hypotheses guided the study. The findings indicate that there was inverse correlation between aggressive behaviour and academic achievement of senior secondary school students. There was significant positive correlation between social adjustment and academic achievement of senior secondary school students. There was significant relationship between aggression ,social adjustment and academic achievement. There was significant gender difference in aggression between male and female senior secondary school student. There was no significant gender difference in social adjustment between male and female students. The following were some of the recommendations; Parent, teacher and government should focus on aggression management programme among secondary students in order to improve their academic achievement.

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER THREE: METHODOLOGY

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Operational Definition of Terms

The research adopted the following definition for the terms used in this study.

- **Academic achievement**

Academic achievement: This entail average performance of student in first, second and third term examination for English and mathematics. Scores were transformed into standard values before analysis with used of t-scores.

- **Social Adjustment:** It is defined as ability of the child to interact or relate with his parent, members of his family, teachers, neighbors and peers successfully, as measure by social adjustment scale.

- **Aggressive Behaviour**: A behaviour intended to inflict pain or injury to a person manifested verbally, physically or through gesture, as measured by Buss Perry aggression scale.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Aggression is one of the commonest anti-social behaviour in our society. It is more common in our secondary schools, it start from the home, school and community. The indiscipline among students especially in the schools is due to aggression in present era there are a lot of anxieties, struggle and frustration, which are likely to result into aggressive behaviour manifestations among secondary school students. In addition, it may also lead to mental, social and personality disintegration. The state of aggressiveness in Nigeria and in Yobe state in particular has reached an alarming stage that have become worrisome to stakeholders in the educational sector. Aggression can be defined as any form of behaviour that is intended to injure another person physically or verbally or destroying properties. Aggressive behaviour may be direct and may be internally or externally directed in nature. For example physical aggression involves physical abuse of another person's property while verbal aggression involves insult. There is great concern by teachers, parent and administrators toward students poor achievement in schools. This could be as a result of so many factors, such as stress, anxiety, attitude, interest, personality, aggression, social adjustment. This necessitated researchers in the field of educational psychology to conduct studies so that the reasons for the failure is well understood and properly handled. It should be noted that students poor achievement in both internal and external exam may be due to aggression or lack of social adjustment of a student. Social adjustment is seen as student adaptation to his environment, a situation where he or she relate well with other members of his community.

However, in the study area as a result of conflicts, caused by frustration, aggressive behaviours becomes very common among senior secondary school students. For example, a student was caught to have stolen his colleague's money in order to feed himself, which after investigation it was found that the student was not on the habit of stealing people's property, it was concluded that this habit was caused by frustration. Similarly many kinds of aggressive behaviours has been taking place in the study area though not in alarming rate as it is now, which were not like that before and based on my personal experience as a classroom teachers in conjunction with researches like Aluede (2011), noted it was only few students or pupils are harmoniously blend with their school mates without experiencing aggression in school cite in Saidu (2014). Aggressive behaviours like the use of Weapons: Dagger, Bottles, and Axes and Clubs for Fighting among students is common especially during inter-school competitions. Physical fight between one student and another are on daily occurrence in secondary schools, even while classroom instruction is in session, it is a common experience to see a student beating, touching or abusing a colleague, it is a prevalent matter right from home for example clash between children, gossip, backbite, isolation domination. Research suggests that exposure to grade school classrooms with many aggressive members may increase risk for persistent aggressive behaviour problem (Barth, dunlap, dane, loch man & wells 2004).Scholars tend to ask how does a child or students that live in a society were aggression exist will behave? Will he/she be socially adjusted or have competencies required for successful living in society? As a student can this affect his academic achievement. This continual exposure may desensitizes students and encourage them to accept aggressive acts as a normal mode of conflict resolution on the other hand, they may be emotionally damaged by the experience of violence and repeated harassment.

Social adjustment involves maintenance of harmonious relationship between man and his environment. Then students who are socially adjusted have the values, knowledge and skill that enable them to relate with others successful. A student who was socially adjusted related with a fellow student in the school or class without facing any difficulty because he/she can change or meet demand of his environment, failure to fit or change is the reason for not being socially adjusted and this may have so many consequence on the student. This may lead the student to escape school class or social gathering. Among the students some find it not easy to relate with teacher, adult and colleague without any problem. But in general, students in average group had lower levels of social competence than those classified as popular. They also showed less aggressive than did those classified as rejected, the neglected group had the same characteristics with the addition of being less likely to be visible in a social group, on the other hand, those classified as rejected displayed higher levels of aggression, were more likely to behave in ways that were embracing to peers, and were more likely to be socially withdrawn, students classified as controversial had higher levels of cognitive ability and socially interactions skills, but also had higher levels of aggressive behaviour, on average, friendship of aggressive involve coercion and conflict (Little & Card 2007). Can Social adjustment of the child also affect his academic achievement? . Academic achievement has been seen as one of the most important goals of education, that is why educators, teachers and researchers are interested in understanding the factors that affect academic achievement. Social adjustment and aggressive behaviour as a social problem among students needs to be investigated so as to understand their effect on academic achievement. The Nigerian government has devised and employed several measures aimed at curbing adolescent aggressive behaviours in our society such measures include establishing and administration of juvenile courts of law, establishment of security and law enforcement agencies

3

(Okorodu, 2010). Yet the problem still persist. This research considered aggressive behaviour and social adjustment as independent variables, and academic achievement as dependent variable. Therefore, the research aimed at investigating the relationship of aggressive behaviour , social adjustment and academic achievement among senior secondary student in Damaturu Education Zone, Yobe State.

1.2 Statement of the problem

The problem of aggressive behaviour and social adjustment among students at secondary schools have over the years become an issue of great concern particularly with an increase in students population all over the country. The continuous involvement of students in aggressive act in our secondary school has call the attention of teachers, parent and government. Several aggressive act such as bullying, gossiping, fighting and physical assault was carried out in the secondary schools by students. Hardly a day passes without hearing in the radio or read in the national dailies stories of student assaulting off their teacher colleague, raping, stealing, and vandalize school properties. Aggressive behaviour which is common in secondary schools, it effects the students in the hostel, home, classrooms and other school activities. The harm on danger causes of aggression, it does not only harm the victim but also the aggressor, communities and the school system.

Apart from aggression problem in secondary scholar, social adjustment is another problem which student experience in secondary schools in the study area. For a student to live within his environment which include school, home and community he/she needs to be socially adjusted which others students lack such among themselves. However, over the years, lack of social adjustment with an increase aggressive act there is also serious concern by parent and other authorities towards the students poor achievement in WAEC, NECO and other

examinations. Yobe state government has expressed   displeasure   over   the mass failure of students who sat for the SSCE examination in 2015. Consequently due to this, government declared a state of emergency on education because of the poor performance of the students. The   statistics from the result in 2015, revealed showed that most of the students did not obtained requirements for higher institution. The students continued involving or falling in aggressive behaviour, poor academic achievement and their social adjustment have brought miseries and anguish to many parents, teachers, guardians, counselors, and the Government calling for an urgent line of action to curtail the prevalence and menace of such unwanted antisocial behaviour. Hence, there is a need to conduct a study of this nature to examine the relationship among aggressive behaviour, social adjustment and academic achievement among senior secondary students in Damaturu Education Zone of Yobe State, Nigeria.

1.3 Research Objectives

The following are the objectives guiding the research and these are to;

I.   Determine the levels of aggressive behaviour among senior secondary school students in Damaturu Education Zone of Yobe State.

II.   Determine levels of social adjustment among Senior Secondary Students in Damaturu Education Zone of Yobe State.

III.   Determine relationship between aggressive behaviour and academic achievement among senior secondary school students in Damaturu Education Zone of Yobe State.

IV.   Determine relationship between social adjustment and academic achievement among Senior Secondary Students in Damaturu Education zone of Yobe State.

V.   Determine relationship between aggressive behaviour, social adjustment and academic achievement among senior secondary students in Damaturu Education zone of Yobe

VI.   Determine gender difference in aggressive behaviour among Senior Secondary Students in Damaturu Education Zone of Yobe State.

VII.   Determine gender difference in social adjustment among Senior Secondary Students in Damaturu Education Zone of Yobe State.

1.4 Research questions

This study is guided by the following research questions.

    I.   Is there any different levels of aggressive behaviour among Senior Secondary Students in Damaturu Education Zone?

    II.   Is there any different levels of social adjustment among Senior Secondary Students in Damaturu Education zone?

    III.   Is there any relationship between aggressive behaviour and academic? achievement among senior secondary students in Damaturu Education zone Yobe State?.

    IV.   Is there any relationship between social adjustment and academic achievement among Senior Secondary Students in Damaturu education zone of Yobe State?.

    V.   Is there any relationship between aggressive behaviour , social adjustment and academic achievement among senior Secondary students in Damaturu Education zone of Yobe State?

    VI.   Is there any gender difference in aggressive behaviour among Senior Secondary Students in Damaturu Education Zone of Yobe State

    VII.   Is there any gender difference in social adjustment among senior secondary students in Damaturu Education zone of Yobe state.

1.5 Research Hypotheses

The conduct of this study was guided by five research hypotheses

I.   There is no significant relationship between aggressive behaviour and academic achievement among Senior Secondary school Students in Damaturu Education Zone of Yobe State.

II.   There is no significant relationship between social adjustment and academic achievement among senior secondary students in Damaturu Education Zone of Yobe

III.   There is no relationship between aggressive behaviour, social adjustment and academic achievement among Senior Secondary Students in Damaturu education zone of Yobe State.

IV.   There is no significant gender difference in aggressive behaviour among Senior Secondary Students in Damaturu Education zone of Yobe State.

V.   There is no significant gender difference in social adjustment among senior secondary students in Damaturu Education Zone of Yobe State.

1.6 Significance of the study

This study would be of immense benefit to students, teachers, counselors, curriculum planners, parent and guardians, government and researchers.

Students stand to benefit from the outcome of the study, because the findings of study would make them to understand the implication of aggressive behaviour on their academic achievement as well as social adjustment on their academic achievement. The inverse implication of aggressiveness on the student academic achievement which show that as the students aggression increases it would be resulted to the decrease in academic achievement and increase would also lead to the decrease in academic achievement. On the one hand, the

positive implication of social adjustment on academic achievement means an increase on the student level of social adjustment which would lead to an increase in their academic achievement. meanwhile, it has provided useful information to students who are ignorant about aggressive behaviour and social adjustment within the school environment. Through this information the students will be able to improve on their academic achievement and social well being. On the other hand, teachers have great concern about students aggressive behaviour in the school, therefore they will benefit immensely from the findings of the study due to the fact that they are aware of the implication of student aggressive behaviour on their academic achievement. in addition, the study reveals the relationship between social adjustment and academic achievement of students. Furthermore, the teachers would find the research useful in the sense that they would find a way to prevent and resolve problems of aggressive behaviour so as to improve the academic achievement and social adjustment among students in schools.

Counselor would find the study relevant as findings from the study revealed significant relationship which exists between aggression and social adjustment and academic achievement. besides, counselors would use the finding in their field of study help aggressive student to understand the effect of aggressive behaviour, social adjustment on their academic achievement and also they would help in counseling the students on aggression and social adjustment.

Parent and guidance would benefit from the study as the findings inform them about the danger of their child aggression on the academic achievement. The finding will as well assist them in providing useful information on the effect of social adjustment on academic achievement which the parent and guidance would find a way of assisting their student on how to improve their social adjustment and solve problem of aggression.

Some of the aspect of these findings are social adjustment and aggression. Government at all levels would benefit from the findings most especially federal ministry and state ministry of education. The role of these government agencies is to ensure quality education to all Nigerians by providing qualities education to all Nigeria. According to Fiji (2018) government provide the structures, human resources, budget, administrative and management support to ensure that the quality of service delivery is maintained at a high level. Based on the findings, government would find it useful and find a way of enhancing students social adjustment and curtailing aggression among students in order to improve student academic achievement which is also the bedrock of the quality education. The researchers who intend to conduct research in this area would find the findings very essential as they can use it as review of empirical studies and also as a guide. Moreover, research might be a stepping stone for further studies either as replication in other geographical zone or by introducing other variables.

1.7 Scope and Delimitation of the Study

This study is carried out in Damaturu Education Zone of Yobe State, it has covered Senior Secondary Schools students. The scope of this study is limited to relationship of aggressive behaviour , social adjustment and academic achievement of students. Apart from the relationship of aggressive behaviour and academic achievement, this study has also looked at the social adjustment and academic achievement as well as measure degree of gender difference in aggressive behaviour and social adjustment. The Followings variables emotional adjustment, moral adjustment, physical adjustment, anxiety, stress, and any other variables that may have effect on academic achievement is delimited. Primary School, Junior Secondary, private school as well as higher institution are also delimited from the study and other education zones in area

the of the study is delimited. However, the study is further limited to only SSII students in Damaturu Education Zone.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Related literature on aggressive behaviour, social adjustment and academic achievement in Nigeria and some part of the world has been reviewed. The review has covered some aspects such as the concepts of social adjustment and academic achievement. Theories on aggression, social adjustment and academic achievement are extensively reviewed. Other areas reviewed include empirical studies on aggressive behaviour and academic achievement, empirical studies on social adjustment and academic achievement, empirical studies on aggressive behaviour ,social adjustment and academic achievement, empirical studies on gender difference in social aggression and lastly social adjustment.

2.2 Conceptual Framework

2.2.1 Social Adjustment

The present society is a demanding society where individuals have to adjust with the social value. Quality social relationships and good social skills performed a vital role in healthy psychological development, successful academic endeavor (Alam, 2016). Social adjustment means harmonious relationship with the people around and meaning respectively with the social requirement of the home peer group, culture and the community (Alam, 2016). However, adjustment contains many aspects such as social, emotional, physical and educational dimensions; the best aspect is social adjustments which is the pre-requisite to the other aspect of adjustment (Mazaheri, Baghian, & Fatehizadeh, 2006). Slevi and Gorra (2016), Knew social adjustment as a synonym for social skill, where they believed in social adjustment as the ability

to make mutual relationship with others at a special social area which is acceptable concerning the customs and tradition of the community.

Jain (2012) defines social adjustment as an effort made by an individual in his bid to cope with the standards, values and needs of a society in order to be accepted. In the technical language of Psychology "getting along with the members of the society as best as one can" is called social adjustment. Adjustment connotes conformity, it deals with the way an individual adapt to his/her environment and the demands for life. This includes how he/she relates to others which could be interpersonal and how he or she deals with his /her responsibilities and inner feelings.

Social adjustment is adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment (Cambell,1996).

Social adjustment this means a harmonious relationship with the students and students and teachers, proper understanding of social needs, requirements and group goals, and meeting effectively to the social requirement of the home, peer groups, culture and the community (Toheed,2012]. Social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills (Joysree & Amit, 2013).

It is clear from the different definitions given by different scholars on social adjustment it, can be seen or defined as a situation where by a student maintains a good relationship within his environment. In order words it is a way in which one can interact with his parent, family members, peers, teachers and other members successfully.

2.2.1.1 Indicators of social Adjustment

1. Acculturation

As Mahlet cited (Jackson, Ray & Bybell,2013) defined acculturation as, the process of cultural and psychological change that involves learning a new social and cultural contexts after one has become socialized into an earlier one.

Acculturation comprehends those phenomena which result when groups of individuals have with different culture come into first hand contact with subsequent changes in the original cultural patterns of either or both groups.

2. Positive relationships with others

Many of the preceding theories emphasizes the importance of warm, trusting interpersonal relations. The ability to love is viewed as central components of mental health. Self actualises are described as having strong feeling of empathy and affection for all human being and as beings capable of greater love ,deeper friendships, and more complete identification with others. Warm relating to others is posed as a criterion of social adjustment.

2.2.1.2 Characteristics of a well adjusted person

A well adjusted person is supposed to possess the following characteristics according to Mangal (2006);

1. Awareness of his own strength and Limitation: A well adjusted person knows his own strengths and weaknesses .He tries to make capital out of his asset in some areas by accepting his limitation.

2. Respect himself and others: The dislike of oneself is a typical symptom of maladjustment. An adjusted person has respect for others as well as himself.

3. An adequate level of aspiration: His level of aspiration is neither too low nor too high in terms of his own strengths and abilities. He does not try to reach for stars and also does not repent over selecting an easier course for his advancement.

4. Satisfaction of basic needs: his basic organic, emotional and social needs are full satisfied or in the process of being satisfied. He does not suffer from emotional cravings and social isolation .He feels reasonably secure and maintains his self esteem.

5. Absence of a critical or fault finding attitude. He appreciates the goodness in object, person or activities. He does not try to look for weaknesses and faults. His observation is scientific rather than critical or punitive: - He likes people admire their good qualities, and win their affection.

6. Flexibility in behaviour: - He is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to changed circumstances by making necessary changes in his behaviour.

7. The capacity to deal with adverse circumstances: - He is not easily overwhelmed by the adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent drive to master his environment rather to passively accept it.

8 . A realistic perception of the world: - He holds a realistic vision and is not given to flights of fancy He always plans, thinks and acts pragmatically.

9 . A feeling of ease with his surroundings: - A well adjusted individual feels satisfied with his surrounding. He fits well in his home, neighborhood and other social surroundings. If a student, he likes his school, school mates, teachers and feels satisfied with his daily routine when he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds

10. A balanced philosophy of life. A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of situations and circumstances. This philosophy is centred around the demands of his society, culture, and his own self so that he does not clash with his environment or with himself.

Based on these characteristics, a student who possess these qualities is a well adjusted person but failure or lack of this attribute may lad to maladjustment.

2.2.2 Academic Achievement

Academic achievement refers to the observed and measured aspect of a student's mastery of skills and subject contents as measured with valid and reliable tests (Joe, Kpolovie, Osonwa & Iderima, 2014). Achievement is defined as measurable behaviour in a standardized series of test (Simpson & Wainer, 1989). Achievement test is usually constructed and standardized to measure proficiency in school subjects. In most cases, according to them "accomplishment" is sometimes used in place of achievement.

According to Bruce and Naville (1979) educational achievement test developed for school subjects. What this means is that academic achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education, what is important is that the test should be a standard test to meet national norms for a test to be standardised, it must be valid for over a period of time.

Achievement is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion, a feat, a distinguished and successful action. Simpson and Weiner (1989) contended that achievement test intends to measure systematic education and training in occupation towards a conventionally accepted of skills or knowledge. Several subject may be combine into achievement battery for measuring general school proficiency either score or achievement age and perhaps achievement quotient. In the United States of America (U.S.A) to qualify for recognition of undergraduate academic achievement, a certain courses achieve certain grade point average for a given semester. In other words, it is just one point observation of measurable behaviour of a person that constitutes his academic achievement (Yusuf, 2015 P.8)

Therefore, academic achievement in this research is operationally defined as average of each student's in two subject is measured by the grade-point in the first, second and third term examinations which transformed into reliable and valid conducted by the school.

2.2.3 Aggression

Scholars have defined aggression from diverse perspectives such as Fein (2005), Clarke (2006) . However, they appear to be a consensus that aggression is a deliberate act intended to cause harm to another person. Krahe (2013) defines aggression as any form of behaviour focused on the goal of emotionally harming or damaging another living being who in particularly is driven to avoid a treatment.

Bushman and Huesmann (2010) assert that aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm. Such definition is wide enough to capture the full range of aggressive behaviour and to make allowance for activities that can hurt a target person but to which the target of the hurt willingly consents for instance, undergoing surgery.

Bernstein, Penner, Clarke, and Roy (2006) argue that aggression as "an act that is intended to harm". Myers (2005) submits that aggression is defined as physical or verbal behaviour intended to hurt someone. Also Brehn, Kassin and Fein (2005) saw aggression as behaviour that is intended to harm another individual.

Based on the above definitions, aggression refers to any act that hurt, harms or destroys something or someone which must be intended or deliberate. This presupposes that injuring someone cannot be constructed as aggressive behaviour. For example, a nurse who gave a painful injection to a patient cannot be considered to be aggressive because there was no intent to harm. On the one hand, a student who threw a stone at another student but misses this target is

aggressive because there is intent to harm. On the other hand, words uttered to offend someone amount to aggressive behaviour. It should be noted that extreme acts of aggression are referred to as violence.

2.2.4 Types of Aggression

Hostile aggression: - hostile aggression takes place when the aggressor's primary intension is to harm the victim as a result of anger (Onukwufor, 2012).

Instrumental aggression:- This is aggression that is a means to some other end. Thus instrumental aggression occurs when there is an intent to injure, but the aggression is mainly a means towards achieving some other non-injurious goals such as to win social approval or to get money. Robbery, kidnapping and terrorism are example of instrumental aggression (Onukwufor, 2012).

Emotional aggression:- In emotional aggression harm is inflicted for its own sake, emotional aggression is often moment for example the jealous lover strikes out in rage, while fans of rival soccer team go at each other with fists and clubs (Brehm, Kassin & Fein 2005)

Relational Aggression: Relational aggression is an aspect of indirect aggression, relational aggression is mainly concerned with targeting a person's relationships and social status such as threatening to end a friendship, engaging in gossip, backbiting and trying to get others dislike the target (Brehm, Kassin & Fein 2005).

2.2.5   Instigators of Aggressive Behaviour

A number of factors that can trigger or increase the likelihood of aggression.

(i) Bullying

The problem of bullying is not new but seems to be an age long phenomenon in Nigeria as discussions with parents and other adults reveal personal experiences of bullying during the

School days of the adults. Aluede (2011) describes bullying as a form of aggression, a particular kind of violence exhibited in the course of social interaction by a more dominant individual (with the intension to cause distress to the victim. Bullying as an aggressive act which result from social interaction among school children has received considerable researchers attention. According to Vlachous, Botsoglou and Andreous (2013) as cited by Saidu, note that bullying may take a variety of forms including physical and verbal abuse, social isolation and or exclusion at early childhood education level. Both boys and girls can be victim of bully, Besag investigates how females uses strategies and language to control peer relations and the covert nature of female aggression (2006:153). Besag notes the prominent roles of talk in girls play and suggest that the cooperative nature of girl's games is related to their preferred use indirect modes of aggression (2006:151) Olweus has found that boys engage in more direct physical bullying than Females and that girls engage in more indirect bullying such as spreading rumours and manipulation of friendships (as cited in Sylvewimmer, 2009).

(ii) Relative Deprivation

Relative deprivation focuses on the effect of deprivation on individual behaviour, attitude and well being (Jongunner, 2009). It emphasises as the social context specifies the effect of deprivation on individual outcomes. Thus, relative deprivation implies that economic deprivation has relative as opposed to absolute, effects on experience, because the standard of living among the reference groups contextualises how the person experience deprivation (Merton & Rosi, 1968; Runciman, 1966). Perceiving affluence among reference tends to raise the person's aspirations and a sense of entitlement to a comparable standard of living. An important application of relative deprivation has been a focus on the effect of relative deprivation on

deviants behaviour (Agnew 1999; Blau & Blau 1982, Merton & Rosi 1968 Stilles, Liu & Kaplan 2000) and poor well being (Yngwe, 2005).

This literature argues that relative deprivation that results from unfavourable social comparison increases the likelihood of violent, aggressive behaviour and criminal behaviour because relative deprivation often produces anger, frustration and weak commitment to the social norms.

(iii) Risk Factor

Kazdin and Colleague (1997) note that a risk factor predicts an increased probability of later offending. A recent report from the W.S. Surgeon general more specifically define a risk factor as anything that increases the probability that a person will suffer harm (Office of the surgeon general, 2001). Several juvenile justice researchers have link risk factors to delinquency (Hawkins, Kendel, Farington, Brewer & Caflan 1998) and many have also noted a multiplicative effect if several risk factors are present. Various researchers categorise, the risk factors in different ways. Factors fall under three categories, individuals, social and community each of these categories include several sub-categories (family and peer related risk factors are grouped under the social categories. Several studies have linked prenatal and prenatal complication with later delinquent or criminal behaviour (Kandel, Brenna, Mednick & Michelson, 1989). Family structure such as poor parenting skills, family size, home discord, child maltreatment and anti-social parents are risk factor linked to Juvenile delinquency such as aggression (Derzon & Lipsey 2000; Wasserman & Seracini, 2001). Some research has linked being raised in a single parent family with increased aggression.

Psychologist Cole and Colleagues (1993) noted the following regarding risk factors

a. Dysfunction has a complicated relationship with risk factors, rarely is one risk factors associated with a particular disorder.

b. The impact of risk factor may vary with the developmental state of the individual

c. Exposure to multiple risk factor has a cumulative effect

d. Many disorder share fundamental risk factors.

(iv) Environmental Influence

The environment which a child grows up in has an important influence in his development. Environment such as family, peer, school and community are crucial factors for child's social skill, social competence, and behavioural development. The family environment is critical to the upbringing of a child and if problems exist then the child is likely to suffer the consequences.

Research findings state that family interaction patterns and parental discipline practices strongly affect the development of aggressive behaviour in children (Szyndrowski: 2005) Baumrind as cited in Mckay (2006) shows that children of authoritative parents excel in aspects such as creativity, independence, persistence, self control and other skills such as social skills, academic competence, leadership skills, social perspective taking (Mckay, 2006) while Authoritarian parenting is mostly found to influence academic performance inversely regarding this claim that authoritarian parenting is related to lower grade (Koidi & Baharudin, 2010). The research shows that authoritarian parenting is related to higher levels of school problems and academic achievement (Riche, Ensminger & Cherlin, 2007). Therefore, there is likelihood of raised in aggressive behaviour among children from family who are authoritarian.

Adolescence is a period were friendship, peer and support are essential. Adolescent seek autonomy from their caregivers and turn to their friends and peers from social support. To be

accepted in a group, are new member showed confirm. If an aggression is considered as an acceptable norm among something is missing here members, it is expected of everyone to confirm it culture but in a situation were aggression is not the norm, the aggressive child is rejected. In general aggressive children are not well like by their peers, in School (Ieary, Twenge, & Quinlixan, 2006). People from violent environment, whether home, neighborhoods, or war in such countries have a greater predisposition to be aggressive (Aguilar, Sroupe, Egeland & Carison,2000).

(v) Conduct disorder

Is a mental disorder diagnosed in children that presents itself through a repetitive and persistent pattern of behaviour in which the basic rights of other age appropriate norms are violated. These behaviours are often referred to as anti-social behaviour (APA; American Psychiatric Association, 2013). Conduct disorder is estimated to affect to be 51.1 million people globally as of 2013 (GBDS, 2013). In Nigeria, for instance, quite a number of adolescent are in correctional homes mainly for conduct disorder offence but investigation on prevalent level and degree of severity of their conduct disorder is comparative unknown however, from indepth review of the literature, obtaining accurate statistics on the prevalence of conduct disorder is next to herculean task especially in developing countries of the world going by Nigerian guidance and councilors report, more than 95% Nigeria college students have a total disregard for authority.

Currently, two development courses are thought to lead to conduct disorder. The first is known to childhood. Onset type and occurs when conduct disorder symptoms are present before the age of 10 years. This course is often link to a more persistent life and pervasive behaviours specifically children in this group have greater levels of ADHD is neuropsychological

confidence. The second developmental course is known as the adolescent onset type and occur when symptoms are present after the ten years. Moreover children and adolescent with conduct disorder display more academics problems increase family dysfunction and higher likelihood of aggression and violence (Waschbusch 2000:107) and also children with co morbid conduct and ADHD show more severe aggression.

(vi)Television violence and screen program

The media can enhance the adolescent learner's aggressive behaviour by their coverage of violence as a means to solve problem, violence in society has been widely studied and vigorously debated. Based on the cumulative evidence of studies conducted over several decades the scientific, educators, and public health communities overwhelmingly concluded that viewing violence do harm to children. Beran and Davies"(2006) point out that television violence produces short term and increase in aggression activating(priming)aggressive thought increasing psychological arousal triggering an automatic tendency to imitate observed behaviour especially among children. Television violence also produce long term increase in aggression and also by creating long lasting (and automatic accessible) aggressive script and interpretational schemes. As usual, to early exposure to violent television is related to various measure of aggressiveness in adulthood (Huesmann, Moise, Titus, Podoski, & Eron, 2003).This inversely affected their academic achievement, relationship with others and health.

Finding that violent media exposure increases the likelihood of aggressive behaviour and causes desensitisation to violence in both the short and long term(Warburton, 2014). In addition greater exposure to media violence has been linked to hostile biases in thinking, increase in aggressive thought and decreases in empathy and pro-social behaviour(Anderson Huesmann,

Krache, Berkowitz, Brockmeyer, Bushman, 2003 Voyne, Dill, Donnerstein, Genkile, krahe, Moller & Warburton, 2012).

2.3 Theoretical Framework

2.3.1 Theories Related to Social adjustment

2.3.2 Psychosocial theory of Social Adjustment

Erickson 's psychosocial theory of stage proposed that a child passes through eight stages. Erickson (1963) presented the psychosocial theory of social development. The theory attempted to explain how society and culture present challenges that shape the individual as he matures. To Erickson psychosocial development refers to changes in one's interactions with others, and one understands of others, and of one's knowledge and understanding of oneself and others as members of society. Erickson had proposed that developmental changes occurring throughout one's life may be perceived as a series of eight stages, with each stage focusing on a developmental task, a crisis or challenge or turning point in one's life span. The individual necessarily undertakes each stage task in a process, which Erickson has described as a polarity of pathology and health or pairing of the most positive and the most inverse aspects of the crisis of each period.

In reality none of the stage crisis is completely resolved but sufficient resolution of a stage crisis to some extent equips the individual to be able to deal with the challenges presented by the next stage of development. Thus, each stage is considered to be salient at a particular age period, and optimal development is supposedly characterised by a sequence of successful resolutions of the stage crises.

The crux of Erickson's (1968) is that the ability to master one's environment, to perceive oneself and the world realistically, and to show unity of the various aspects of one"s

personality, is prime in mental health and productive life. The first five stages spanning infancy to adolescence are considered here. These five stages are perceived to have greater relevance to school – related activities.

1. Stage One: Infancy –Basic Trust Versus Basic Mistrust (Birth 1 ½ years)

During the child's first year of life he accomplishes a great deal in learning to move in space and perform the simplest actions with objects. He learns to hold his head up, to sit down, crawl, stand up on his feet and take one or two hesitant steps; he begins to reach out to objects, seizes and holds on to them, and finally; to manipulate them. These are actions, which leads to the gradual mastery of forms of characteristics of human behaviour. Without proper child- care and upbringing the child may develop and establish with these movements such actions that may rather facilitate further development, actually retard it. For example, the child may start to thumb-suck, peer endlessly at his hand held up to the face, fumble with the hands, etc. These are dead –end actions which may not facilitate the acquisition of new impressions and familiarisation with new objects and their characteristics. Rather they separate the child from the physical reality or external world. Sucking one's fingers or thumb results in an almost total and long term retardation of other schemes. This is because while sucking, the child does not move, looks at nothing, listens to nothing and it is very difficult to break him off this. Thus, the child needs to be constantly attended to by significant adults for proper organisation of his behaviour at this stage.

According to Erickson (1968), the fundamental social issue which the child must deal with at this stage concerns trust as opposed to mistrust. The child learns to think of the adult as someone on whom he can count as dependable or undependable, treacherous or trustworthy. The child who resolves the crisis of trust learns to rely on providers outside of him trust himself as

well and the capacity of his body to respond adequately to life urges. He will feel essentially optimistic about people and their motives have faith and confidence in self and the world in general. The child who is unsuccessful in resolving the stage crisis learns to distrust people prefers to be alone because friends get one into trouble, dislikes confiding in anyone, distrusts both self and the world.

One infers from Erickson ''s analysis, that among the defining elements of social pathology are included over-optimism or over- pessimism about what the provider will be or not be willing to provide. Acquisition of basic trust defines the positive aspect of mental health and social adjustment. Significant adults in the family especially the care givers play important part in the development of basic trust at infancy by ministering to the child's needs more or less at the child's beck and call.

2. Stage Two: **Early Childhood- Autonomy Verse Shame and Doubt (1½ To 3 Years***)*

By the end of infancy, the child had developed through his movement and activities organised by adults, initial conceptions of the world around him as well as elementary forms of perception and thinking. During early childhood he begins to master important forms of activities namely social intercourse and the mechanism of using stable incentives and play. These enable the child to find his bearing in the world and help him to assimilate social experiences.

According to Erickson (1968), during the second stage shame and doubt may possibly become established as pathological trends, as opposed to autonomy. Successful resolution of the stage crisis – leads to acquisition of rules which do not hamper freedom and initiative but enable the child to be more effective. Conscience rather than guilt controls the child. He can employ enterprise and has a sense of industry. Attitudes and ways of doing things is the child's own. He

is not afraid of holding his own opinion against the groups or doing what he likes against the dictate of the social group. Unsuccessful resolution leads the child to be self-conscious about own ideas and ways of doing things. The child prefers to stay within tried and tested ways. He avoids asserting self against the group, and emphasizes how much like others he is.

3. Stage Three: **Middle childhood – initiative versus guilt (3 to 6 years)**

During middle childhood the child further elaborates on the skills involved in interpersonal discourse, object and play activities acquired earlier. The child's volume of social intercourse expands as the child strives to seek out playmates and to satisfy his own need for positive emotions. He masters through social intercourse emotional expression relevant to parents, peer, teachers, authority figures, etc., and to varying situations routinely encountered in the immediate environment. The child begins to learn how to distinguish right and wrong as defined by the social group and to do something for others on his own initiative. According to Erickson (1063), successful resolution of the stage crisis leads the child to take pleasure in planning and initiating actions, to plan ahead, to design own schedule of activities. Unsuccessful resolution leads the child to letting others initiate actions, to play down on success and accomplishments.

4. Stage Four: **Late Childhood- Industry Versus Inferiority (6-12 years)**

After the child had entered school he comes in contact with a greater number of children. His interest in family activities begins to wane. His circle of friends begins to widen. This is the" gang- age" – the age during which children begin to rapidly acquire social consciousness. The child begins to be more clearly aware of the motivating forces and consequences of what he does. The child's self – awareness and understanding of what he is develop as he learns what qualities he possesses, how those around regards him, and what it is that produces their attitudes.

The child now is more able to appraise himself, his achievements, his failure and resources. This is the period the child develops self-acceptance, the period to build positive image of self; the period to develop fundamental skills in reading, writing, and arithmetic. This is the period to begin to develop appropriate scale of values or priorities, and to begin to achieve competence in personal care.

According to Erickson (1963), successful resolution of this stage crisis leads the child make things and carry them to conclusion, to strive for skill mastery, and to have pride in production. Unsuccessful resolution leads the child to self-rejection to develop a feeling of inferiority – an attitude of "I am not able". Thus, the child may leave things undone; feels inadequate about own ability to do things or to produce work.

5. Stage Five: Adolescence – Ego identity Versus Role Diffusion

Puberty sets in during this stage. There is a remarkable reversal in social attitude-an apparent decline in interest in group activities and tendency to prefer to be alone. The curve of social learning or the socialisation process shows a downward trend, indicating an inverse phase of social development. During this stage most children intentionally do the opposite of what they know is expected of them by the social group. They will, for example, intentionally harass, tease and bully younger siblings or neighborhood children. They will purposely exhibit noncompliant behaviours now more appropriately described as anti-social. However, this interruption in the socialisation processes is only an interlude, and may not leave any permanent scars as the adolescent experiences a psychological shake up leading to a reorganization of his personality. The crisis of this stage is associated with achievement of personal independence or ego identity, appropriate sex role, appropriate work habit, a definite outlook on life or personal philosophy, appropriate career choice and development, and adequate future time perspective.

6. Stages six (early adulthood) marks the period when the young adult intimate himself with others in the society or isolate himself.

7. Stages seven (young and middle adult age) when the growing adult is at the stage of generatively versus self absorption.

8.The final stages eight (later adulthood) adulthood is a stage of integrity versus despair.

The eight stages propose by Erickson theory of child development out of this stages, stage 4 and 5 is were the secondary school age begins and the senior secondary school age starts from stage 5 then we can consider stage 5 as more relevance to the social adjustment of the senior students. Tallent (1978) and Chahaun (1978) explain this theory as the treatment the child received from the group of people such as parent teachers ,peer, depend on whether the child will have the feeling of trust or mistrust, become initiative or acquire the feeling of guilt, to become industries or inferior, intimate or isolate himself from others. On the one hand when a child agrees and moves with his peer group who have positive common goals with him, he will achieve a higher height in life. This is because he will be free from social adjustment problems. On the other hand, the hostile child will not be to attach to any considerable importance to academic achievement.

2.3.3 Bronfenbrenner Ecological Theory of Social adjustment

Bronfenbrenner (1979) provides an expanded view regarding the impact of the environment on human development. His ecological theory stated that people develop within a series of three environmental systems. At the core of his theory are Microsystems which include the few environments whereby the individual spend a large part of his time. According to Bronfenbrenner year, the school and the classroom represent a significant micro system of social adjustment for children. His theory also emphasizes the importance of the microsystem including

the factors that care impacting all individuals such as the movement from the agricultural age to the industrial and age and also to the information conceptual age (Huitt 2007). Bronfenbrenner's also highlights the importance of the mesosystem which he views as the link between various Microsystems (link between family experience and school experiences) as well as the interpreter of the macrosystem to the individual child or youth. Bronfenbrenner's work adds support to the importance of communication and collaboration between family, and school in a child social adjustment.

This research considers Urie Bronfenbrener Ecological theory as the most applicable theory to the research as the study considered social adjustment to be a situation where the child or students interact or relate with family, teach and peers successfully. Therefore, Bronfenbrenner's work adds support to the importance of communication and collaboration between family and schools in a child social adjustment, while Erickson highlighted the importance of person resolving a series of conflict where interpersonal relationship play an important role between the infancy, the conflict and trust versus mistrust.

2.3.4 Academic Achievement Theory

2.3.5 Academic Goal

The most recent embodiment of the motives as goals tradition is achievement goal theory (Ames 1992, Dweck 1986,Urdan & Maehr 1995). The basic contention of achievement goals theory is that their subjective purpose of achievement goal differ with the influence of school achievement goal differentially influence school achievement via variations in the quality of cognitive, self regulation processes. Cognitive self regulation refers to students being actively engage in their own learning, including analysing the demands of school assignment, planning for and mobilising their resources to meet those demands and monitor their progress towards

completion of assignments (Pintrich 1999), (Zimmerman, 1990), and (Zimmerman & Midgley, 1994). In effect, then one's achievement goals are thought to influence the quality, timing and appropriateness of cognitive strategies that in turn, control the quality of one's accomplishments. Two general kinds of goals that closely follow the original approach/avoidance designation of the original approach/avoidance designation of need of theory have been made a particular focus of study; learning goals and performance goals respectively. Although, researchers have favored different designations for learning goals, such as task goals (Anderman & Midgley 1997, (Kaplan & Midgle 1977), Midgley 1988, Nicholls 1984) and (Mastery of goals (Ames 1992). There is general agreement that is irrespective of these variations, learning goals refer to increasing on'e competency, understanding and appreciation for what is learned. Likewise, there is general agreement that performance goals, whether referred to as ego-goals (Nicholls, 1989) and (Thorkildsen & Nicholls, 1998) or self enhancing goals (Skaalvik, 1997), involved in performing others as means to aggrandise one's ability status at the expense of peers.

The specific hypothesis put forward by achievement goal theorist is twofold: first, that learning goals favours deep level strategic processing of information, which in turn leads increase in school achievement and second that performance goals trigger superficial route level processing that exerts a stultifying influence on achievement.

Goals –cognitions first, consider briefly the evidence for the first link of the proposed evidence for the first link of this proposed causal sequence namely, that achievement goals influence the quality of self regulated learning exhibited by students. Regarding learning goal the laboratory studies indicates that who support a learning- goal orientation report engaging in more self regulated learning than do those students who endorse these same learning goals but to a lesser degree (Ames, 1992, Dweck & Leggett 1988, Pintrich & De Groot 1990, Pintrich &

Schraube 1992). These difference in self regulation include a greater effort among learning oriented students include (A) to monitor their understanding (B) To employ organizing strategies such as paraphrasing and summarising (C) To make positive, adaptive attribution for one's occasional failures to understanding. In this connection learning oriented students tend to believe that effort is key to success and that failure, despite trying hard does not necessarily imply incompetence but simply not having employed the right learning strategies (Nicholls, 1984) and Pintrich & Schunk 1996).

The evidence concerning the presumed relationship between adopting performance goals and the quality of self regulated learning is more complex and less consistent than just summarized for learning goals. Although, researchers have generally reported that performance goal are positively associated with sufficially, rote rehearsal strategies and are unrelated or inversely associated with deep level processing (Karabenick & Collins Eaglin, 1997), by contrast, performance oriented subject whose goal is to avoid failure reflect a pattern of reduced effort and task persistence (Bouffard,1995). By not trying this letter group is thought to create face-saving excuses for having done poorly (Pintrich, 1999).

Thus, from a self protective point of view, performance oriented students whether approach or avoidant are driven by fear of incompetency with the former group striving to avoid failure by succeeding and the later group setting up failures when necessary, but in ways that deflect the implication that they are incompetent.

Cognition-achievement–does the quality of the difference cognition processing strategies translate into different achievement outcome, thus, confirming the final link in the trichotomous goal theory framework? The available evidence also supports this connection. A number of studies conducted in the years prior to the advent of goal theory had already established a

convincing case for deep level of processing as the optimal condition for achievement in a variety of subject matter areas including English composition and science and science (Cavington 1992). Moreover, recent anecdotal observation provides indirect corroboration for these linkages. For example, Bolkowskil and Thorpe (1994) report that under achieving students are impulsive and inaccurate in their self judgment regarding prior knowledge of a topic learned and in judging their capacities, given specific task demands capacities, given specific task demands conversely, academically successfully minority high school students demonstrate a greater of self regulation and willingness to persist a task than their less successful peers (Wibrowski, 1992).

Goal $\longrightarrow$ cognition $\longrightarrow$ achievement several multiple-regression studies have confirmed the entirely of this trichotomous framework. Elliot, Elliot, McGregor & Gable, (1999) report that the presence of performance, avoidance goals was associated which superficial processing and disorganising tendencies (inefficient use of study time), factors that in-turn linked to decrease in subsequent academic performance. It is interesting to note that adopting a performance approach goal also is associated with superficial processing but in this case inefficiency was offset by a tendency, for extra rehearsal so that the net effect was again in performance. By contrast, adopting learning goals was positively associated with deep level processing, persistence and high effort, a combination that led to increase in achievement.

Parenthetically, achievement gain were equal for both learning oriented and performance approach students (Elliot & Harackiewicz, 1996), which suggests that achievement per se, even superior performance, may be less important to the larger objectives of schooling than the means by which superior status is achieved. More specifically, successful achievement driven by fear and make learning an ordeal no matter how well one does academically. Several other

investigations corroborate the Elliot (1999) Study by confirming a direct association between student goals on the one hand and academic outcomes on the other hand (Meece. & Holt 1993) and Pokay & Blum Enfeld 1992).

2.3.6 Theories of Aggression

2.3.7 Frustration Aggression Theory

The Clark Hull's most rigorous theory, psychologist especially Clark Hull believes that frustration produces aggressive energy which activates aggressive behaviour (Hull 1984:51) Felson and Tedeschi (1993), under the influence of Hull work, describe factors associated with the strength of the instigation to aggression.

The amount of frustration is directly affected by the strength of the response that is frustration.

The degree of interference with a response is directly related to instigation to aggression.

The number of frustrated responses experienced by the individual

Frustration and Aggression

Frustration involves interference with the gratification of a motive, need, or drive. The source of frustration may be perceived by the individual as internal or external, and it may take any of a number of forms (Abrahamsen, D 1994). Frustration among children, for example, frequently appears as a physical obstruction, since they live in a world built to an adult scale. Frustration can be due to sheer satiation with a task from which there is no escape, or it can be caused by a discrepancy between an individual's desire to solve a problem and his ability to do so. Since so many of our working and social relationships are organised in terms of employers and employees and leaders and followers, frustration occurs directly from unsatisfactory leadership which thwarts gratification of the needs of others. The interpretation of what constitutes frustration is a highly personal and individual matter and depends almost completely

on the perception one has that gratification is being, or will be, withheld. To an intensely ambitious person, for example, life may be the continuous pursuit of gratification which, when achieved, is at once replaced by the demands of a new set of goals. As long as gratification is possible, it is a challenge rather than a frustration.

Rosenzweig Adorno, T.W (1950), point out that frustration can be delineated further as active or passive. The blocking of an individual's progress toward a goal, when the obstacle simply stands in the way of gratification is passive frustration. Active frustration occurs when the interference with gratification is coupled with a threat of danger. Thus, the passive frustration of a locked door may become an active frustration when the building is burning. The quality of frustration can also be distinguished by describing it in terms of privation, deprivation, or obstruction. The frustrations stemming from privations, for example, have a quite different meaning from those perceived as deprivations or obstructions. The privation of being born into poverty poses a series of frustrations for the individual, but his reaction to them differs considerably from his responses to being deprived of wealth, once he has possessed it. In much the same fashion, being born with a physical defect produces a psychological reaction distinct from that occurring when the defect is imposed by the carelessness of someone else.

The response to frustration is a complex affair, and its determinants include situational factors such as the setting in which it takes place, the intensity of the frustrating experience, its duration, the extent to which the victim sees a way to relieve his dilemma, and the individual's personal history of success or failure in dealing with states of tension. The fact that frustration regularly casts an aggressive shadow makes knowledge of its nature indispensable to an understanding of man's destructive impulses.

Attempts to explore the dimensions of frustration under controlled laboratory conditions have been the primary source of knowledge about its connection with aggression, but what laboratory studies gain in exactness they tend to lose in natural. Since experimentally induced frustration is an artificial sample of the normal annoyances of life, the conflict induced in a laboratory may not fit sensibly into the context of the subject's past experiences or affect needs which are important to his adjustment **(**Albee, G.W. 1950**).** Some of the confusing and contradictory findings that issue from "staged" frustration experiments can be traced to the use of techniques which do not duplicate, or even approximate, real-life situations. Most researchers offer too much safety to the subject or instigate such a low level of frustration that the subject has no reason to respond with socially unacceptable behaviour **(** Alexander, F. 1929**).** There can be unsuspected forces at work even in a controlled experiment. Some of the classic work on the psychology of frustration and aggression work which became the prime mover of a decade of effort on the part of other researchers—required some reinterpretation when it becomes apparent that the arbitrariness of the frustration imposed by the experimenters, rather than the frustration itself, might have produced an aggressive response (Peace Aims 1943). Logically, the response to frustration resulting from personal inadequacy or from an inescapable fate would involve less overt expression of aggression that resulting from the ego- deflation or deprivation imposed, arbitrarily by someone else. A great deal of caution is needed in tracking anger back to its origin, since there are many alluring but false trails. (Zander, 1944) recommends that laboratory frustration should be established by having the subject fail at a task at which he has previously succeeded. In this way the frustrated person will not channeled his feelings at a target which has almost invited an attack.

The Response to Frustration

In what was probably the most important and stimulating theoretical presentation of frustration and aggression, Dollard and his associate (Alexander, F., and Menninger, W.C, 1936) at Yale stated that the existence of frustration inevitably leads to some form of aggression. The critics attacked this statement vigorously. Miller and Allen, F.H 1950) stated, two years later, that this might letter be phrased to say that frustration produces instigation to different types of responses, one of which may be aggression. The enthusiasm with which the battle was joined pushed forward our understanding of frustration arnd aggression at a satisfying rate, The obverse of this statement— the contention that aggressive behaviour always presupposes the existence of frustration-met while little resistance or criticism.

The strength of aggressive motivation, according to the Dollard group, vary with at least three factors: (1) the strength of the instigation to the frustrated response, (2) the degree of interference with the frustrated response, and (3) the number of frustrated response sequences that the individual endures. The term aggressive "motivation" rather than aggressive "behaviour" is used because a factor such as the anticipation of punishment may influence the overtness of a hostile response. When aggressive behaviour does appear, it is not always direct and overt; it may he deflected from its original goal, disguised, displaced, delayed, or otherwise altered. Individual differences in the capacity to tolerate frustration also help determine the point at which an aggressive response will occur. The research evidence bearing on each of these determinants of the strength of aggressive motivation can be considered in turn.

The strength of instigation to the frustrated response—This factor is readily two fold. It implies an estimate of the strength of the motive being frustrated, and it requires information about the strength if the individual's attachment to a particular object that will satisfy ones need.

If the motive is hunger, the stronger the hunger, the greater the likelihood of an aggressive response if he is deprived of food. If only certain kinds of food or only foods prepared in a certain way are acceptable need-satisfied, then being offered an unacceptable substitute will produce frustration and instigate aggressive motivation. In an attempt to test this hypothesis, a number of researchers such as (Anastasi, 1948) asked subjects to keep records of the incidents which provoked anger, the motives interfered with, and the nature of the frustration they felt. Although diaries and lists of things that annoy people are not the most reliable form of evidence, it seems that the stronger the drive being frustrated the greater will be the instigation to an intense or aggressive response.

It is a familiar observation that, as one gets nearer to reaching a goal, the strength of the drive toward it tends to increase. This general rule is easily demonstrated in animals in which close control can be maintained over their environment (Ammons, Carol H., and Ammons, R.B, 1953); it is somewhat more difficult to demonstrate in human beings with whom such control is not always possible. A compromise can be effected by using children for experimental subjects, as Haner and Brown'(Anastasi, (1948) postulate in their study they had children play a game which involved moving marbles toward a goal to win a reward. At various distances from the goal, the experimenters sounded a buzzer which ended the game before the children could succeed, This buzzer continued to sound until the child pushed a plunger which would stop it. Assuming that the vigor with which the child slammed the plunger was an adequate indication of his aggressive feelings, Haner and Brown measure the pressure each child exerted on the plunger and compare it with how close he was to finishing the game. They found that the closer the child was to finishing the marble game when his task was interrupted, the greater the force with which he obliterated the offending buzzer. I we can accept this as an accurate measure of frustrating,

the evidence to suggests a positive corelation between the strength of the drive being frustrated and the degree of aggressiveness of the response.

The degree of interference with the frustrated response.-Although introspective accounts are notoriously untrustworthy, people often report that their anger mounts apace with increased interference encountered in seeking a goal. When one interference follows on the heels of another, most people reach the limits of their tolerance. A more reliable measure of interference is the degree of anger or hostility apparent in the behaviour of the victim of the interference. When an experimenter criticises or insults a subject in order to frustrate him, the number of aggressive responses tend to increase as the tempo of insulting remarks is stepped up (Anastasi, Anne, Cohen, Nadia, Spatz, Dorothy. 1948). As a cheek on this hypothesis, the adolescent subjects were asked to indicate the most likely way a person would act when confronted with hostile situations ranging from being mildly disliked by another person to being struck by him (Anderson H.H., and Brewer, J.E, 1945). If we can accept the premise that a very hostile act directed toward a person will produce greater interference with his motives than a less hostile act, then the findings support the hypothesis that the strength of the aggressive response with vary with the degree of interference, Experiments with groups of subjects interacting with one another have shown that those who were the victims of the greatest number of aggressive act by others tended to be the ones which initiated the most aggression in return. Even a good-natured ribbing will produce irritation if it exceeds the intensity that an individual can tolerate.

The number of frustrated response sequences—this factor refers to a familiar situation in which there is an accumulation of aggressive motivations until the last straw is added to the load and the frustrated person can no longer carry the load. Thus, a series of minor frustrations of various sorts may culminate in an explosion that is out of proportion to the event which

eventually triggers it. The longer the frustration continues without relief, the less attractive and satisfying are mature, non-aggressive responses and the greater the probability of an overt aggressive act. To demonstrate this phenomenon, Otis and McCandless (Anderson H.H., & Brewer, J.E, and Reed, 1945) arranged an eight-trial frustration task with which they could successively continue frustrating a group of nursery-school children.

Further support for this hypothesis was furnished by an intriguing experiment fashioned by (Appel, M.H, Thibaut and Conies, 1942). In a group note-writing experiment with college students, the investigators with the assistance of paid stooges pretending to be subjects in the experiment, angered the students by sending them insulting notes. A part of the group was permitted to reply in kind to the "student" who had angered them, while other members of the group were halted briefly in their note-writing activity. When the note-writing was resumed, a greater volume of aggression flowed from the students whose anger had been bottled up by the dela. As Berkowitz (Ascher, E. (1952) has since pointed out, it is a reasonable presumption that the irritation provided by the experimenters in interrupting the task at hand undoubtedly was added to that created by the fake notes. Nevertheless, this ding is congruent with New- comb's (AX, A.F 1953) insightful observation that when people get angry at one another, they tend to sever diplomatic relations, and communication between them ceases. Once this happens, it diminishes the possibility of resolving the hostility they feel toward one another, and few constructive alternatives remain. Expressing resentment directly to one's tormenter will bring relief that cannot be matched by expressing anger toward substitute objects.

These general rules about the relationship of frustration to aggression have been powerful stimulants to the study of aggression, but they have also been the subject of healthy criticism and modification. The basic postulate that frustration leads to aggression has been qualified by some

writers to apply only when retain kinds of frustration exist. (AX, A.F 1953), for example, maintained that sheer deprivation is likely to produce attempts to relieve the situation constructively, while aggression can he expected to occur only when the frustration is in the form of an attack or when it is threatening to the individual. Rosenzweig's concept of active frustration would he a similar case in which aggressive response would be a predictable outcome Bach, G.R. and Maslow, 1946), McClelland (Bacon, Catherine L. (1956) added that the availability of a solution to the frustration would determine whether or not hostility would occur. having an ace up one's sleeve, while dangerous in some social circles, would make the fall of the cards less frustrating and less an Occasion for anger. In any case, the definition of what constitutes a threat and the perception of the availability of a solution remain highly individual issues and are not factors amenable to easy experimental verification, to an incurably optimistic person there never be a situation without hope of resolution. Unfortunately, much of the research devoted to testing these hypotheses about the instigation to aggression employs a grossly circular logic. If for example, the experimenter predicts that an increase in aggressive behaviour will result from an in crease in frustration, he cannot use the aggressive behaviour as proof that he has increased the frustration

If a person is frustrated, aggressive energy is created and that energy activates dominant aggressive responses. These aggressive responses are considered self reinforcing because they reduce the inverse 'drive state produce by Frustration'. If a person is frustrated, this self reinforcement increase the likelihood of aggressive behaviour (Felson & Tedeschi, 1993). The amount of frustration experienced by an individual instigates aggression.

2.3.8 Drive Theory of Aggression

A protagonist of this theory such as Berkowitz and Feshbach (Inconcise encyclopedia, 1996) assert that it is likely that aggressors could be people who were once victims of aggression at some stage in their lives. According to Berkowitz frustration induces anger that by itself leads to one's readiness to respond aggressively. He concludes that aggression relevant cues (stimuli such as people, places and object) which are also relevant to current or previous anger instigators can enhance or stimulate a person's aggression.

Considering the nature of this research work, the theory that is directly related to this work is frustration aggression theory this is because the basic assumption of the theory stated that:

The amount of frustration is directly affected by the strength of the response i.e frustration

The degree of interference with a response is directly related to instigation to aggression

The number of frustrated responses experience by the individual

However, going by the above assumption it will clearly indicate that the assumption is related to this research because most of the aggressive behaviours that took place in the study area was caused as a result of frustration.

2.4 Review of Empirical Studies

Research on the relationship of aggressive behaviour and social adjustment in most parts of the world comprises of many reviews seen in previous studies. The following empirical studies were reviewed for this research.

2.4.1 Relationship Between Aggressive Behaviour and Academic Achievement

In a research conducted to investigate the relationship between aggressive tendencies and students academic performance among secondary school students by Okoro, Adunoye and

Egwuasi (2011) in Uyo urban of Akwa Ibom and the population for study the have comprised all the Junior Secondary Two (JSS2) students in all the secondary schools in Uyo urban of Akwa Ibom state. Two hypotheses were formulated and tested using Pearson product moment coefficient (r). Five hundred male and female students were selected with the used of two sampling techniques stratified and simple random from all the public secondary schools in Uyo to constitute the study sample, while a researcher developed questionnaire titled "Aggressive Tendencies and Student Academic Performance" (ATSAPQ) was used for data collection. The result of the study have revealed that there was a significant relationship between physical aggression and student academic performance, there was a significant relationship between verbal aggression and students academic performance. It was recommended among other thing that the ministry of education should include courses or subject such as anger and aggressive behaviour management in the secondary schools.

A research titled the Effect of Aggression and Violence on Academic Achievement in Secondary School Effurun, Warri Delta state was conducted by Josh (2016). Descriptive research methodology was used. Random sampling techniques were also adopted in selecting 150 in schools adolescent from four secondary school in two local government areas of Delta state. Questionnaire was developed to collect data, the data collected was analysed using t-test and Pearson. The research reveals that aggression inversely influence the academic achievement and violence could also inversely influence academic achievement. In line with the present study, parents and teachers should provide adequate guidance to adolescent.

In another study on influence of Aggression on Academic Achievement among Secondary School Students in Benue Metropolitan Council of Benue State which was carried out by Akpobia (2009) using a descriptive survey design was used for the study. The population

for the study was secondary school student in the school record for the study areas. The sample for the study was four hundred students. The instrument used was a questionnaire on aggression which was adopted by the research and for academic achievement exam record was collected from the school. Research question and hypotheses were formulated for the study. The data collected was analysed using PPMC (r) and t testy. Based on the analysis, the study finds that there was significant relationship between aggression and academic achievement, there was no gender difference in aggression. Hence recommended organising a programme to help students from aggression, parents and teacher and other adult should avoid aggression.

In the discussion of aggression among students, Aggaarwal and Bichari (2014) echoes previous debates about aggression and they argue using descriptive survey on aggression and academic achievement of secondary school students. The population for the investigation is the students studying in secondary schools in the East Delhi. The investigators selected 100 secondary school students by the simple random sampling technique. Aggression of the students was assessed by the aggression scale developed and standardized by Bhatnagar (2004) was administered for collecting data. The scale contains 55 items, which is intended for the used among school students among the age group above 14 years. It is a likert 5 point scale. The reliability of the scale was calculated by test re-test method and was ranged from 0.81 to 88. The validity of the scale was found 80 males and 78 in females. In analysing the data, mean, standard deviation, t-test and product moment correlation were used and product moment correlation were used as the statistical techniques. While analysing the data and found out that academic achievement was found to have inverse correlation with aggression (r - 0.87). It indicated that students with high academic achievement have low aggression and students with low academic achievement have high aggression for boys. It indicated that the female students with high

academic achievement have low aggression and students with low academic achievement have high aggression. The average and low aggressive secondary school students were found to be significant in the academic achievement. The high and average aggressive secondary school students were found to be significant in their academic achievement. Lastly, the study recommend that schools and government should take necessary strategies such as counseling the students to reduce problems of aggression among students.

On a study on aggression in boys and girls as related to their academic achievement and residential background, Rahaman and Nahari, (2013) conducted the study using stratified random sampling technique and total of 80 respondents constituted the sample of the study in Bangladesh. The study uses a 2x2x2 factorial design consisting of two level gender (boys and girls),two level of academic achievement(high/low grade), two level of residential background,(urban and rural).The population of study constitute students from different departments of Chittagong University. The Bangali version on measure of aggressive behaviour Rahman, Ali, Kadi and Rabi (2003) originally as cited by Buss and Perry (1992) was used for the collection of data. Anova is used in analysing the data. It was found that regardless of gender, boys expressed more aggression than girls. Similarly, regardless of academic achievement, students with high academic grade show more aggressive behaviour than low academic grade while students of urban areas do not show significantly more aggressive behaviour than rural area students. Thus, the different treatment in gender, academic achievement and residential background provides a new dimension in understanding aggression in rural and urban boys and girls. In a nutshell, it can be argued said that rural boys with high grade expressed more aggression than urban boys with high grade. Finally, they recommended that teachers, counselors should assist students through counseling to reduce aggression among students.

A research on the Impact of Academic Achievement of Adolescents' Chandrawati and Rizwan (2015) in Haidwani, District Nainital, Expost facto research design was adopted for the study. The population of the study were adolescents boys and girls studying in different government schools of Haldawani, District of Nainital, while through stratified   random sampling total of 80   students among   40   boys and 40 girls were selected as a sample. Aggression scale standardized by Pyarimathur and Kumari Bhatmagar has been employed as instrument for data collection. Three research question and five hypotheses guided the study. The data were analysed using mean, standard deviation and test. The study reveals the following; girls aggressive are higher than boy's aggression. It shows that the aggressive level among boys is higher than the girls achievement among boys is higher than the academic achievement girls is higher than the aggression level of low academic achievement boys. It show aggression of high academic achievement boys is higher than the low academic achievement boys. It also show that girls who are academically higher they show more aggressive, it was recommended that, teachers as well as parents should increase ongoing communication between themselves and the adolescents. School organisation should always encourage their academic performance and their positive behaviour. Society can also play a significant role by valueing his or her idea by encouraging them to embark on positive thinking and decision making power. The student should be provided with guidance and counseling on the basis of their psychological behaviour.

In a longitudinal study by Stipek and Miles (2008) on effect of Aggression on Academic Achievement in Rural and Urban Areas in the Northeast and the West   Coast of the United State, the study examines different explanations for inverse association between aggression and academic achievement using data collected from 403 children from less privilege income families followed from Kindergarten or first grade (age 6 and 7years) through fifth grade (ages

45

10-11yeasr). The population of the study have comprised children living in three geographical areas of the United state. Data were collected using Rofilet (1996) teachers rated aggression sub-scale of the child behaviour scale developed by Ladd, academic engagement, teacher rating scale of school adjustment (TRSSA) developed by Ladd and p Most result of curve analyses examines association among the variable within grades were consistent with the hypothesis that the effect of aggression on achievement partially mediated by the conflictual relationship relatively more aggressive children tends to develop with their teachers and concomitant reduction in engagement in academic skills. However, the evidence suggested that, relationship between aggression and academic achievement is complex and reciprocal gender differences were also observed. Finally, they recommended that teachers, guardians, and parents should help children to develop self regulation anger management and social problems solving skills.

In their research Newell, Morrison, Barriga, Robins Barriga, and Doran, (2006) have note on the relationship between Problem Behaviour and Academic Achievement in Large Eastern City in America. The population of the study are students predominantly from urban areas of Large Eastern City. Participant were 41 boys and 17 girls ages 11 to 19 years (adolescent given considerable comobity of problems that often existed among school age youth. The study has addressed the relationship between student and teacher reported problem behaviour syndrome (withdrawal somatic complaints, anxiety/depression/social problem, thought problem, action problems, delinquent behaviour, aggressive behaviour and standardized measures of academic achievement cover, reading, spelling, arithmetic, performance, the sample comprised 41 boys, 17 girls, 11 to 19 years (M=15.02 Sp=1.90) enrolled in an alternative school. The instrument used for data collection are teacher report form 5 to 18 (TRF, Achenback/1999) scale designed to appraise youths academic and adaptive functioning as well as their problem

behaviour and the academic performance scale, which assesses teacher perception of students work across several subjects among student were used as a wide range achievement test third edition (WRAT & Wikinson 1993). Multiple regression analysis were used and Anova. Although withdrawal, Somatic complaints delinquent behaviour and aggressive behaviour syndromes exhibited and reveals that zero-order correlation with the academic achievement measures, each of these relationships mediated by attention problems. A post hoc analysis is suggested that the observed association between attention problems and academic achievement were primarily due to the inattention component of the syndrome rather than the hyperactivity, impulsivity component. Given the intimate relationship between aggression and academic problems suggested that, their nature and treatment should receive continued focus from both researchers and clinicians.

In the study conducted by Uludag (2013) on Influence of Aggression on Students Achievement among Undergraduate adopted cross sectional design and population for the comprised undergraduate students at a University in Northern Cyprus. 1481 students were selected as sample through using convenience sampling technique. Uni-dimensional aggression scale was used to collect data, multiple regression analysis have been deployed to test the hypothesized relationship. The results revealed that aggression had significant inverse effect on students current academic achievement (G.P.A) and Cumulative academic achievement score (C.G.P.A). Inclusion of control variables into the regression equation did not conform the effect of aggression on both achievement scores. Additionally, variance inflation factor (VIF) was controlled to monitor the issue of multi, collinearity. The results depicted that all VIF values were below the benchmark value. He recommended teacher that administrators should provide conducive environment for students who exhibit antisocial behaviour. In order to mitigate the

effect aggression on current and overall academic achievement, the research recommended that teachers with the support of administrators should provide comforting environment for students who exhibit antisocial behaviour.

An investigation on Re-examining the Relationship Between Academic achievement and Social Behaviour 'Algozzine, Wang and Violette (2010) at the South Eastern Region of United States. A five years longitudinal project completed in a school system. The population of the comprised approximately 120,000 students in the South Eastern Region of the United; The ethnic backgrounds of children in the District were diverse; 43% Black 40% while Hispanic, 4% Asian and 3% American India and multiracial. Participants of the study were in seven schools randomly selected from a pool identified by District Personnel as at risk for high rates for high rate academic failure based on minority enrolments, poverty status and prior behaviour and achievement history. Girls (48%) and (52%) boys were similarly represented in the schools. The instrument for data collection were woodcock reading mastery test revised (WRMTR); Woodcock, 1998 and a seek behaviour measures (Social skills rating system (SSRE); Gresham and Elliot, (1990) at the end of second year. Data collected were analysed by descriptive statistics, Pearson product, moment, correlation, A coverience matrix, X^2 statistics, A covariance matrix (NNFI), Norm fit index, comparative fit index (CFI), Standard root mean square error residual (SR MR), root mean square error of approximation (RMSEA) and 90% confidence interval square of RMSEA. The joint criteria suggested by H.U and Bentler (1999) that NNF land CFI were both at least 96 and SRMR was at most 09 were used to decide whether the data fit the model. Post hoc analysis is also carried out, two research questions were addressed. The finding of study showed both inter correlation and structural equation modeling outcomes reflected a weak causal relationship between behaviour and achievement. This suggests that all

students rated positively for behaviour were 'good' readers and that not all students with problem behaviours demonstrates difficulty reading at end they recommended teaching academic and behaviour relentless to all children rather than waiting for problems to occur, admiring them and then blaming them on 'the child. The researchers suggested that teaching behaviour as relentlessly as we teach reading or academic content is the ultimate act of prevention, promise, and power underlying pbs and other preventive interventions in American schools.

In the study conducted by Kelly (2014) on the effect of Aggressive Behaviour on Academic Performance. A descriptive research design of survey type was adopted for study. The population of the study comprised 'students of Midwestern University. the sample consisted of young adults number (65 women, 35 men, mage = 24.4 years, age range 18-24 years) were recruited in classes and other meeting places on campus to fill out a survey report levels of aggression and grade point average. A modified version of Buss and Perry's aggression questionnaire (1992) used as an instrument for data collection aggression and were also asked self report of their grade point average. Data collected were analysed by using a person bivariate correlation two research objective and two hypotheses were tasted. The finding has indicated that a moderate inverse correlation between externalized aggression (mean= 48, SD= 15.449) and grade point average (mean = 3.434, SD=458) r(1001 = -392, P> ooo1, Also indicated a weak inverse correlation between internalized aggression (mean = 1.50, SD = 494) and grade point average (mean = 3.434, SD = 458) r(1001) = -2.65, P>0l.The researcher recommended that implementation of a stronger measure of academic performance lieu of grade point average would prevent embellishment from students participants.

2.4.2 Relationship Between Social Adjustment and Academic Achievement.

In study on the Effect of Social Problem, Social Adjustment on Academic Achievement Of Senior Secondary 'Ayodele Ougbode (2016) in Shomolu Education District of Lagos State, the researcher adopted expost factor research design were the population of the study comprised senior secondary student in Shomulu education district. The researcher uses self design questionnaires titles Social Problem and Social Adjustment Inventory. The inventory has three sections, the section of questionnaire comprises A-C section represent bio-data while 'B' for social problem and 'C' social adjustment. The sample of the study were selected using stratified random sample which comprises two hundred students. The researcher formulates research question and hypotheses. The hypotheses were tested using descriptive statistic and inferential statistics of PPMC (r). The finding has revealed that there is significant positive correlation between social adjustment and academic achievement, also there was significant inverse effect between social problem and academic achievement. The study recommended that parent should continually be enlightened on the importance of social adjustment.

As Sani and Emeka (2014) assert in the study on Correlation Between Academic Achievement and Adjustment Among Senior Secondary Student in Suleja, Niger state Nigeria. The target population is all the SS2 students in Suleja education zone. The subjects consisted of 3,00 both boys and girls of SS11 students from 6 secondary schools that were randomly sampled. Survey method was the research design. Two types of instruments were used, which are bell adjustment inventory and exam record of the students. The researcher conducted a pilot study in two   schools, one for boys and the other for girls. The reliability of the instrument was computed with cronbanch alpha   coefficient and reliability was 0.517 at 0.5   level of significance. Pearson product moment   correlation and t-test was used. The mock exam

examination was the academic achievement, which was already administered all over the state. The findings revealed that there is significant correlation between academic achievement and social adjustment, there was significant gender difference in social adjustment. The research finally recommended parent should pay attention to children adjustment.

This study investigated the relationship among social, emotional adjustment and academic achievement of undergraduate students of Ahmadu Bello University, Zaria, Kaduna state Nigeria. by the study adopted a correlational survey research design' and it was conducted by Samson (2016). The population of the study were six thousands, six hundred and thirty five (6,635) male and female undergraduate student of Ahmadu Bello, University , Zaria, Kaduna state Nigeria. The sample of the study were 351 respondent drawn 300 levels students. Data were was collected using Social Adjustment Inventory (SAI), Emotional Adjustment Inventory (EAI) and CGPA for the academic achievement of the student. The collected data were processed and analysed using descriptive (frequencies, mean and standard deviation) and inferential statistics (Pearson product moment correlation and T. test. All tests were done at 0.05 level of significance and the study indicates that the findings shows that positive relationship exist between social, emotional adjustment and academics achievement among undergraduate student with the following values social adjustment and academic achievement of undergraduate students r = .575, p =000. Social economic background of undergraduate students r = 506, p =001. Emotional adjustment and social economic background of undergraduate student r=469, p = 0.125 social adjustment relationship in male and female undergraduate student, r=0.125, p =0.332. Emotional adjustment difference in male and female undergraduate students r = 0.076. The study recommended that the university management should have functional psychological testing and counseling centres in all the faculties to re-address students.

Accordingly, research conducted to examine peer group and Parental support as correlate of the academic performance 'Akomokpe and Adesua (2016). The study has adopted an expost facto design and descriptive research design of survey type. The population comprises all senior secondary school students in South West Nigeria. The sample of the study consist of one thousand one hundred and fifty (1150) Senior Secondary School Students (853) drawn from three states out of the six states in the south west geo-political zone, namely Osun, Ondo and Ekiti. The researcher made use of questionnaire to collect the data. A self designed questionnaire tagged motivation and academic performance of senior secondary school students" (MAPSSS) was used to elicit information from the respondents. This consists of two parts part, A and B. Part A consist of bio-data of respondents, while part B consist of nine (9) sections, sections A to H of the questionnaire was used to measure the relationship between peer influence and parental support on students academic performance. The two null hypotheses formulated were tested at 0.5 level of significance. The findings of the study revealed that there was a positive significant relationship between peer group and parental support and academic performance of students. On the basis of these findings, it was recommended that parent should monitor the type of peer group children or their ward mingle in the school and to provide the necessary support by providing the educational need of their children. They need to monitor the academic performance of their children while they are in school.

In another study aimed to investigate adolescent adjustment in high school students within city' Louis and Emerson (2012), their study reveal that there was no significant gender difference in social adjustment. Correlational design was used in carrying out the investigation. The population of the study comprised students from ten higher school within city of India,101

boys and 103 girls within age group 14 to 18 years were chosen randomly. The adjustment Inventory for School Students(AISS) was administered to small students groups over a period of one month to understand perceived adjustment. The split half reliability is 0.95 and the test retest was found to be 0.94. The instrument was design by .k.P Singha and Singh. Descriptive statistics, Pearson correlation and the independent sample t-test, were used to analyse data. In conclusion, adolescents present as a vulnerable group of children and therefore this is an important implication for parents and significant other profession who need to help students to develop adequate coping skills.

However, Social Adjustment as a Predictor of Academic Achievement among Secondary Students' by Mahmood (2016) in Darbhang District and the study utilised survey technique due to it descriptive nature. The population are 10th class students from government school of Darbhang District. 200 students were randomly selected using stratified random sampling. Adjustment inventory for school students (AISS) by Sinha and Singh (1993) is as instrument of data collection. The split half reliability is 0.95 and the test retest reliability is 0.93.These hypothesises were tested with descriptive, correlational and inferential statistics were used to compute correlations, and to compare the means between the groups. Findings of the study revealed that, (1) there is significant relationship between social adjustment and academic achievement of students across total sub-sample. (2) There is significant difference between boys and girls in respective of their social adjustment. It means that girl students are more socially adjusted than the boys. (3) There is significant difference between rural and urban in respect to their social adjustment. It is recommended that similar research with appropriate methodology and design may be used to ascertain the degree of conformity this research has on the as above said. Educational planners, curriculum designers are required to consider a course dealing with

social skills and the way to get adjustment with the problem facing the student in different field particularly academics.

The effects of academic adjustment, social and personal-Emotional Adjustment of students on their academic performance' was conducted Eivazzadeh (2016), in Universities of northern Cyprus. Descriptive survey design was employed for the study. The population for the study are higher educational students in northern Cyprus. A total number of 200 students participated in the survey and simple random sampling techniques is used for the selection. The students adaption to college questionnaire (SACQ), had the opportunity to fulfill the purpose of measuring academic, social and personal –Emotoinal adjustment (Baker & Syrik 1999) were used for data collection. Exploratory factor analysis, correction coefficients and hierarchical multiple regression analysis were applied to test the hypotheses. Three hypotheses were formulated in line with the research objectives. This dissertation as a quantitative analyst research chose the statistical package for social Science (SPSS) as the predictive analytical search. Based upon what it has been in the study, these three independent variable have their own variables which can have significant effect on the independent variables. All three independent variables namely; academic adjustment, social adjustment and personal-emotional adjustment have hypothesised to positively related to the dependent variable, academic performance. Thereby, all hypotheses H2a, H2b and H2c are rejected. Entirely, social adjustment with coefficient amounted at 0.31 show a weak positive correlation with academic performance. Thus, hypothesis 2 should be rejected as well. Hypothesis 3 is also rejected. It is recommended to administrators of universities to encourage students to believe in their abilities, making them to feel they are valuable and important. Administrators should reward students as it is important for raising students self confidence as well as making them motivated. Administrators of universities

should not forget providing a dynamic academic environment and support students education goals which is effective by the higher education institute help student adjust well academically, then a successful academic performance can happen in this situation.

In a research titled impact of social adjustment on academic achievement on secondary school students' Comfort (2006) in Zaria. The research design used for this study was descriptive survey. The target population for the study were SS1 students in secondary schools (both male and female) (1026) focusing only Zaria educational zone. This study used a questionnaire and a scale. Sygmond adjustment scale and for academic achievement test for junior secondary certificate examination (JSSCE) was used. The SAS reliability was calculated using Cronbach Alpha coefficient. The calculated value at 0.05 level of significance was 0.487 whereas the critical value is 0.273. Three research questions and three hypotheses were formulated for the purpose of the study. The descriptive statistics, T-test, and (r) were used for data analysis. The result of Pearson product moment correlation analysis of school adjustment has only one variable that is significant and has much impact on the Students academic achievement, the variable is attitude to school extra curriculum activities p.014 greater than 0.05. the T-test gender difference though not significance but have little impact on the students school academic achievement. Finally, she recommended the administrators have to work hard in order to raise the standard of education. If remedial classes can be organised and funded by the ministry of education, this may waste some time but will not be an unwanted effort. This is to give sound background to the students who have difficulties in communication skills. There should also be enough facilities in the school for teachers to work effectively.

2.4.3 Relationship Between Aggressive Behaviour, Social Adjustment and Academic Achievement

This study investigated the relationship between aggression social adjustment and academic achievement' conducted by Moses and Yohanna (2011) in Lagos State Metropolis with Particular Focus on the Kasofe Local Government Area of Lagos state. The research adopted correlational design. In carrying out the study, three null hypotheses were tested. The sample for the study consisted of two hundred (200) adolescent randomly selected from public senior secondary schools in Kasofe local government area of Lagos. The instrument used for data collection was a self developed questionnaire. The data collected were analysed using PPMC and regression analysis. The finding revealed significant relationship exist social adjustment and academic achievement ($r=.321$ $p< 0.05$). There was also significant relation between aggression and academic achievement. $r = -.411$ $p<0.05$). The results of the regressional analysis show that aggression, social adjustment are predictors of academic achievement. In line with the findings of the study, recommendation were equally preferred.

The primary purpose of this longititudinal study was to examine, in a sample of Chinese children (initial m=age = 8 years N=140, contributions of aggression to the development of social competence and academic achievement. and the research was conducted by Chen, Huang, Chang, and Wang (2010). Five waves of panel data on aggression and social and school performance were collected from peer evaluations teacher ratings and school records in Grades 2 to 5. Structural equation modeling revealed that aggression had unique effects on later social competence and academic achievement after their stabilities were controlled, particularly in the junior grades. Aggression also had significant indirect effects on social and academic outcome through multiple pathways. Social competence and academic achievement contributed to the

development of each other, but not aggression. The results indicate cascade effects of aggression in Chinese children from developmental respective.

However, the purpose of this study is to investigate the relationship between social support, social adjustment, aggression and academic performance among college students' China (2015) in Tanzania. The sample of this study comprises 405 students and 12 staff from the college of Business Education and the institute of finance management in Dares Salam correlation research design was used to determine the relationships among variables. The study had five objectives, and inferential statistics techniques were applied to determine the relationships among the study. The findings of the study show that social support and academic performance of college student were not significantly related to each other. However, the study revealed that there was a positive and significant relationship between social adjustment and academic performance among students (r = .431, p< 0.1). The findings also show that aggression was significantly related to academic performance of college students (r= -604, p< .01). Similarly, the study found that social support and social adjustment of college student were positively and significantly related (r= .81, p< .01). Study also found that regression analysis between aggression, social adjustment, social support and academic performance was significant. The study, among other things recommended that institutions of higher learning should assist students in identifying and addressing potential barriers to social adjustment.

2.4.4 Studies on Gender Difference in Aggressive Behaviour

A research prevalence and incidence of aggressive behaviour among adolescents' was carried out by Obikeze and Obi (2015), in senior secondary schools in Anambra State. The study adopted descriptive survey design. The participants comprised 500 (280 females and 220 males)

secondary school adolescents randomly selected from 10 secondary schools in Akwa Metropolis of Anambra State. Their ages ranges from 12 to 18 years with a mean age of 14.7 and standard deviation of 1.73. The study adopted descriptive survey design. Two main scales were employed to asses' participants' aggressive behaviour and violence experiences. The former was violent behaviour scale while the later was one with multiple scales exposure to violent scales (Evs). The data generated were subjected to analysis using percentage, mean, standard deviation and Z-test statistics. The result of the analysis showed that adolescents frequently manifest aggressive behaviour such as Arson, bullying, beating, hitting, speaking, knife attack etc. with the males exceeding females at the manifestation of aggressive behaviours. The study further revealed that television viewing, environmental factors, learning style among others were the major causes of aggression. The study also showed that there is significant difference between male and female adolescent exhibition of aggression. However, the males were found to be more aggressive than their Females counterparts. The study recommended counseling psychologist should consider the prevalence and incidence of aggressive behaviour of adolescents while designing technique to handle the situation. The study also recommends that the school should join hands with law enforcement agent in stemming the rate at which adolescents exhibit violent behaviours.

Another conducted to ascertain the prevalence, gender and level of schooling difference in adolescent secondary school students physical and verbal aggression which was conducted by Onukwufor (2013) in Obio/Akpor Local government area of Rivers State Nigeria. Descriptive survey research design was adopted for the study, while stratified random sampling technique was used to select 360 adolescent from three Secondary School to constitute sample for the study. The respondent were selected on the basis of gender and level of schooling. The population of the study was made up of all the adolescent Secondary School students in

Obio/Akpor local government area of Rivers state. The physical and verbal aggression segments of Buss-Perry scale were adopted for the study. The six research questions and four hypothesis guided the study. Data were analysis using descriptive statistics, t-tests. The result were as follows: 20.8% of the secondary school students were physically aggressive, while the prevalence of verbal aggression among the students was 48.3%. Prevalence of physical aggression and verbal were higher among JSS students, 13.3% while prevalence of verbal aggression was higher among SSS students (56.7%) than JSS students (40%). There was significant difference between JSS and SSS Students physical aggression. The study recommended that anti-aggression club should be established in schools to monitor, discourage and report aggressive behaviour to school authorities.

In yet another empirical study that Ahned & H (2007) used 2x2x2 factorian design and The study was an effort to conduct an empirical investigation on aggression in adolescent boys and girls of tribal (i.e. Chakma) and non-tribal (Bengali) Students', in Chittagong Hill tracts. The population of the study comprised tribal and non tribal students in two districts of Chittagong Hill Tracts. A sample consisting of 360 respondents was selected from tribal (N=100) and non-tribal (N760) subjects using stratified random sampling. Each group was equally divided into two each and two stage of development was then equally divided into early and late and the adolescent), two genders (boys and girls) and two stages of development (early adolescent/late adolescence). The Bengal measure of aggressive behaviour (MAB) was administered on the sample for data collection. Six objectives were formulated and two hypothesis were tested. With the use of Anova . The findings of the study reveal that regardless of gender and stage of developments, tribal respondents were found to express significantly high rates of aggression than non tribal respondents. Again, regardless of race and stage of

development, boys expressed significantly higher rates of aggression than girls. Similarly, respondents at early adolescent stage expressed significantly higher rates of aggression than the respondents at late adolescent stage. In conclusively, this study contributes substantially to the literature regarding aggression affected by racial identity, gender influence and developmental process. However, the study has suggested further investigation for meaningful explanation and understanding of aggression prevailing among tribal and non tribal people in their ecological context.

In another study conducted by Bimbola, Funmilola Ibimiluyi, Francis, Oscar and Olukoya, (2015) examine the inference of gender and age on behavioural problems (aggressive behaviour and truancy) and experience of child abuse among secondary school students. A descriptive research design of survey type was adopted for the study. The population for this study comprised all public secondary school students in Ekiti state. The sample consisted of 200 students drawn from five secondary schools through simple random sampling. A self designed questionnaire tagged child abuse and behavioural problems questionnaire (CABPQ) was used to collect data. Expert judgments were used to ensure face and content validity. Test-retest method was used to determine the reliability and a reliability coefficient of 0.70 was obtained data collected were analysed by using t-test. The findings of research show that gender and age do not significantly influence aggressive behaviour and truancy and also do not influence experience of child abuse among students based on these findings, it was recommended among others that all education stakeholders, particularly the counselor's, should plan intervention programmes to help students who engage in aggressive behaviours and truancy and students who experience child abuse. The focus of these programmes should be on both sexes and students of all ages in the school.

A research on gender differences in aggressive behaviour of adolescents' Akhtar and Kushwaha (2013) was conducted in Bhopa city. Descriptive survey design is adopted for the study. The sample comprises of 200 teenagers subjects, in which 100 girls and 100 boys have taken from Bhopal city. The age group sample was 16-19 years. The technique of sample was purposive sampling, Pati's aggression test was to measure aggression of boys and girls. Three objectives were formulated and three hypotheses tested. Data collected were analysed by using descriptive statistics and t-test. It was found that boys and girls differ significantly on aggression scale. Result shows that boys were more aggressive than girls as shown by mean value of aggressive behaviour 11.96 and 6.26 respectively. The data suggest very small number of adolescent girls expressed their anger or aggressive behaviour freely as compared to boys who have larger number to express freely their anger. Another interesting findings revealed that girls feel guilty after expressing their anger where boys don't feel guilty. As for causes of aggression is concerned, no significant difference had been found between boys and girls on the factors related to its causes. On the basis of the results obtained, we can conclude that the adolescent boys and girls have significantly differ in their aggression level. The study also reveals that the adolescent girls often withdraw themselves and internalized problems where as boys in contrast express a bit more than really needed.

A study on Gender Differences, Delinquency Behaviour and Academic Achievement of Secondary School Students was carried out by Igbo, Ihejiene and Anseim (2014), in Nigeria. The aim is to explore the influence of gender on student delinquent behaviours and academic achievement. Expose factor design was used in carrying out the study. The population of the study consist of the 2013/2014 senior secondary class two (S.S II) students in Enugu numbering twenty four thousand, one hundred and seventy one (24,171) in the sample consisted of 378

students drawn from two school through stratified random sampling technique. Validated questionnaire was used for the collection of data. In analysing the data, mean and t-test were used for answering the research and testing the hypothesis. Four research questions and four hypotheses were tested. The results have indicated that gender has no significant influence on delinquent behaviours. Gender significantly influences academic achievement of secondary schools student, location has no significant influence on student based on their academic achievement and gender. It was recommended that the government through the relevant agencies should ensure that parent are encourage to participate in any parenting education programme organised by the government to help heir parenting task.

Another research on a comparative study of aggression amongst Nigerian University students in Niger Delta was conducted by Abasiubong, Abiola and Ujofia (2011). The objective of the study was to assess the level of aggressive traits as well as factors identifying the possible predictive factors. The researcher adopted survey research design. The population comprises medical and non medical student from university of Uyo. Using a two stage random sampling method, students comprising 306 from Arts and 209 from Medicine faculties, university of Uyo were screened for aggressive traits, using Buss Perry aggression (BPAQ) questionnaire. A total of 306 art students and 209 Medical students responded to the questionnaire. Among the art students, 127 (41.5%) were males and 179 (58%) were females out of the 209 medical students, 143 (68.4%) were males and 60(31.6%) females. The mean age for arts student was 28.7 years (SD=7.9), while that of medical student was 23.6 years (SD=4.9). The difference in the mean was statistically significant (Z= 5.139, P= 0.01). There was also significant difference in the physical and verbal aggression subscales as 123 (40.2) of Arts against 53 (25.4%) medical students have showed physical aggression (x2)=12.15, P=0.001 while 82 (26.8) against 109

(52.2) have showed verbal aggression. Verbal aggression was positively correlated with female students, male have 2.98 odd ration of being aggressive (P=0.001). There is high level of aggressive trait among student in higher institution of learning. Then the research recommended that, there is need to curb aggression in order to create conducive learning environment and maintain social norms.

2.4.5 Studies on Gender Difference in Social Adjustment

A research was conducted by Okorodudu and Okorodudu (2011) to examine the patterns of psychological adjustment among adolescents in secondary educational institutions in Nigeria. It specifically examines the various pattern of adjustment among adolescents in the domains of physical, emotional psychological and social developmental problems in both rural and urban settings. One hundred and three adolescents were randomly sampled from six secondary educational institutions in Oredo local area. Adjustment patterns of adolescents questionnaire (APAQ) with for LY items derived from Akinboye (1977) was used in the survey it has a reliability index of 087. The t. test statistical analysis was done at .05 level of significance. The research findings have indicated that there was no significant gender difference in the social adjustment, the emotional adjustment, the psychological adjustment. The research concludes that the fast growing impact of civilization on adolescent has enormous result in their development of uniform psychological pattern of adjustment. The counselors, psychologists, teachers, parents and government were admonished to assist adolescents in their psychological adjustment in Nigerian secondary school educational institutions.

On his part, Waziri (20015) examines a gender differences in social adjustment in secondary education in Borno State. The study set one research objective, one research question and tested one research hypotheses. The population of this study includes all the senior

secondary students four school two male and two female were purposively selected for the study. The Krejeie and Morgan method of selecting sample was employed to Choose (322) participants and proportionate techniques were used to draw student from the schools selected. Student social adjustment inventory was developed by the researchers (SS1) and the reliability coefficient was tested using cronbanch alpha. The reliability coefficient of the inventory was r=0.62. T- test was used to test the hypotheses raised in this study. The results have indicated that there was significant difference between gender. The recommendation advanced was that = male students lack pocket money thus, and state government should increase their annual scholarship so as to support their social adjustment.

In another study that investigated the influence of demographic variable on social adjustment of in school adolescents' Ukwueze, and Ajufo (2013), Ibadan Metropolis of South west Nigeria with a sample 210 participant randomly selected from four secondary schools. A self developed instrument duly validated by experts in science education and counseling psychology titled Adolescent social adjustment scale (ASAS) was used to obtain information from the participant. Using multiple regression and t-test statistics for data analysis, the study reveals that significant composite influence of demographic variables on in school adolescents' social adjustment. Finally, the study revealed no significant gender difference on the influence of demographic variables on in school adolescent social adjustment. The study recommended counseling services to ensure appropriate social adjustment   among Nigerian in school adolescents.

On the topic adjustment of secondary school students in Relation to their gender boys and girls' Makwana and Kaji (2014) in Ahmedabad district adopts correlational design. The population of the study were secondary students in Ahmedabad. The sample consists of 120

secondary school students out which 60 were boys 60 girls, and stratified randomly sample technique was for the selection. For the purpose of investigation adjustment inventory by Patel was used. The obtained data were analysed through the use of test to know the mean difference between secondary school students in relation to their gender. The result shows that there is no significant difference in home school and emotional adjustment. But there is significant difference in social adjustment of boys and girls of secondary school students at 0.05 level of significance. It means boys are social adjusted better than the girls. Therefore, it is recommended parent, teachers should be utilised

In another research conducted on comparative study of adjustment among secondary school boys and girls' Bhagat (2016) in Samba District of Jammu division and design for the study is expost-facto design. The population of the study comprises students of 9th class studying in government and private school of District of Samba of Jammu Division. A sample of 200 (100 girls and 100 boys) has been taken by adopting simple random sampling techniques. Adjustment inventory developed and standardised by Sinha and Singh (1971) were used. The statistical techniques used were mean, standard deviation, and t-test. The results of the present study show that, the overall adjustment of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted. Finally the study gave the following recommendations. Administrators should appoint well qualified staff, teachers should provide congenial environment and equal opportunities to all students for exploration; parent should have knowledge of school environment and facilities before getting their ward admitted into schools, proper guidance and counseling services pertaining to all three level of adjustment should be provided to students in schools; school should provide facilities to student to improve their adjustment in all three areas.

In another study conducted by Pathak, and Sangani (2014) social adjustment among college students from agadh city (Gujarat).The correlational research design was used for the study . The population for the study are college students from Junagadh city and stratified random sampling method was used to select total of 90 students with 45 boys and 45 girl as samples. Deva social adjustment inventory was used for data collection. The reliability of the instrument was found 0.94 through split half method and 0.87 through Spearman brown method and validity was 0.63. The data were analysed using mean, and standard deviation, and t-test. The finding reveals that there is no significant in difference social adjustment of college Students boys and girls.

An investigation conducted on adjustment of secondary school students in respect to gender and residensitial background was conducted by Paramanik, Saha and Chandrawati (2014) , in Purulia District. The population comprises students of secondary school in Purulia District in India, with 234 boys and 237 girls which were drawn randomly from different schools of purulia districts. The investigators have constructed and validated an adjustment inventory (AI) for schools students to collect necessary data. The statistical technique used for data analysis was anova and descriptive statistics. The study reveals that there was no significant difference between adjustment of students residing either at urban and rural area. On the hand the mean adjustment score of girls are higher than those of boys which indicate that the boys are better adjusted as compared to their girls counterpart. The researcher made the following recommendations; family has to create such an environment so that they can express their opinion without hesitation. Also parents should take care of both boys and girls equally should school organise activities that would develop desirable social qualities and cooperation which will in turn lead them to adjust well; student should be given an opportunity to expresse their

own idea and discuss their problem with school authority. School authority should assist the students with guidance and counseling services.

A research conducted on adjustment ability and social maturity among secondary school students in Bengal by Pan (2014), the research design adopted for the study is descriptive survey. All the secondary school students (ix standard) west Bengal are the population of the study. The samples are drawn through random sampling techniques from secondary school of West Bengal which categorised gender, strata, and socio-economic status wise Two standardised tools are used for data collection and collected data are analysed with descriptive statistics (mean, median, and standard deviation) and inferential statistics(t-test and product moment correlational).The findings show that there is a significant difference in adjustment ability and social maturity in relation to their gender ,strata, and socio-economic status and there is a significant correlation between the adjustment ability and social maturity. Male students have better adjustment ability than female counterpart.

A research conducted on socially adjustment of Persian students by Yengimolki, Mohammad, and Melekitabar (2015). The researchers adopted descriptive survey design and the statistical population consists of all male and female Students in Iran, Islamshahr city, they were studying in high school in 2013. The sample of the study consists of 234 student (112 Males and females), who were selected through a multi-stage closter sampling. In collecting data the following testing scales were used, adjustment inventory for school students (AISS), the questionnaire was designed by Sinha and Singh (1993) and standardized in Iran by Karami(2001). In persian version, the validity of questionnaire obtained through test retest level in 0.93 level (karami 2001. And for academic achievement, the mean of the first half year was used. Data were analysed using software for data analysis. And the statistical tool are descriptive

statistics, T-test and Pearson product-moment correlation (r). The results of the study reveal that; there is a significant difference between boys and girls academic achievement; there is also a significant difference in the overall adjustment between these two groups; there is a significant correlation between academic achievement social adjustment. In general, the result indicated that the better adjustment people have, the more ability they will make progress in their life. Finally they made the following recommendations; parent should have mutual understanding with children. Guidance and counsellor should provide a counseling service to students who are not well adjusted.

2.5 Summary and Uniqueness of the study

Related literature showed that studies over the last decade have attempted to address limits in previous research. Two major themes have emerged in recent research on aggression that focuses on children's cognitive and adjustment. These themes are social adjustment and academic achievement. Social adjustment involves the ability of the child to interact with family members, peer, teachers and other members of the community without problem. All the conceptual definition of social adjustment given by different authors laid emphasis on positive relationship as what terms as social adjustment. And the authors reviewed on social adjustment are Alam (2016), Jain (2016) Toheed (2012), Joysree and Amit (2013). Academic achievement is medium or long term accomplishment of the student which is measured with standardized test. Also on aggression, different authors have given their opinions on aggression such as Krahe (2013), Huesmann and Bushman (2010), Bernstein, Penner, and Roy (2006). It appear that aggression is deliberate act intended to cause harm to another person from all different authors view.

Different theories as related to social adjustment, academic achievement, aggressive behaviour exist. On social adjustment there are two theories, psychosocial theory of social adjustment and Urie Bronfenbrenner. But among the ecological theory found to be more applicable to this research because it highlights the importance of the meso system (link between family experience and school experience) as well the interpreter of macro system to the individual child or youth. On academic achievement, theory of achievement goal theory is used (Ames, 1992, Dweck 1986, Urdan & Maehr, 1995). This theory is divided into two academic goal and proscocial goal. In summary, the accumulated evidence overwhelmingly favors the goal theory hypothesis that different reasons for achieving, nominally approach and avoidance influence the quality of achievement striving via self regulation mechanism prosocial goals likely influence achievement on their own, but as it was just implied by the Wentezel study (1989), they also likely act jointly with academic goals. In addition, frustration aggression reviewed was according to frustration aggression theory frustration elicits a persistent instigation (i.e drive) toward aggression.

Again, empirical studies indicate that there are people who have studied the relationship aggressive behaviour social adjustment and academic achievement. Some of the studies are of the view that aggressive behaviour and social adjustment have relationship with academic achievement . Aggarwal and Bihari (2014) their research find that aggression has inverse correlation with academic achievement. Huang, Chang, Wang, and Dan (2010) study reveal that aggression had unique effects on later social competence and academic achievement. Mahmood (2016) found that there is significant relationship between social adjustment and academic achievement. Obikeze and Obi (2015) found that there is significant difference between male and females adolescent exhibition of aggression. Baghat (2016) Boys are found

socially more adjusted than girls and many other findings each this finding but some contradict with pathak and sangani (2014)The finding reveals that there is no significant difference in social adjustment of college students boys and girls.

On the uniqueness of this study going by the reviewed of the empirical studies, it was discovered that no research has been carried out on the relationship among aggressive behaviour social adjustment and academic achievement among senior secondary school in Damaturu education zone in Yobe state. Furthermore, on the variables the studies reviewed have combine two variable either aggression and academic achievement or social adjustment with academic achievement. Therefore this study is unique in the sense that it investigates more than two variables using expost –facto design. The present study, intends to add a new dimension on the relationship among of aggressive behaviour social adjustment and academic achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This Chapter describes the procedure that was used in carrying out the study. These include design of the study, population and sample, data collection instrument, data collection procedure, and data analysis instrument

3.1 Research Design

A research design refer to the overall strategy that one choose to integrate the different component of the study in coherent and logical way, thereby, ensuring you will effectively address the research problem. It constitutes the blue print for the collection, measurement, and analysis of data. Research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research, research design are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Teneblance and Dunheim, 2002:29). However, for the purpose of this research, the researcher adopts the expost factor method in gathering the relevant information needed from the study population who form, the scope of the study.

Kerlinger (1986-360) Defines expost facto research as that research in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relation to, and effect on, the dependent variables. Cohen, Manion, and Morison (1972:264) suggest that the basic of expost facto research is to discover or establish causual or functional relationship among variables, and that careful investigators

prefer to speak of functional rather than causual relations (p.264). Based on this clear explanation on the expost facto by these authors, the research decides to adopt expost fact as more suitable since the researcher aims to investigate the relationship among aggressive behaviour, social adjustment and academic achievement of senior secondary schools students.

3.2 Population

Population is the whole total number of subject within an area of study. The population of study comprises of individual or object depend on what was intended (type of research or topic) by the researcher to investigate. A research population is generally a large collection of individuals or objects that is the main focus of a scientific query (Mohammed, 2016). Demattee and Festinger (2005) sees population of a study as the entire relevant number of people within the scope of the research. This is defined by the objective of the study or the research questions or rather what the research aimed to answer. The population for this study comprises male and female students of Damaturu Educational zone. The population of study consists of the 2016/2017 public senior secondary SSII.

The choice of SSII students is based on the fact that the students are neiher adjusting on the syllabus nor preparing for any external examination. The data were obtained from the Damaturu Education Zonal office where put the whole students population at two thousands, nine hundred and fifty (2950) with male student having a population of two thousand and twenty five, (2025) while female students having the population of nine hundred and twenty six student.

Table 3.2.1 Students Population

S/N	Schools	No. of Male	No. of female	Total
1.	GGC Damaturu		515	515
2.	GSS Damaturu	305		305
3.	GDSS Damaturu	752		752
4.	GDSS Buni Yadi	47	58	105
5.	GSS Bulafa	120		120
6.	YICSS	65		65
7.	GGSTC Dapachi		143	143
8.	GSS Babbagida	150		150
9.	GSTC Gujba Goniri	89		89
10.	GSS Gulani	80		80
11.	GSS Goniri	417		417
12.	GG Buni gari		210	210
	Total	**2025**	**926**	**2951**

Source: Zonal inspectorate of Education Damaturu. (2016)

3.3 Sample

A sample is a small group of elements drawn through a definite procedure from a specified population for inclusion in a study and from which the researcher hopes to gain to generalize knowledge about the whole population (Nworgu, 2006) since it would not always be possible and easy to use every member of the population in the study, it is appropriate to obtain an unbiase sample. Therefore, the research work derives its sample from SS II in senior secondary schools in Damaturu education zone Yobe State.

3.3.1 Sample Size

The number (n) of observations taken from a population through which statistical inferences for the whole population are made (Deniel, 2017). The sample size supposed not to be too small because it would lead to wrong statistical inference or inaccuracy of results. Therefore, it is necessary to find a good way of selecting sample size. The sample sizes for this study were selected based on research advisor (2006) table for determining sample size.

The sample were drawn from twelve senior secondary schools in Damaturu education zone. The total number of senior students (SSII) in the zone is 2951 (Damaturu zonal office, 2016). Only (333) students were selected as sample for the study.

The samples were selected based on research advisor (2006) table for determining sample size. The table below illustrates the distribution of the sample by gender and according to their schools. The proportionate sampling technique is determined by using the formula.

TN SS = proportion for each school.

TP

Where TN total population in that school.

TP = total population of the study SS sample size Thus, based on this technique, sample distribution for the study is given in the table below.

Table 3.2.2 Sample Proportion (333)

S/N	Schools	No. of Male	No. of female	Total
1.	G.GC DAMATURU		58	58
2.	G.S.S.DAMATURU	34		34
3.	G.D..SS DAMATURU	84		84
4.	G.D.SS BUNI YADI	5	7	12
5.	G.SS BULARAFA	14		14
6.	YICSS	7		7
7.	G.G.STC.DAPCHI		16	16
8.	G.SS BABBANGIDA	17		17
9.	G.S.T.C GUJBA	10		10
10.	G.SS GULANI	9		9
11.	G.SS GONIRI	47		47
12.	G.G.BUNI GARI		24	24
	Total	**228**	**105**	**333**

3.3.2 Sampling Technique

In an effort to get a fair representation from the schools in the study sample, proportional stratified random sampling technique was used to take sample from each of the secondary schools under study. According to Asika (2005), this sampling procedure is superior to the random sampling or even the systematic sampling procedure because it uses extra methods of representativeness by first identifying same characteristics as a basis for further random sampling

of the entire population. The method was used to draw the sample for the study from the population. Having determined the proportion for each school, the sample from each school was selected randomly. The schools selected were twelve senior secondary schools selected which include eight male institution, three female institutions and one co-education school. In the sample selection, , the schools are arrange in strata and each get it representative based on its population. Here, there are more male students in these schools. The population is 2951 out of which 333 subjects were selected for the research as samples. That explain why male sampled subject are more in the selection. And a purposive sampling technique is used in students selection. The subjects that were selected from the school, are those students who show tendency to be aggressive and those who show tendency to be socially adjusted. This was done with the help of teachers identification from the schools visited for the data collection.

3.4 Data Collection Instruments

The instruments that were used for the purpose of gathering data in this research are two types of questionnaires and these questionnaires each were contained in different section . These two questionnaires were made up of three sections "A-C". Section "A" of these questionnaires elicit social demographic information about participants. Specifically, information required from the respondents include their names of school and type of school, age, gender, number of students in their class.

Section "B" dealt with aggression scale. It was a twenty nine item scale originally developed by Buss and Perry (1992) and was adopted for the purpose of this research. The scale has four subscale include physical aggression, verbal aggression has anger and hostility. Originally physical aggression has nine items (9), verbal aggression five items, anger has seven items, while hostility has eight items. This twenty nine items were reduce to twenty five items,

physical aggression eight items, verbal aggression five items anger five items, and hostility seven items, and this items was number 1-25. It was a five point measured originally but it was modify to four point on a strongly disagree, disagree, agree, strongly agree.

Section "C" consists of Students social adjustment questionnaire was adopt from existing scales. It is a twenty five items scale number 1-25 that would measure Students social adjustment. The questionnaire is an adaptation of child self control rating scale (CSCRS) by Rohrbeck, Azar and Wangner (1991) and social skills improvement Rating system (SSIS) (Gresham & Eliot, 2009). The student social adjustment questionnaire is extracted from this two inventory. It had utilises the Likert type response format of strongly disagree, disagree, agree, strongly disagree.

For academic achievement record of Students examination in two subjects (English and maths) for first, second and third term were collected from their schools . There exam scores were also transform into standard score with the used of t-score in order to obtain valid and reliable academic achievement data for the all the three hundred and thirty three students and average grade point for each student was obtained.

3.4.1 Validity of Data Collection Instruments

The data collection instruments were validated by an expert in the field of educational psychology and test & and Measurement to ensure for it face and content validity, this was possible by presenting the instruments to the expert. Two types of instrument were introduced to them, aggression instrument contain twenty five items (25), students social adjustment questionnaire contains twenty five items, and the expert have confirm it content validity. All the instrument were four Likert type scale. The expert had also looked for it logical validity by re-arranging the questions in order to have face validity.

3.4.2 Reliability of the Instruments

To determine the reliability of the data collection instruments a pilot testing was conducted using the questionnaires. Two secondary schools were selected out of the twelve Secondary Schools for pilot test. The schools were comprise one male and one female school within Damaturu Education Zone, and the schools were GGC Damaturu and GSS for boys. Twenty male and twenty females which made a total number of forty students for the pilot tests of the two instruments that aggression and social adjustment inventory. These instruments were administered to students by the researcher with the assistance of some staff from the two schools. The administration of these instruments takes two days, the first day the instruments were administered the to students at G.S.S Damaturu and the questionnaires were collected from the respondents on the same day. And the following day the researcher went to G.G.C Damaturu to distribute the questionnaires, and after the students responded the questionnaires were gathered on that day. Cronbanch alpha procedure was employed in order to ensure the reliability of the internal consistency. The cronbanch alpha correlation coefficient for aggression scale was 0.82 and for the social adjustment was 0.86. At the end internal consistency reliability of these data collection instruments were found.

Regarding the validation (reliability) of the original aggression questionnaire by Bus and Perry, 29 items were extracted with four factor solution from exploratory factor analysis using OBLIMIN rotation namely physical aggression, verbal aggression, anger and hostility on a sample of 1253 participant, later confirmatory factor analysis on second and third sample conformed the four facto solution. The internal consistency of the four factor was physical aggression $\alpha = 0.85$ verbal aggression $\alpha = 0.72$, Anger $\alpha = 0.83$, hostility $\alpha = 0.77$ and the overall total reliability coefficient $\alpha =$ cronbach alpha's is 0.80 (Buss and Perry 1992).

Concerning original reliability of students social adjustment questionnaire since its is extracted from two different questionnaires, the reliability coefficient of each was mentioned. Reliability coefficient for child self control rating scale (CSCRS) was 0.90 (Rohrbeck, Azar, & Wagner, 1991) social skills improvement rating system (SSIS) reliability coefficient is 0.87 (Gresham &Eliot 2009). All of them have used Cronbach alpha to get reliability of internal consistency.

3.5 Data Collection Procedure

The instruments were administered to the stipulated respondents in their various schools by the researcher and some research assistance that was trained by the researcher to carry out this assignment prior to the administration of the instrument. The researcher moved round the sampled schools to establish rapport with the respondents. The respondents were intimated on the modalities and purpose of the questionnaire. They were employed to take the filling as serious as possible. Concerning academic achievement record the researcher collected the record of student examination for first, second and third term of two subjects (English and mathematics) through the office of vice academics with assistance of exam office and C.A officer.

3.6 Data Analysis Procedure

The instruments that were used to analysed the data were Pearson product moment correlation (PPMC), t-tests (independent sample) and descriptive statistics. To answer research question one and two percentile ranking were employed. The PPMC was used to test hypotheses (1, & 2) of the research since they are looking for relationship and regressional analysis for hypotheses three, while the t-test was used to test hypotheses (4&5). In all cases SPSS software was utilised.

Freedman (2005) explains that in statistical modeling, regression analysis is a set of statistical processes for estimating relationship among variables. It includes many techniques for modeling and analysing several variable, when focus is on the relationship between a dependent variable or output and one or more independent variables (predictors). Regression analyses have several possible objectives, including the prediction of future observations, the assessment of the effect or relationship between, explanatory variables on the response and general description of data structure. Regression is primarily used for prediction and the causal inference to predict a continuous dependent variable from a number of independent variables. In other words, regression analysis is a form of predictive modelling technique, which investigates the relationship between a dependent (target) and independent variable (s) (predictor). This technique is used for forecasting, time series modelling and finding the causal effect relationship between the variables. Goldberg and Cho (2010) further identify the multiple benefits of using regression analysis as follows: First, it indicates the significant relationships between dependent variable and independent variable. Secondly, it also indicates the strength of the impact of multiple independent variables on a dependent variable. t. test was used for differences between 2 groups. In this case, it was used in the analysis of gender difference in SLEs and EDs.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS

4.1 Introduction

This chapter presents the summary of the data, the finding analysis. The findings obtained were presented, analysed and discussed in order to find out the answers to the research questions as well as testing the hypotheses of the study as follows:

4.2 Summary of data

The data collected are a raw score of aggression , social adjustment, and academic achievement of students from selected senior secondary schools in Damaturu Education zone to determine the level of aggression, level of social adjustment, correlation as well as gender difference. The researcher uses descriptive statistics of means and standard deviation and inferential to compare the two set of score .

Table 4.2.1 Mean and standard Deviation of male and female secondary school students on aggression

VARIABLES	GENDER	N	MEANS	STANDARD DEVIATION
Aggression	Male	228	58.02	20.119
	Female	105	53.53	16.637

Table 4.2.2 Mean and standard Deviation of male and female secondary school students on social adjustment

VARIABLES	GENDER	N	MEANS	STANDARD DEVIATION
Social Adjustment	Male	228	61.96	24.349
	Female	105	59.59	23.670

4.3.1 Research Questions

In this research two research questions were answered.

Research Question One

Is there any different level of aggression among senior secondary students?

To find the answer to this research question two levels of aggression were considered, that is low and high levels of aggression. In order to know those students with low or high, the mean score of aggression is compared with student aggression score. Any students who score below the mean score is having low aggression while scoring above the mean indicates high level of aggression, percentile ranking for sample was employed. This was done through using the scores of all the sampled students and the result is presented on the table below:-

Table 4.2.3 Different levels of Students aggression

VARIABLES	LEVELS	N	PERCENTAGE %
Aggression	Low	156	46.8%
	High	177	53.2%
Total		333	

The table above indicates that, 156 which constitute 46.8% out of 333 students have score below the mean which shows that 46.8% of the students have low level of aggression, and 177 students have scored above the mean which also constitute 53.2% of the students have high levels of aggression.

Research Question Two

Is there any different levels of social adjustment among senior secondary students?

To answered this question whether there is different level of social adjustment among students in Damaturu Education zone two levels of social adjustment was used socially well adjusted and not socially well adjusted. Those students who scored below the mean scored of

social adjustment were considered to be not well adjusted, and those who score above the mean were considered to be socially well adjusted. Percentile ranking was used. This was also done through using the scores of all sampled students and result is presented on the below table.

Table 4.2.4 Student different levels of social adjustment

VARIABLES	LEVELS	N	PERCENTAGE %
Social adjustment	Socially Well adjusted	165	49.5%
	Not Socially well adjusted	168	50.5%
	Total	333	100

Based on the above table it indicated that 165 out of 333 are socially well adjusted which constituted 49.5% of the total samples, while 168 students scored below the mean which comprises 49.5% of the total samples are not socially well adjusted.

4.3.2 Hypotheses Testing

In this study, five (5) hypotheses were formulated and one research data is hereby by analysed in accordance with the formulated hypotheses.

Hypothesis One

There is no relationship between aggression and academic achievement among students.

To determine whether there is significant correlation between the two scores Pearson product moment correlation (PPMC) was employed. This was done through using the scores of all the sampled students and is presented below:

Table 4.2.5 Correlation between aggression and academic achievement of students

VARIABLES	N	r	p	Decision
Aggression and Academic achievement	333	-0.924	.000	Ho$_1$ Rejected

Table 4.5 above shows the result of correlation of aggression and academic achievement of the students. The result indicated significant inverse correlation at 0.05 significant level (r = -0.924),the p.value was .000 is less than (p<0.05) the level of significant 0.05 ,based on this the null hypothesis which said there is no significant correlation is rejected, therefore the alternate hypothesis was accepted which said there is significant correlation between aggression and academic achievement . It indicated that students with high aggression have low academic achievement and students with low aggression have high academic achievement.

Hypothesis Two

There is no significant relationship between social adjustment and academic achievement.

To find out whether there is significant relationship between social adjustment and academic achievement, Pearson product moment correlation was employed. The result is presented below:

Table 4.2.6 Coefficient of correlation between social adjustment and academic achievement of senior secondary school students

VARIABLES	N	r	p	Decision
Academic Achievement and Social adjustment	333	0.906	.000	Ho$_2$ Rejected

It can be observed from the table 4.9 that social adjustment is found to have positive correlation with academic achievement (r = 0 906) at 0.05 levels of significance. Thus it can be concluded that positive correlation is found between social adjustment and academic achievement. It indicates that students with high social adjustment have high academic achievement and students with low social adjustment have low academic achievements.

Hence, the null hypothesis VIZ. there is no correlation between social adjustment and academic achievement is rejected because the p.value .000 is less than   (p.v<0.05) the level of significant at 0.05 level of significant .

Hypothesis Three

H03: There is no significant relationship between aggressive behaviour social adjustment and academic achievement among senior secondary school students in Damaturu Educational Zone, Yobe state.

4.2.7 Model summary of regression analysis.

Model	R	R square	Adjusted R
1	946	.895	.894

From the above table, R-value .946 represents the multiple correlations between the study variables. The R square value of .895 represents the total variability of the dependent variable, as explains by the independent variables. Based on the R- square value of .895, it follows that 89% of the total variability in the low academic achievement of student is explained by the variable of aggressive behaviour and social adjustment.

4.2.8 Anova table for model fitness for regression analysis

Model	Sum of squares	df	Mean square	F	Siq.
Regression	161500.965	2	80750.482	1406.204	.000
Residual	18950.068	330	57.424		
Total	180451.033	332			

The analysis of variance (ANOVA) table is used in measuring the fitness of the regression model form the above table, the F-statistics value is 1406.204 while the p value is 0.000, which indicates that the regression model fits the data at hand because the p. value is (sig) is at 0.000 which is far less than 0.05, which is the region of rejection.

4.2.9 Regression coefficient

Variable	B	SE	ß	t	p. value
Constant	72.470	4.499		16.107	.000
Aggression	-.692	-.44	-.569	-15.719	.000
Social adjustment	.395	.395	.408	11.282	.000

The regression coefficient table shows the effect of the independent variables over the dependent variable on the one hand, the analysis of the coefficient table show that when the independent variable is constant. We have a t-statistics value of t=16.107 with a p. value of

.000, which is statistically constant. Similarly, result from the table show that aggression serves as a predictor of poor academic achievement of students. At this point, the result is statistically significantly at = -15.719, p = .000, p<.05. On the other hand, the standard coefficient measures the extent to which the independent variable predicts the dependent variable. From the table, when all other factors are constant , aggression is predicted to account for 69% of the decline in students academic achievement. Similarly, from the table, social adjustment equally serves as a predictor of positive academic achievement of students. At this point, the result is statistically significant at t= 11.282, p =.000,, p <.05. Furthermore, on the other hand, the extent to which the independent variable predicts the dependent variable. From the table, when also other factors are constant , social adjustment is predicted to account for 39% of increase in student academic achievement.

Hypothesis Four

There is no significant gender difference in aggression among senior secondary students.

In testing this hypothesis, the researcher uses descriptive statistics and t-test for independent sample in SPSS as statistical tools in order to determine whether, the hypothesis is accepted or rejected. The summary of the result is here presented below:

Table 4.2.10 Gender difference in Aggression

VARIABLE	GENDER	DF	X	SD	t-CAL	P	DECISION
Aggression	Male		58.02	20.119	1.991	.000	Rejected
	Female	331	53.53	16.637			Ho$_3$

The above table shows that the p.value of male and female obtained is .000 respectively is less than (p.v<0.05) level of significant at 0.05 level of significant and two tailed test, the null

hypothesis is rejected meaning,. There is significant gender difference in aggression among senior Secondary school students male and female.

Hypothesis Five

There is no significant difference in social adjustment between male and female students among senior secondary school students.

In order to test the hypothesis above, descriptive statistics and test for independent sample in SPSS as statistical tools are used to test for whether there is significant difference and decide whether to accept or reject the stated null hypothesis. The summary of the result is presented below:

Table 4.2.11 Gender difference in social adjustment

VARIABLE	GENDER	DF	X	SD	t-CAL	P	DECISION
Social Adjustment	Male	331	61.96	24.34	.834	.184	HO$_4$
	Female		59.59	23672			Accepted

The P. value was 0.184 is greater than (p.v0.184>0.05)the level of significant at 0.05 level of significant and two tailed test, this means that the null hypothesis is accepted, this means that there is no significant gender difference in social adjustment among senior secondary students.

4.4 Summary of findings

The main objective of this study is to find out the relationship among aggression social adjustment and academic achievement. The study has seven objectives, to achieve it; the researcher uses five hypotheses and the findings are summarized below in accordance with the stated research questions and hypotheses.

i) It is found that 156 which constituted 46.8% have low levels of aggression and 177 which constituted 53.2% have high aggression level.

ii) It is found that 165 which constituted 49.5% are socially well adjusted and 168 which constituted 50.5% are not socially well adjusted.

iii) There is significant inverse correlation between aggression and academic achievement.

iv) There is significant correlation between social adjustment and academic achievement.

v) There is significant correlation between aggressive behaviour, social adjustment and academic achievement.

vi) There is significant gender difference in aggression between male and female

vii) There is no significant gender difference in social adjustment between male and female.

4.5 Discussion of Findings

The present study has analyses data in order to test the five hypothesis, for the purpose of clarity, the findings are hereby discussed.

The present study is primarily designed to observe the relationship of aggression , social adjustment and academic achievement and whether decrees or increase the academic achievement. The analysis of result has reports that the four null hypotheses are rejected and one is accepted which means the four alternate hypotheses are supported objectively by the result for the purpose of clarity; below are the discussions of he findings.

In first hypothesis, it was said that there is no significant relationship between aggression and academic achievement. The analysis reports that there is significant inverse correlation between aggression and academics achievement, the findings did not contradict some of the previous study conducted by other researchers. Several studies show that there is significant inverse correlation, Aggarwal and Bihari (2014) find that academic achievement is found to

89

have inverse correlation with aggression. Uludug (2013) funds that aggression has significant inverse effect on Students current academic achievement (G.P.A) and cumulative academic achievement score (C.G.P.A). Kelly (2014) funds a moderate inverse correlation between externalized aggression and grade point average while inverse weak correlation when internalised aggression. Okoro, Adunoye, and Egwuasi (2011) find that there is significant relationship between physical aggression and academic achievement and also there is significant relationship between verbal aggression and academic per romance. Josh (2016) finds that aggression inversely influence the academic performance. All of these studies research support that as aggression increase the lower the academic achievement and at the same vein as the aggression decrease the higher the academic achievement, but Kelly finds a weak inverse correlation with internalized aggression which means that not always decrease or increase in aggression predicts either increase or decrease academic achievement, in other word, not all aggressive students are poor achievers other research findings contradict the findings of the research. For or as Stipek and Miles (2015) found relationship between aggression and academic achievement is complex and reciprocal it means the relationship is two way, that is to say one can either be positive or inverse correlation, therefore it contradict the finding of the research which finds strong inverse correlation that is not the same with Stipek and miles but one way not complex and reciprocal.

In the second hypothesis, it is said that there is no significant relationship between social adjustment and academic achievement. The analysis shows that there is significant positive correlation between social adjustment and academic achievement among senior secondary students. This means that students who are socially well-adjusted they may perform better in their academic achievement, while students that are not well socially adjusted have poor

academic achievement. Some of these findings are in support of Mahmood's (2016) study which finds that there is significant positive relationship between social adjustment and academic achievement of student. Yodele, Olugbole and Adesua (2016) find that there was significant positive correlation between social adjustment and academic achievement. this notion is very crucial to Sani & Emeka (2014) who reveal that there significant relation between academic achievement and social adjustment. Samson (2016) observes that positive relationship exist between social adjustment and academic achievement. In the same vein Evazzadeh (2016) uncovers that social adjustment shows a positive weak correlation, Evazzadeh (2016) study contradict with the finding of this research which shows strong positive correlation since this research also found a strong positive correlation between social adjustment academic achievement. Algozzine etal (2010) unravel weak casual relationship between social behaviour and academic achievement. This means that all students rated socially well adjusted (positively) are achievers and not all students who are not well socially adjusted or with problem behaviour are poor achievers.

In the third hypothesis it was said that there is no significant relationship between aggressive behaviour, social adjustment and academic achievement. The regression analyses result from the finding reveals that there is independent variable aggression, social adjustment which also shows the relationship among the three is significant. Similarly, some of these findings which China (2015) reports that regression analysis between aggression, social adjustment and academic performance was significant but Chen, Huang, Chang, and Wang (2010) use structural equation modeling reveals that aggression has unique effect on later social competencies and academic outcome after their stabilities are controlled through multiple pathways. Social competence and academic achievement contribute to development of each

other, but not aggression. In another research by Moses and Yahanna (2011) reveals that result of the regression analysis aggressive, social adjustment are predictors of academic achievement.

In fourth hypothesis, it was said that there was significant gender difference in a aggression. The analysis reported on the basis of gender male and female, the finding from the report of the research reveals that boys are more aggressive than girls, the following research findings are in line with the findings of this research. Obikeze and obi (2015) find that males are more aggressive than their females counterpart. Ahmed & Haque (2007) find that regardless of race and stage of development, boys express significantly higher rates of aggression than girls. Goni, Wali, and Ali (2015) reports that the significant gender difference exist in social adjustment. Akhtar & Kushwaha (2013) it was found that boys and girls differs significantly on a aggression scale, result shows that boys are more aggressive than girls .Shaheen & Jahan (2014) it was found that male score significantly higher on different dimension of aggression i.e physical, verbal, anger hostility in comparison. And some of the research findings contradict the findings of this research, Bimoki etal (2005) found that gender do not significantly influence aggressive behaviour. Igbo et al (2014) reveal that gender has no significant influence on delinquent behaviours. Nwakaego (2016) uncovers that gender difference do not exist on aggression. Lastly on the findings which are not in line with this findings was Chandrawati & Rizawan (2015) found that girls aggression is higher than boys aggression, this finding agree that there is significant difference in aggression between male and female but it show that females aggression is higher than male aggression, while the finding from this research reveals that boys aggression is higher than female aggression.

In the fifth hypothesis, it was said that there is no significant gender difference in social adjustment; the result that was reported from this research supported this, which means there is

no significant gender difference in social adjustment between male and female. some of this research are in support of this research findings, Pathak and Sangani (2014) found that there is no significant difference in social adjustment of college student boys and girls. Louis Emerson (2012) finds that there is no significant gender difference in social adjustment. Lastly on the findings which not in line with this findings was Okorodu and Okorodu (2011) However, the following research findings contradict the findings of this research makwana and Kaji (2014) found that there is significance difference in social adjustment of boys and girls secondary students in there finding also concluded that boys are more socially better adjusted than girls . Another research conducted by Bhagat (2016) shows that the overall adjustment of girls are greater than boys but boys are found socially more adjusted. Bhagat's research emphases not only on social adjustment include other aspect of adjustment since this research lays emphasis on the social aspects of adjustment but the two research are compare and both contradict each other. Paramanik, Saha and Chandrawati (2014) which find that the boys are better adjusted as compared to their girl counterparts. Pan (2014) find that male students have better adjustment ability than female counterpart. Also another findings by Yengimoki, Mohammad and Malekitabar (2015) there research indicates that there is significant difference in the overall adjustment between the two groups (male and female).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This research presents the relationship among aggressive behaviour, social adjustment and academic achievement among senior secondary school students in Damaturu Education Zone, Yobe State. Therefore, this chapter contains summary of the research findings, conclusion and recommendations in following order:

5.2 Summary of the Study

This research was conducted in order to establish the relationship among aggressive behaviour, social adjustment and academic achievement.

The research uses twelve (12) senior secondary schools in the zone, in order to establish the representation of the zone. Seven research questions and five (5) research hypotheses and objectives of study serve as a guide toward solving problems of the study. Expost facto design was used in this study. The sample sizes of 333 students were selected proportionally from the twelve senior secondary school students in the zone with the total population of 2951. In addition, the sample size of 333 was selected based on the recommendations of research adviser (2006), table to establish the sample size, stratified sample are the bedrock on selections of schools sample and teachers identification were also used in the selection of sample subjects from the school (purposive sampling technique).

The aggression scales and social adjustment inventory, the scores of two scales were collected, descriptive statistics, percentile ranking correlation and t-test for independents sample in SPSS as statistical tools were used and tested five hypotheses. The major findings of the research was indicated that there is significant inverse correlation between aggression and

academic achievement. Nevertheless, there is significant positive correlation between social adjustment and academic achievement of student and there is significance relationship between aggressive behaviour, social adjustment and academic achievement. Also on the t. test analysis shows that there is significant gender difference in aggression between male and female with male scored higher in aggression. Lastly, the research finds that there is no significant gender difference in social adjustment between males and females.

5.3 Conclusion:

The study investigates the relationship among aggressive behaviour, social adjustment and academic achievement among senior secondary school students in Damaturu Education zone.

The following conclusions are drawn

I. There is significant inverse correlation between aggression and academic achievement among senior secondary students. It has indicated that, students with a high aggression have low academic achievement.

II. There is significant positive correlation between social adjustment and academics achievement among senior secondary schools students. This indicated that students who are socially well adjusted score higher in their academic achievement.

III. There is significance relationship between aggressive behaviour, social adjustment and academic achievement. This indicate that aggressive behaviour, social adjustment are predictors of academic achievement.

IV. There is significant gender difference in aggression between male and female senior students. This indicates that, the male students have high aggressive than their female counterpart.

V.   There is no significant difference in social adjustment between male and females students. Therefore this indicates that both male and female students are socially adjusted .

5.4. Recommendations

Based on the research findings, the following recommendations from the study are made.

1. Parent, teacher and government should focus on aggression management programme among secondary students in order to improve their academic achievement.

2. Government, teachers and parent should assist in enhancing students social adjustment.

3. Guidance and counselor should provide counseling service on aggression and social adjustment to senior secondary students to improve their academic achievement.

4. Parent or concern authority should take into consideration of gender difference in aggression this will enable them to control aggression among students of both sexes

5. Parent /teacher should establish good relationship with their children or they should treat students of both sexes equally at home and school to ensure they are socially well adjusted.

5.5 Recommendations for Further Studies

Further studies on a number of areas related to the general problems of aggressive behaviours will provide a rewarding research experience. Therefore, the followings are some of the recommendations for further studies.

I.   This research use questionnaires, and it would be valuable to include interview in future studies.

II.   The present study uses expost facto design future research should decide to use another research design other than the expost facto.

III.   The present study students aggression, social adjustment were measured , however future research could examine how teacher aggression, social adjustment have influence on students academic achievement.

IV.   Further study should focus on difference in academic achievement based on gender, aggression, social adjustment.

V.   Further research should be conducted in SS I, SS III, private school and extend it to other education zone in the state in order to have more empirical studies.

References:

Abasiubong F., Abiola T., Udofia O. (2011) A Comparative Study of Aggression amongst Nigeria University in Niger Delta Region. University of Uyo Nigeria. *Psycho Health Med. Vol. 16 (1): 86-93*

Abolarinwa C. F. (2006) The Impact of Social Adjustment on Academic Achievement of secondary school student. (A Master Thesis Ahmed Bello Zaria, University Nigeria)

Abrahamsen, D., (1994); *Crime and the Human Mind*. New York; Columbia University Press.

Adorno, T.W., Frenkel Brunswik, Levinson, D. J., and Sanford, R.N. The Authoritarian Personality. *New York: Harper & Bros.*

Agnew (199) "A general Setain theory of community difference in crime. *Journal of research in crime and delinquency 36(2):125-55.*

Aguilar, B. Sroufe, L.A, Egeland, B., & Carlson, E. (2000). Distinguishing the early onsek/persistent and adolescence onset anti social behaviour types: from birth to 16 years. Developmental psychopathology, 12, 109-132.

Akomolafe, C. O and Adesua V. O. (2016) peer group and parental support as correlates of academic performance of senior secondary school students in south west Nigeria. Department curriculum studies school of education, colleague of education. *European ancient journal vol. 12* N: 7 Retrieved http//de.dot.org/a19044/ess:2016. V127p306.

Akpobia (2009) Influence of Aggression an Academic Achievement of Senior Secondary School in Benue Metropolitan Council. *Unpublished M.Ed Thesis. CA Master dissertation University.*

Aladegbola, A. G. (2013) Oppositional Defiant and Conduct Disorder in Ekiti State Secondary Schools, The Effect on Learning. *Advance Research Journals, vol. 2* (1): 218-221

Albee, G.W. (1950) "Patterns of Aggression in Psychopathology", *Journal of Consulting Psychology, vol. XIV*, (pp).465-68.

Alexander, F. (1929) Psychoanalysis of the Total Personality. ("Nervous and Mental Disease Monograph Series", No. 52) New York*: nervous and mental Disease Pub. Co*.

Alexander, F., and Menninger, W.C, (1936), "The Relation of Persecutory Delusions to the Functioning of the Gastro-intestinal Tract", *Journal of Nervous and Mental Disease, vol. LXXXIV,* pp.541-54.

Aluede, O. (2011). Managing bullying problems in Nigerian Secondary Schools, Some Counseling Interventions for Implementations. The African symposium: *An online journal of the African Educational Research Network, 11 (1):pp. 138-145.*

Alvaro Q. Barriga, J. W., Doran, Stephanie B. Newell E. M. Morrison, Victor B. and Brent D.

R. (2012) "Relationship Between Problem Behaviours and Academic Achievement in Adolescent". *Journal of emotional and behavioura Disorders, Winter, Vol. 10, No. (4), 233-240pp 233-240.*

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorder (5th ed.) Arlington VA: *American psychiatric publishing.*

Ames C.R (1992) Classrooms: goals, structures, and student motivation J. *Educ. Psychol 84*: pp. 261-71.

Ammons, Carol H., and Ammons, R.B, (1953), "Aggression in Doll-Play: Interviews of Two- to Six −Year −old White males", *journal of genetic Psychology, LXXVIII*, 205-13.

Anastas, J. W. (1999) *Research Design for Social Work and the Human services. Chapter 4, flexible method*: case study design 2nd ed New York: Columbia University press.

Anastasi, A. (1948), "A Methodological Note on the 'Controlled Diary' Technique," *Journal* of *Genetic Psychology, LXXIII*, pp. 237-41.

Anastasi, Anne, Cohen, Nadia, and (1948), "A Study of Fear and Anger in College Students through the Controlled Diary method", *Journal of Genetic Psychology,* LXXIII, 243-49.

Anderman EM, & Midgley C. (1997). Changes in Achievement Goal Orientations, Perceived Academic Competence and Grade Across the Transition to Middle-Level Schools. *Contempt education Psychol. 19 430-46.*

Anderson H.H., and Brewer, J.E, (1945) Studies of Teachers' Classroom personalities. I. Dominative and socially integrative Behaviour of Kindergarten teachers. *("Psychological Monographs", No. 6.*

Anderson H.H., and Brewer, J.E, and Reed, M.F. (1945), Studies of teachers' Personalities. III. Follow-Up Studies of the effects of Dominative and Integrative contacts on Children's Beahvior. *("Psychological Monographs", No. 6.*

Anderson, C.A., & Huesmann, L.R (2003) Human Aggression: A Social-Cognitive view, in Hogg M.A., & cooper J. (eds), *Handbook of social psychology* (pp. 296-323).

Appel, M.H, Thibaut and Conies, (1942), "Aggressive behaviour of Nursery School Children and Adult Procedures in dealing with Such behaviour", *Journal of Experimental Education, XI,* pp. 185-99.

Arnab P. (2014)"Adjustment ability and social maturity among secondary school students in west Bengal. *International Journal of Teacher Educational Research (IJTER) vol.3 No12,pp13-.Retrieved from http//www.ijter.com on may 7,2017.*

Ascher, E. (1952), "A criticism of the concept of Neurotic Depression", *American Journal of Psychiatry, CVIII*, 9-1-8.

Asika, N. (2005), *Research Methodology in Behavioural Sciences.* Ikeja Lagos: Longman Nigeria Plc

Ausubel, D.P. (1950) "Negativism as a Phase of Ego Development", *American Journal of Orthopsychiatry, XX,* pp. 796-805.

Ayodele, O. (2016) "Effect of Social Problem. Social Adjustment on Academic Achievement of Senior Secondary in Shomulu Education District of Lagos *Med Dissertation*.

Bach, G.R. Maslow, (1946), "father-Fantasies and Father-typing in Father-separated Children", *Child Development, XVII*,pp. 63-80.

Bacon, Catherine L. (1956), "The Role of Aggression in the Asthmatic Attack", *Psychoanalytic Quarterly, XXV*, 24-30

Barth, JM Dunlap, ST Dane, H Lochman, JE. and Well KC (2004) Classroom environment influences on aggression, Peer Relations, and academic focus, *Journal of School Psychology, 42:115-133*.

Basag V.E (2006) Understanding Girls Friendships, Fights and feuds. *A practical Approach to Girls Bullying.* Maiden Head, Berkshire: Open University.

Beran, S. & Davis, D (2006) *Mass Communication Theory Media Literacy and Culture.* Bosoton: McGraw-Hill Higher Education.

Bernstein, D.A., Penner, L.A., Clarke-Stewart, A, Roy, E.J (2006) *Psychology (7*[th] *ed) Boston*: Houghton Mifflin.

Blau, J.R…; & Peter M. Blau (1982). "The case of inequality metropolitan structure and violence crime" *American sociological Review 47 (1) 114-29.*

Bob A. Chuang W. & Army S. (2010) Reexamining the Relationship Between Academic Achievement and social behaviour *"journal of positive behaviour intervention, vol. 13, No. 1,*

Borkowski JG: & Thope PK (1994) self-regulation and motivation a life –Span perspective on under achievement. See martin V. *Covington 1992 pp.45-74.*

Brehm, S.S., Kassin, S. & Fein, (2005). *Social psychology.* Boston: Houghton Mifflin.

Bronfenbrenner, U. (1979) *The ecology of human Development.* Cambridge, MA: Havard University press.

Bruce, H.C & Nacille, P. (1979). *Evaluation in education.* Oxford: Pengamon press.

Bushman, B.J. Huemann, L.R (2010). Aggression in Fiske, S.T., Gibert, D.T, Lindzey, G. *(Eds), Hand book of social psychology, fifth ed. Vol. 2 bn Wiley & Sons, Hoboken, NJ,* pp. 833-863.

Buss, A.H, & Perry. M. (1992). The Aggression Questionnaire: *Journal of personality and social psychology 63, 452-459.*

Campbell B. *(1996) Social adjustment. Encyclopedia of medical concepts.* Retrieved from http//www.Reference.md.com on 5 may ,2017.

Cavington M.V. (1992) *making the Grade: A self Worth perspective on motivation and school reform. New York*: *Cambridge Univ. press*.

Chandrawatti, J. & Mohammad R. (2015) "Impact of Aggressive behaviour on the Academic Achievement of adolescent: *International journal of Arts, humanities and management studies, vol. 1, No.11.*

Chen, X, Huang, Chang, L. Wang, L. (2010) Aggression, social competence, and academic achievement in Chinese children: A 5 year longitudinal study Cambridge University press.

Coic, J.D, Watt, N.F, West, S.G, Hawkins, D., Asarnow, J.R, Markman, H.J., Ramey, S.L Shure M.B and Long, B (1993). The science of prevention: A conceptual framework and some directions for a national research program. *American psychologist 48 (10): 1013-1022*.

Cynthia A. R. Sandra, T. Azar, and Patricia E. Wagner (1991) child self control Rating scale validation of child-self Report. *Journal of clinical child psychology, vol. pp. 20.2 179-183.*

Daniel Sims (2017) "How to choose the Right testing software for your business" online http/www.crazyegge.com/blog/wp.

Deborah S. & Sarah M. (2008) effects of Aggression on Achievement: Does conflict with the teacher make it worse? *Journal of child development, vol. 79, No. 6, pp. 1721-1735 Retrieved from http// www.jstor.org/stable on 10-09-2016.*

Dematteo, R. Festinger, I. (2005). Research methods and statistical analyses Ilorin Haytee press and publishing company limited.

Derzon, H.H, & Lipsey, M.W (2000). The correspondence of family features with problems, aggressive , criminal and violent behaviour unpublished manuscript. Nasiville, TN: Institute for public policy studies, Vanderbilt university.

Dweck CS & Leggett El (1988). A social cognitive approach to motivation and personality. *Psychol Rev. 95. 256-73.*

Dweck CS (1986). Motivational processes affecting learning. *AM. Psycho 41*. 1040-48.

Efitti, E (2017). Comparative evaluation of aggression locus of control and personality characteristics of secondary student. Seccuk University society Bilimeler Enstitusu Dergisi, *Journal of University of Seccuk institute of social science vol. 1 No. 9pp*. 213-230.

Eliot AJ & Harackiewicz JM (1996) Approach and avoidance achievement goal and intrinsic motivation: a meditational analysis J. *pers Soc. Psychol. 70: 968-80.*

Elliot, AJ, McGregor HA. Gable SL. (1999). Achievement goals, study strategies, and exam performance: A meditational analysis *J. Educ. Psycho, 91*: In press.

Erickson, E. (1950). *Childhood and society:* New York: Narton.

Erickson, E. (1965). *Childhood and society:* New York: Narton.

Fareeda S. & Musaddig J. (2014). "Role of self esteem in development of Aggressive behaviour among adolescents". (Post Doctoral fellow PDF –ICSSR), Dept. of psychology, A.M.U Aligarh, India, women's covege, *A.M.U Aligarh International Journal of Educational and psychological research, Vol. 3, Issue, Dec. 2 014.*

Faustine (2015) The Relationship Between Social Support, social Adjustment, Aggression and Academic Performance among college students in Tanzania. *Phd thesis unpublished*.

Federal Ministry of education (2007). The national strategic framework for violence free basic education in Nigeria. Abuja federal Ministry of education.

Felseon R.B & Tedeschi, J.J (1993) Aggression and violence social interactionist perspectives. Washington, *D.C American psychological Association*.

Freedman, A.E (2005) "Regressional analysis" A Comprehensive Review and meta-an analysis Journal of applied of psychology.

Goldvergic C.A & Cho, M.R (2010) An evaluation of some model. Journal of educational measurement, 13, 3-29

Global Burden of (2015) *"Global regional, and national incidence, prevalence, and years lived with disability for 301 acute and chronic diseases and injuries in 188 countries, 1990-2013*: a systematic analysis for the global burden of disease study 2013. London. England doi,

Glory N. A. Michael O. & Ojo T.T. (2015) Influence of personality and Demographic factor on aggressive behaviour among secondary school adolescents. *British Journal of Psychology Research, vol. 3, No. 1, pp. 1-6.*

Gresham F. & Elliott S. (2009) social skill improvement system: teacher rating scales: *Bloomington, MN Pearson Assessments.*

Hawkins, J.D, Farrington, D.P, Brewer, D., Catalano R.F (1998). A Review of Predictors of Youth Violence. In serious and violent Juvile offenders. Risk Factors and successful intervention, edited by R. Loeber and D.P Farrington. Thousand oaks, CA: *Sage publication, pp 106-146.*

Hawley, P., Little, T, & Card, N. (2007). The allure of a mean Friend: Relationship quality and processes of aggressive adolescents with pro-social skills. *International journal of behavioural development,* 31, 170-180.

Henry O. I. (2013) "Self-esteem, Gender, family-communication-styles and parental neglect as predictors of aggressive tendencies among secondary school adolescents Department of psychology Ambrose Alli University Ekpoma Edo state, Nigeria. *International Journal public health science vol. 2,* No. 3 pp. 93-100.

Huesmann, L.R, Moise –Titus, J, Podoski, Ci & Eron, L.D (2003) *Longitudinal relations between children's exposure to T.V violence and their aggressive and violent behaviour in young adulthood.* 1977-1992. *Developmental psychology 39*(21), 201-201.

Hull, C.L (1984) Mechanism of adaptive behaviour Clark Hull's theoretical paper. New York: *Columbia University press*.

Igbo, J.N, Ihejiene, Mary Anselm (2014) "Gender differences, Delinquent and Academic Achievement of secondary school students in Nigeria". Faculty of education, University of Nigeria, Nsuka, *International Journal of latest Research in science and technology, vol. 3,* No.4, pp 40-46.

Jamal A. & A.KS Kushwaha (2015) "Gender differences in Aggressive behaviour of adolescents". *Indian Journal of applied research, vol. 5,* No.1 pp.203-220.

John, A.X, and Francies, A.F (1953), "The Physiological differentiation between Fear and Anger in Humans", *Psychosomatic medicine, XV,*pp. 433-42.

Joe, A.I, kpolovie, P.J., Osonwa, K.E & Iderima C. (2014) Modes of admission and academic achievement in Nigerian Univeristies. *Merit Research Journals,* Retrieved on 06-09-2016

Jonathan N. & Onukwufor (2013) "physical and verbal aggression among state of Nigeria". *International journal of education learning and development.* Vol. N0. 2, pp 73-84.

Jongunnar, B. (2009) relative deprivation and adolescent outcomes in Cealand: A Multi level Test. Social forces, vol. 87 N0. 3C Mar, 2009: *published by oxford university press*, pp. 1223-1250, retrieved from http//www.1st or org/stable/4034159 on 11th Sep. 2016

John Willy & Sons. (1996) Concise Encyclopedia of Psychology, 2nd edition) New York: John Willy

Joysree D. & Amik K. D. (2013) Comparative study on social adjustment among Tribal and non Tribal students. *IORS Journal of Humanities And social science(IOSR-JHSS) vol.12,NO3,pp.29-32.*

Julious, S. (2016) relationship between social, Emotional Adjustment with Academic achievement of undergraduate student of Ahamadu Bello University, Zaria, Kaduna state-Nigeria. *Unpublished M.Ed dissertation.*

Kandel, E., Brennan, P.A, Mednick, S.A, and Michelson, N.M (1989). Minor psychical anomalies and recidivistic adult violent criminal behaviour. *Act a psychiatric Scandinavia* 79: pp. 103-107.

Kaplan A. Midgley C. (1997). The effect of achievement goals: Does level of perceived academic competence make a difference? *Contempt. Edu. Psycho* pp.22:415-35.

Karabenick SA & Collins-E.J. (1997) relation of perceived instructional goals incentives to college students *J. Educ. Psychol. 65:317-29.*

Kaya, F, B. (2012) Contributing Factors to Aggressive Behaviours in high school student in Turkey. *The journal of school Nursing, 28 (1) 56-63.*

Kazdin, A.E, Kraemer, H.C, Kessler, R.C, Kupfer, D.J and Oxford, D.R (1997) contribution of risk fact of research to developmental psychopathology. *Clinical psychology Review 17:* B75-406.

Kerlinger, F.N (1986) foundation of behavioural research (3rd. Ed) Forth worth, TX: Holt, Rinehart, and Winston.

Kordi A. & Baharudin, R. (2010) parenting attitude and style and its effect on children's school achievements. *International journal of psychological studies, 2(2), 217-222.*

Krabe, B (2013). The social psychology of aggression (2nd). New York, NY: *Psychology press.*

Krache. B, Berkowitz, L. Brockmeyer, J.H, Bushman, B.J., Voyne, S.M, Dill, K.E., Donnerstein, E. Gentile, D.A, Huesmann, L.R., kirsch, S.J moller, 1., & Warburton, W.A. (2012) report of the media violence commission. Aggressive behaviour, 38pp. 335-341.

Leary, M.R, Twenge, J.M & Quinlivan, E (2006). Interpersonal rejection as a determinant of anger and aggression. *Personality and social physiology Review,* 10 (2), pp. 111-132.

Lubna Toheed (2012) *Adjustment (Home/family and school).Educational Awareness and Research.*

Lurdes V., Marrina S. Lemos J. L. & Luis P. R. (2013) *The Relationship between Academic competence and social competence along schooling.* Faculty of Education and Psychology, catholic University of Portugal/FCT Grant Retrieved from Ilisboa@ porto. UCP. Pt.

Mahesh D. M., & S.M. Kaji (2014) Adjustment of secondary studemts in relation to their Gender. *International Journal of Indian psychology,Vol.2, No1, pp1-11,Retrieved from http//www.ijp.com on 18 April 2016.*

Mahmood A. (2016) Social adjustment and social maturity as predictors of academic achievement among Adolescents. *International Journal of informative & Futuristics Research, vol.3, pp.12No-4495-4507.*

Mckay, M. (2006) *parenting practices in emerging adulthood: development of a new measure.* Retrieved Sept. 7, 2016, from http//scholar archieve.byu.edu/cgi/viewcontent.Cg1?article=1452 & context = etd.

Md Shahinoor R., and Lailun N. (2013) "Aggression in Boys and Girls as Related to their academic achievement and residential background! Department of psychology, University of Chitagong, Chittagona, Bangladesh. *Published online, vol. 4,* No. 5, 4-pp. 59-462 retrieved from http.//www.scirp. org/journal/psuch.

Merton, R. & Alice S. R. (1968) *"contribution to theory of reference group behaviour".* Pp 279-440 social theory and social structure. Robert K. Merton editor. The free press.

Miller and Allen, F.H (1950), "Aggression in relation to Emotional Development. *Normal and Pathological", mental Hygiene, XXXIV*, pp. 353-62.

Mohammed, A.H (2016) Research methods in the social sciences, Sege publications: London & thousands CA.

Moses, Y. and Yohana, J. (2013) The Relationship between Aggression, Social adjustment Among senior secondary student in Kasofe Local Government Areas Lagos state, Nigeria. *Med Thesis unpublished.*

Musa, S. and Emeka. P. (2014) "Academic achievement as correlate of social adjustment among senior secondary school in Suleja education zone, Niger state Nigeria.

Myers, D.G (2005) *Social psychology (8ᵗʰ ed).* New Delhi: McCraw Hill.

Nicholls J.G (1984). *Achievement motivation: conceptions of ability, subjective experience, task choice, and performance.* Psycho. Rev. 91: pp. 328-46.

Nicholls, JG. (1989). The competitive Ethos and Democratic Education Cambridge: *Havard Univ. press.*

Nnamdi, O. & Ifeoma O. (2015) prevalence and incidence of aggressive behaviours among adolescents in senior secondary schools in Anambra state" faculty of education, Anambra state University. *Journal of Emerging Trends in Educational Research and policy studies in Educational Research and policy studies (Jeteraps) vol. 6, No. 2 pp 139-145.*

Nusha, E. K. (2016) *The effect of Academic Adjustment, social adjustment and personal Emotional adjustment of student on their academic performance in universities of Northern Cyprus.* Masters Dissertation institute of graduate studies and Research Eastern miditerranean University Gazimagusa, North Cyprus.

Nworgu, B.G. (2006) *Research. Design Educational Research: Basic Issues and methodologyIbadan.* Wisdom publishers Ltd. wwwJstor.or/stable/42900056 on 09-09-2016.

Obiakoeze, J. (2016) The effect of aggression and violence on academic achievement in secondary school Effurun Warri Delta state, Nigeria. *West African Journal of counseling psychotherapy,* 31(1), pp. 1040-110.

Odu B. Kemi A. Funmilola B., Ibimiluyi, F., Iretor O. Oluwaseum B., and Olukoya A. (2015) Influence of gender and age on behavioural problems and experience of child abuse among secondary school students. *British journal of education.*pp. 100-109.

Office of the Surgeon General. (2001) *Youth violence: Report of the surgeon General.*

Okorodudu, R. and Okorodudu, G.N (2011) patterns of psychological adjustment among adolescents in secondary educational institution in Nigeria. *An international journal of the society for educational Research Development.* 22(3): pp.172-185.

Olweus, D. (1978) Aggression in the school Bullies and whipping Boys Washington DC Hemisphere.

Onukwufor, J.N (2012) *fundamentals of social psychology*. Uyo: Abigab Associates Ltd.

Orhan, U. (2013) The influence of Aggression on students Achievement: evidence from Higher Education. Cyprus international University on Education Research, *Cyprus journal of Education.*

Paramanik, J.B. & Bhim C. (2014) Adjustment of secondary school students with Respect to Gender and Residence. *American journal of Educational Research, vol.2(12) ,ppNo1138-1143.*
Pintrich PR, De Groot EV. (19990). Motivational and Self-regulated learning components of classroom academic performance. *J. Educ. Psycho 82:*pp. 33-40.

Pintrich PR, Schunk DH. (1996) Motivation in Education: theory, Research and applications Englewood cliffs, NJ: prentice Hall Meril

Pintrich, PR. (1999) The role of goal orientation in self-regulated learning. In handbook of self regulation: Theory, Research and application, ed. M Boekaert, PR pintrich, M. Zeidner, San Diego: Academic.

Pooja B. (2016) comparative study of adjustment among secondary school boys and girls. *International Journal of applied Reseach,Vol.2(7);pp91-95. .*

Preeti A., &Saket B. (2014) "Aggression and Academic achievement of secondary school students". *Bhartiyam International journal of education & research, vol. 4. Issue No.1*pp. 92-100

Preeti L., & Arnold Emerson (2012) Adolescent Adjustment in schools students. *Educational science and psychology Journal, Vol.2(22), pp 15-24*

Rasel A. & M. Enamul H. (2007) "A comparative study in Aggression Between Adolescent Boys and Girls of Tribal and non-Tribal students in Chittagong Hill Tract" Department of psychology, *University of Rajshahi Bangladesh Journal of Life Earth Sci. vol. 2, No.2 pp. 79-84.*

Roche, K.M., Ensiminger M.E., & Cherlin A.J (2007). Parenting style and adolescent outcomes among African and Latin families living low income. *Journal of family issue, 11(23).* Pp. 50-70

Runciman, W.G (1966) relative deprivation and social justice. Rutledge & kegan Paul.

S.K Mangal (2006) Characteristics of well Adjusted person: Agra: National Psychological Corporation.

Simpson J.A & Weiner E.S.C (1989). *The Oxford English dictionary (2^n ed) vol. Oxford:* London press.

Skaalvik E. (1997) self Enhancing and self defeating ego orientations: relations with task and avoidance orientation, achievement, self perception, and anxiety. *J. Educ. Psycho 89:*pp. 71-81.

Sohella Y., Seyed M. K., And Alireza M. (2015) Social Adjustment and academic achievement of student."*International Review of social sciences and Humanities, vol. 8, No.2 .pp.50-*

Stiles, B. Raverly L. Xlaru Liu and Howard B. Kapian (2000) Relative deprivation and Deviant adaptations: The mediating effect of inverse self feeling" *Journal of research in crime and delinquency* (37(1):pp. 64-90.

Sussan, O. A. Jaiwo, O. and Abiodun, M. G. (2014) "The persiveness of conduct disorder in special correctional centre in Lagos, Nigeria, Department of psychology convent university, published at science direct, procedia social and behavioural sciences (2014) pp. 447-451.

Szyndrowski, D. (2005). The impact of domestic violence on adolescent aggression in the schools. *Preventing school failure*, 44 (1) 9-12.

Tanvi J. (2012)'' Social Adjustment is An effort made by an individual to cope with standards, values and of a society.'' *International Journal of Informative & futuristic Research (IJIFR). Vol. 1* (2) pp. 40-49.

Thorkildsen T.A & Nicholls JG (1998) fifth graders, achievement orientations and beliefs: Individual and classroom differences. *J. Educ. Psycho., 90* pp. 179-2061.

Timothy J. K. (2014) "effect of aggressive behaviour on Academic performance". *11, gwa off Linda Hoffman Retrieved from http//www.1110wasite.com on -9-2016.*

Ukwueze A.C, and Ajufo, B. (2013). Gender and Behaviour –influence of demographic variables on social adjustment of in –school adolescent in Ibadan metropolis of Nigeria. *Journal of gender and behaviour , vol. 11*, N0. 2, p. 5601-5607.

Umar, G., Wali, Y.S.B. Ali, H.K and Mohammed, W.B (2015) gender difference in students social adjustment in secondary Education in Borno state, Nigeria: implication for counseling. Journal of education for counseling. *Journal of education and practice vol.* 6, No. 32. Pp. 230-241.

Urdab T. (1997) Achievement goal theory: Past results, future directions. Advances in motivation and achievement. *Ed PR Pintrich, Ml Maehr, vol. 10*: 99-142. Green, CN: JAI.

Urdan, TC, Maehr ML. (1995) Beyond a two Goal theory of motivation and achievement: *A Case for social Goal. Rev. Edu. Res, 65* (3): pp. 213-43.

Vlachous, B. K. & Andreous, E. (2013): Assessing Bullying/Victim problem in pre school children. *A Mult approaches, Journal of criminology.*

Warbuton, W.A. (2014) Apples, oranges and the burden of proof: putting media violence finding in context. *European psychologist,* 19,pp. 60-67.

Waschbusch D.A (2002) "A meta-analytic evaluation of comor bid hyperactive Impulsive-in attention problems and conduct problems". *Psychological Bulletin*, 128:118-180.

Washington, DC: US Department of health and Human Services, office of the secretary, office of public Health and services, office the surgeon general. Retrieved from www.surgeon general.gov/library/youth violence.

Wasserman, G.A & Seracini, A.G (2001) Family risk factors and interventions. In R. Loeber and D.{ Farington *child delinquents Development, Intervention, and service Needs*, *edited by R. Loeber and D.P* Farrington. *pp. 165-189.*

Wibrowski, CR. (1992) Self –regulated learning processes among inner city students PhD. Diss, Graduate of school of he city Univ. New York.

Xinyin C., Xiorui H., Lei C., Li Wang And Dan Li (2010) "Aggression, Social competence, and Academic achievement in Chinese children: A5- years Longitudinal study" Development and psychopathology, *Cambridge University press.*

Yngwe (2005) exploring relative Deprivation is social comparison a mechanism in the relation Between income and Health? *Social science and medicine 57(8): 1463.*

Yusuf, A. (2015) Inter-relationship Among performance, Academic Achievement and learning outcome: department of curriculum studies and Educational technology, University of Ilorin, Ilorin.

Yogeskumar V. Pathak, and Kotda S. (2014) social adjustment among college students *.International journal of public mental Health And neuro science vol.1,No1,pp 11-14*

Zander, (1944), "A World without Psychic frustration", *American Journal of Sociology, XLIX,* pp. 465-69.

Zimmerman BJ (1990) self-regulated learning and academic achievement: an overview. *Edu. Psychol. 25:pp. 3-17.*

Department of Education
P.M.B. 3011
Kano State
Head Prof: Auwal M. Lawal
Email: awwalboss@yahoo.com
Date 28/07/2016

B.U.K.
Bayero University, Kano

Dear Sir,

LETTER OF INTRODUCTION

This is to certify that: Usman Bukar _____ with Registration

Number: SPS/14/M.Ed/00091 is our student in the Department of Education

Bayero University, Kano.

Kindly render any assistance he/she may require from you.

Prof. Auwal M. Lawal
Head of Department

Re: Usman Bukar.
The bearer is in need of assistance
as stated above, for his research.
You may give him any assistance,
Please.

Hakamin
for Zonal Coordinator
C.I.O. 02/09/16

CC. Principal
GGC ☆
GBSS ☆
GSS ☆..

S

MINISTRY OF EDUCATION
Zonal Inspectorate Division Damaturu,
Yobe State

Our Ref: _____

Your Ref: _____

Date 06-05-2017

To All
PRINCIPALS
DAMATURU ZONE.

<u>INTRODUCTORY LETTER IN RESPECT OF</u>
<u>USMAN BUKAR</u>

The bearer is a Postgraduate student of BUK; he is under taken research for Thesis, you may kindly give him the necessary assistance please.

ZONAL INSPECTOR
OFFICE DAMATURU
DEPUTY ZONAL 5-17

IBRAHIM UMARU
Deputy Zonal coordinator
for Zonal coordinator.

AGGRESSION AND SOCIAL ADJUSTMENT INVENTORY

Instructions: This were two questionnaires for the purpose of this research. It aimed to measure students aggression level and social adjustment. Please tick **[ ] the appropriate column that corresponds to your feeling on each item** on any of the four boxes given right side of each statement.

SECTION A: PERSONAL DATA

Name of school ----------------------Type of school boarding [ ] Day [ ] Age------------ 14-15yrs [ ] 16-17yrs [ ] other specify [ ] Gender-------------- Male [   ] female [   ] Male [   ] No of students in your class ------------------------

KEY

> Strongly agree (4) Agree (3) Agree (2) strongly disagree (1)

SECTION B: Aggression inventory

S/N	Items	SD	DA	A	SA
1.	Once in a while I cannot control the urge to strike another person.				
2.	Given enough provocation, I may hit another person.				
3.	If somebody hit me, I hit back				
4.	If get into fight a little more than the average person				
5.	If I have to resort to violence to protect my rights, I will				
6.	I can think of no good reasons for ever hitting a person				
7.	I have threatened people I know				
8.	I have become so mad that I have broken things.				
9.	I tell my friends openly when I disagree with them.				
10.	I often find myself disagreeing with people				
11.	When people annoy me, I may tell them what I think of them				
12.	I can't help getting into arguments when people disagree with me				
13.	My friends say that I'm somewhat argumentative				
14.	When frustrated, I let my irritation show				

15.	I am an even tempered person				
16.	Some of my friends think I'm a hot head				
17.	Sometimes fly off handle for no good reasons				
18.	I have trouble controlling my temper.				
19.	I am sometime eaten up with jealously				
20.	At times I feel I have gotten a raw deal out of life.				
21.	I wonder why some times I fell so bitter about things				
22.	I know that "friends" talk about me behind my back.				
23.	I am suspicious of overly friendly strangers				
24.	I sometimes feel that people are laughing at me behind my back				
25.	When people are especially nice, I wonder what they want				

	Section C: Students social adjustment inventory	SD	DA	A	SA
1.	I participate appropriately in class				
2.	I Interact well with other children				
3.	I ask my friend for help with my problems				
4.	I complete task without bothering others				
5.	I follow parents teachers instructions				
6.	I cooperate with others				
7.	I work well in groups, listen to kids				
8.	I responds well when others start a conversation or activity				
9.	I wait for answers to my question				
10.	I speak appropriate tone of voice				
11.	I speak politely to my parents and other people in my community				
12.	I takes turn in conversation				
13.	I keep my promises				
14.	I calm down when excited				
15.	I control temper in conflict situation				
16.	I stay calm when teased				
17.	I make a compromise during a conflict				
18.	I forgives others when they have done something wrong to me				
19.	I listen to (without interruption) my teachers and other adult at school				
20.	I ask for help if something is hard				
21.	I show kindness to others when they are upset				
22.	I ignore peer distraction				
23.	I respect the property of others				
24.	I takes responsibility for my own action				
25.	I apologize when I have done something wrong				

Research Advisor

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

```
                    NEW FILE.
      DATASET NAME DataSet2 WINDOW=FRONT.
                    REGRESSION
      /DESCRIPTIVES MEAN STDDEV CORR SIG N
             /MISSING LISTWISE
   /STATISTICS COEFF OUTS R ANOVA CHANGE ZPP
        /CRITERIA=PIN(.05) POUT(.10)
                   /NOORIGIN
             /DEPENDENT Academic_ach
   /METHOD=ENTER Agression Social_Adjustment.
```

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Academic_ach	57.4745	23.31367	333
Agression	56.6036	19.17828	333
Social_Adjustment	61.2162	24.12770	333

Descriptive Statistics

	Mean	Std. Deviation	N
Academic_ach	57.4745	23.31367	333
Aggression	56.6036	19.17828	333
Social_Adjustment	61.2162	24.12770	333

Correlations

		Academic_ach	Agression	Social_Adjustment
Pearson Correlation	Academic_ach	1.000	-.924	.906
	Agression	-.924	1.000	-.870
	Social_Adjustment	.904	-.870	1.000
Sig. (1-tailed)	Academic_ach	.	.000	.000
	Agression	.000	.	.000
	Social_Adjustment	.000	.000	.
N	Academic_ach	333	333	333
	Agression	333	333	333
	Social_Adjustment	333	333	333

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Social_Adjustment, Agression[b]	.	Enter

a. Dependent Variable: Academic_ach

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.946[a]	.895	.894	7.57789	.895	1406.204	2	330	.000

a. Predictors: (Constant), Social_Adjustment, Agression

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	161500.965	2	80750.482	1406.204	.000[b]
	Residual	18950.068	330	57.424		
	Total	180451.033	332			

a. Dependent Variable: Academic_ach

b. Predictors: (Constant), Social_Adjustment, Agression

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	72.470	4.499		16.107	.000			
Agression	-.692	.044	-.569	-15.719	.000	-.924	-.654	-.280
Social_Adjustment	.395	.035	.408	11.282	.000	.906	.528	.201

a. Dependent Variable: Academic_ach

RAW DATA

S/NO	Aggression Score	Student's Academic Achievement	Social Adjustment Score	Gender
1	46	78	87	1
2	84	35	32	1
3	36	82	87	1
4	82	33	46	1
5	75	37	37	1
6	38	82	91	1
7	84	32	32	1
8	82	37	41	1
9	36	77	84	1
10	83	37	44	1
11	78	37	47	1
12	84	34	41	1
13	83	39	41	1
14	40	75	92	1
15	81	39	36	1
16	84	38	44	1
17	43	80	86	1
18	37	87	84	1
19	86	39	45	1
20	36	87	76	1
21	37	82	82	1
22	83	38	42	1
23	37	82	87	1
24	56	60	77	1
25	31	87	93	1
26	34	83	70	1
27	34	81	73	1
28	82	39	41	1
29	80	39	34	1
30	80	39	41	1
31	37	83	78	1
32	75	42	81	1
33	84	38	35	1
34	80	38	54	1
35	81	39	35	1
36	44	78	81	1
37	75	44	51	1
38	89	37	27	1
39	83	37	41	1
40	38	77	88	1

41	83	38	40	1
42	32	79	88	1
43	36	83	87	1
44	81	38	40	1
45	49	71	90	1
46	31	84	73	1
47	48	70	90	1
48	39	83	98	1
49	90	34	39	1
50	36	87	87	1
51	81	36	42	1
52	86	38	31	1
53	30	91	94	1
54	80	38	28	1
55	25	93	93	1
56	43	74	87	1
57	86	39	40	1
58	83	35	39	1
59	91	27	30	1
60	29	88	90	1
61	28	84	87	1
62	85	46	40	1
63	78	35	31	1
64	25	86	86	1
65	43	73	85	1
66	80	33	28	1
67	72	40	32	1
68	82	37	29	1
69	30	89	94	1
70	80	37	37	1
71	82	41	40	1
72	71	39	41	1
73	36	86	93	1
74	72	39	25	1
75	34	84	88	1
76	30	97	91	1
77	84	37	34	1
78	33	89	89	1
79	37	77	91	1
80	84	40	58	1
81	38	78	82	1
82	82	40	50	1
83	75	41	39	1
84	41	79	96	1
85	75	39	47	1

86	77	36	41	1
87	39	76	87	1
88	74	38	38	1
89	66	38	66	1
90	45	66	85	1
91	40	82	79	1
92	78	41	44	1
93	78	36	37	1
94	78	36	41	1
95	38	82	86	1
96	35	87	86	1
97	67	35	46	1
98	37	82	88	1
99	68	40	47	1
100	70	38	44	1
101	76	37	41	1
102	69	43	48	1
103	75	38	44	1
104	74	40	38	1
105	76	36	48	1
106	44	77	93	1
107	74	39	46	1
108	72	39	39	1
109	79	40	47	1
110	34	81	96	1
111	40	67	71	1
112	59	47	51	1
113	37	84	97	1
114	76	37	48	1
115	38	82	88	1
116	37	85	97	1
117	32	85	84	1
118	25	91	98	1
119	44	70	93	1
120	66	39	35	1
121	66	41	46	1
122	43	68	86	1
123	69	38	42	1
124	67	36	48	1
125	60	41	57	1
126	63	30	44	1
127	35	86	80	1
128	36	82	72	1
129	41	69	90	1
130	39	90	95	1

131	65	39	44	1
132	64	41	40	1
133	72	32	36	1
134	39	79	95	1
135	44	71	71	1
136	42	79	81	1
137	65	38	35	1
138	65	38	31	1
139	71	37	71	1
140	37	84	62	1
141	52	44	44	1
142	64	38	42	1
143	75	29	41	1
144	41	82	81	1
145	45	81	70	1
146	56	41	85	1
147	44	80	80	1
148	75	35	48	1
149	80	30	43	1
150	39	87	71	1
151	42	78	81	1
152	59	39	35	1
153	74	32	43	1
154	32	88	93	1
155	61	43	63	1
156	74	27	31	1
157	32	84	90	1
158	30	86	87	1
159	40	87	99	1
160	78	26	38	1
161	64	40	43	1
162	77	30	38	1
163	71	37	43	1
164	74	30	39	1
165	25	92	93	1
166	70	32	41	1
167	65	39	40	1
168	37	83	89	1
169	39	83	78	1
170	75	35	37	1
171	83	30	43	1
172	75	37	29	1
173	46	55	90	1
174	43	75	93	1
175	80	34	35	1

176	42	67	86	1
177	80	41	31	1
178	77	38	39	1
179	42	36	85	1
180	30	90	97	1
181	79	34	41	1
182	56	44	68	1
183	29	88	92	1
184	69	39	40	1
185	73	35	43	1
186	53	30	27	1
187	37	85	93	1
188	42	83	94	1
189	77	36	40	1
190	30	76	87	1
191	80	35	31	1
192	81	17	29	1
193	34	80	97	1
194	32	24	28	1
195	27	88	80	1
196	29	87	95	1
197	34	81	79	1
198	68	40	35	1
199	81	29	40	1
200	41	82	95	1
201	48	62	86	1
202	75	29	41	1
203	73	29	37	1
204	41	85	98	1
205	27	87	80	1
206	33	89	93	1
207	67	30	60	1
208	40	80	92	1
209	74	30	35	1
210	71	39	49	1
211	52	68	87	1
212	82	34	35	1
213	27	87	87	1
214	39	83	93	1
215	77	24	40	1
216	78	35	38	1
217	50	70	87	1
218	58	63	91	1
219	78	34	31	1
220	74	31	52	1

221	39	87	90	1
222	79	28	29	1
223	30	86	85	1
224	48	75	72	1
225	38	83	92	1
226	72	28	67	1
227	74	26	34	1
228	70	29	33	1
229	69	35	44	2
230	56	45	57	2
231	72	32	50	2
232	38	88	92	2
233	77	33	48	2
234	25	86	83	2
235	75	37	41	2
236	37	85	79	2
237	62	38	56	2
238	34	85	74	2
239	38	86	72	2
240	39	87	73	2
241	69	79	70	2
242	66	39	42	2
243	64	36	30	2
244	60	37	39	2
245	68	38	25	2
246	33	88	70	2
247	67	36	46	2
248	25	89	73	2
249	68	37	28	2
250	68	39	49	2
251	72	28	50	2
252	32	88	80	2
253	33	87	81	2
254	70	37	39	2
255	65	41	50	2
256	37	88	92	2
257	66	52	49	2
258	37	87	80	2
259	68	39	46	2
260	69	38	46	2
261	37	87	95	2
262	59		38	2
263	45	87	84	2
264	72	38	28	2
265	38	89	87	2

266	57	61	70	2
267	34	88	78	2
268	39	89	92	2
269	37	76	70	2
270	39	85	80	2
271	65	39	46	2
272	60	40	44	2
273	40	82	83	2
274	63	38	29	2
275	41	81	89	2
276	67	55	60	2
277	37	82	94	2
278	43	79	73	2
279	83	35	28	2
280	39	88	92	2
281	64	48	55	2
282	67	40	28	2
283	38	81	79	2
284	28	87	78	2
285	38	84	90	2
286	25	92	98	2
287	43	79	85	2
288	70	37	37	2
289	65	38	31	2
290	41	82	70	2
291	67	39	28	2
292	38	88	74	2
293	67	36	26	2
294	59	46	30	2
295	67	37	27	2
296	31	84	80	2
297	73	36	36	2
298	38	83	76	2
299	68	53	60	2
300	68	41	37	2
301	80	30	35	2
302	47	68	90	2
303	35	86	89	2
304	38	82	82	2
305	45	79	82	2
306	60	40	27	2
307	79	36	26	2
308	60	35	37	2
309	39	82	78	2
310	82	37	27	2

311	54	49	74	2
312	75	34	35	2
313	74	39	37	2
314	30	83	85	2
315	68	39	31	2
316	37	83	92	2
317	44	84	72	2
318	42	83	85	2
319	38	82	79	2
320	47	73	82	2
321	34	83	80	2
322	78	31	26	2
323	79	20	41	2
324	69	31	25	2
325	76	28	29	2
326	65	42	50	2
327	42	83	87	2
328	72	35	31	2
329	37	89	91	2
330	60	37	27	2
331	64	36	29	2
332	34	84	72	2
333	28	85	85	2