School Climate, Self-Efficacy, Social Media And Peer Pressure As Correlates Of Aggressive Behaviour Among Secondary School Adolescents In Ibadan Metropolis, Oyo State, Nigeria

Sabboh Godwin Matthew[1] and Sulaiman Sikirulai Alausa[2]

[1]National Research University Higher School of Economics, Moscow, Russia
Email: gsabbokh@edu.hse.ru
[2]National Research University Higher School of Economics, Moscow, Russia
Email: Ssuleyman@edu.hse.ru

Abstract: *The issue of aggressive behaviour displayed by adolescents is growing and has become a common problem of concern to parents, caregivers, government and other stakeholders. It is against this background that the study investigated school climate, self-efficacy, social media and peer pressure on aggressive behaviour of Secondary School adolescents in Ibadan metropolis. Descriptive research design of survey type was used in the study. Two hundred respondents were selected from four secondary schools in Ibadan metropolis, using simple random sampling technique. Three research questions were raised in the study. The respondents were measured with relevant standardized scale (instruments) with strong reliability coefficient which include; school climate scale α =.91, self-efficacy scale α =.89, social media scale α = .90, peer pressure α = 93 and aggressive behaviour scale α = 89. The data obtained was analysed using Pearson Product Moment Correlation (PPMC), Analysis of Variance and Multiple Regression Analysis statistical methods. The result showed that there was a positive significant relationship between social media and aggressive behaviour (r= .266; P<0.05) and peer pressure and aggressive behaviour (r= .605; P<0.05), while there was negative significant relationship between school climate and aggressive behaviour (r= -.446; P<0.05) and between self-efficacy and aggressive behaviour (r= -.448; P<0.05). The four independent variables jointly accounted for 85.1% variance in predicting aggressive behaviour among secondary school adolescents. The independent variables made positive relative contribution to aggressive behaviour in the following order: peer pressure (Beta = .250, t= 6.852, P<0.01), followed by media influence (Beta = .197, t= 6.065, P<0.01), school climate (Beta = -.667, t= -15.007, P<0.05), and self-efficacy (Beta = -.050, t= -1.316, P>0.05). It was recommended that school administrators and teachers should create a warmth environment for the students within the confinement of the school, as this would make the students to have a sense of belonging and shun any form of aggressive behaviour.*

Keywords: Adolescents**,** Aggression, School climate, Self –efficacy, Social media, Peer
pressure, Aggressive behaviour

Introduction

Adolescence comes from the Latin word 'adolescere' that means "to grow" or "to grow to maturity". Adolescence is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014). Adolescence is a complex, multi-system transitional process involving progression from the immaturity and social dependency of childhood into adult life with the goal and expectation of fulfilled developmental potential, personal agency, and social accountability (Greenfield, Keller, Fuligni and Maynard, 2003). An adolescent is a person who is developing from a child into an adult. Adolescence is between the age of 13 and 18 (Sally, 2010). At the period of adolescence, teenagers form personal identity, test and develop inter personal and occupational roles that they will later assume as adults. It is therefore imperative for parents to treat adolescents with special regard. According to Meakin (2013) a teenager who thinks poorly of himself, is not confident, hangs around with gangs, lacks positive values, follows the crowd, is not doing well in studies, loses interest in school, has small number of friends, lacks home supervision or is not close to significant adults like parents and is vulnerable to peer pressure.

Aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm (Anderson and Bushman, 2002; Bushman and Huesmann, 2010). It is not an affect, emotion or aggressive thought, plan or wish. This definition excludes accidental acts that lead to harm, such as losing control of a motor vehicle and killing a pedestrian, but includes behaviours intended to harm even if the attempt fails such as when a person attempts to shoot but misses a human target. It is differentiated from 'violence' which refers to extreme forms of aggression such as physical assault and murder. All violence is aggression but not all aggression is violence (Powers, Bierman and Karen, 2013). Some researchers argue there are different types of aggression and make a distinction between instrumental and reactive aggression (Fontaine, 2007). It is a hostile injurious or destructive behaviour or outlook especially when cause by frustration. Aggressive behaviour is considered as an antisocial behaviour which occurs in many situations whenever someone hurt to others physically as well as mentally. It shapes dangerous reaction towards others for self-defenses (Gasser, Luciano, Malti and Tina, 2012).

Youssset, Attia and Kamel (2009) observed that involvement in physical fighting is very common in many parts of the world among adolescents. Schools are no longer safe for academic work because violence and aggression have become the order of the day. Many adolescents go to school with charms, arms and ammunition. Little quarrels and misunderstanding have led to destruction of lives and properties in schools and the society. This is supported by the assertion of Flisher (2003) that in Cape Town South Africa 9.8% of males, and 1.3% of females in secondary schools were reported carrying knives to schools in a period of four weeks, while in Scotland, 34.1% of males and 8.6% of females adolescents (11-16 years old) carried weapons at least once during their life time (Mckeganey and Norrie, 2010). Youth aggression can develop in different ways. Some children exhibit behavioural problem in early childhood that gradually escalates to severe forms of aggression before and during adolescent (Huizinga, Loeber and Thornbery, 2005; General Surgeon, 2010). Stattin and Magnusson (2009) noted that childhood aggression is a good predictor of violence in adolescent and early adulthood.

School climate has been seen as one the factors that influence aggressive behaviour among adolescents. School climate refers to the atmosphere or ethos of a school, and the nature and quality of the interpersonal relationships and communication patterns within the school (Welsh, 2000 as cited in Marsh, 2014). According to (National School Climate Council, 2007), school climate refers to the life quality and character at school. It is based on the experience models of life at school in students, parents and school personnel and reflects norms, objectives, values, interpersonal relationships teaching and learning activities as well as organisational structures. A conducive and positive school climate nurtures students' development and their learning, which is indispensable for effective participation and life satisfaction in a democratic society. Thus, school climate reflects the physical, psychological and social aspects of school and in fact, it shows a feeling that learners acquire from their daily experience at school (Adomnick, 2012

School climate can affect many areas and people within the schools. For example, a positive school climate has been associated with fewer behavioural and emotional problems for students. Researches on school climate perception have shown that students' school climate is related to their personal experiences and this issue affects their attitude, behaviour and feeling toward their environment. The students whom the opportunity of trust, sympathy and autonomy is not given, are exposed to the danger of their inadaptability of developmental and background needs and these are confronted with problems in terms of emotional, social and academic development, and this can trigger aggressive behaviour (Roeser, Midgley and Urdan, 2010; Eccles, 2003; Connel and Welborn, 2011).

Another factor that influences aggressive behaviour is self-efficacy. Self-efficacy is the belief people have about their capabilities to perform, organise and execute courses of action required to attain designated types of performance (Bandura, 1996 as cited in Wilson, 2013). It can also be defined as the measure of one's own competence to complete tasks and reach goals (Ormrod, 2006). It affects every area of human life, by determining the belief a person holds regarding his or her power to affect situations, thus strongly influencing both the power a person actually has to face challenges competently and the choices a person is most likely to make. Self-efficacy beliefs help in determining the outcome one expect when performing a task and confident individuals anticipate successful outcomes in a given task (Pajares, 2002).

Students who are confident in their social skills expect high marks in examinations and expect the quality of their work to provide personal and professional benefits, but the opposite is true for those who lack confidence. Individuals who doubt their social skills often envisage rejection or ridicule even before they establish social contacts. While, those who lack confidence in their academic skills envisage low grade before they begin an examination or enroll in a course (Parares and Schunk, 2011). One way to help aggressive adolescent raise self-efficacy beliefs is to help him improve his physical and emotional state.

Another factor that could prompt aggressive behaviour is social media. Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression through virtual communities and networks. Social media refers to a collection of tools that allow users to connect, communicate, and interact with each other (O'Reilly, 2005; Kaplan and Haenlein, 2010). Sanusi, Gambo and Bashir (2014) define social media as media that allow users to meet online via the Internet, communicate in social platform like Facebook (and its associated Facebook Messenger), Twitter, WhatsApp, Tumblr, Instagram, Pinterest, LinkedIn, Gab, Google+, YouTube, Viber, Snapchat, and other chat sites, where users generally socialise by sharing news, photo or ideas and thoughts, or respond to issues and other contents with other people.

Researchers have identified connections between social media use and negative outcomes such as aggressive behaviour (bulling, fighting, verbal abuse, vandalism etc.) and narcissism. The burgeoning use of social media by adolescents raises concerns about these possible negative effects of its use (Kraut, Kiesler, Boneva, Cummings and Helgeson, 2002). Additionally, with regard to aggressive behaviour, there are indications that the media are providing a premier, threatening source of information for adolescents as they read, watch some aggressive videos and/or post or comments made by other people, as adolescents could learn and exhibit all the aggressive videos and/or comments they have seen and read on the social media.

Another factor that could influence aggressive behaviour is peer pressure. Peer pressure can be defined as the extent to which peers exert influence on the attitudes, thoughts, and actions of an individual (Bristol and Mangleburg, 2005). Adolescents' experiences with their peers also may make important contributions to aggressive behaviour. During adolescence, there is an increased orientation towards peers and heightened susceptibility to peer influence (Fergusson, 2002; Miller-Johnson and Costanzo, 2004). Peers may be particularly influential in socializing attitudes and behaviours surrounding violence and aggression during adolescence (Dishion Spracklen, Andrews and Patterson, 2006). According to Bandura, (1986) cited in Dewey, (2008), adolescents learn to engage in aggressive behaviours with their school mates by observing significant others who model aggressive behaviour.

This is because adolescents like to associate with other people, even though they may not yet be aware of acceptable behaviour in this context, they are likely to learn how to interact with other people in school by observing peers (Arriaga and Foshee, 2004). In other contexts, adolescents are likely to socialize one another to display specific behaviours to gain approval (Clasen and Brown 2015; Dishion, 2006; Patterson, Forgatch, Yoerger and Stoolmiller, 2008). Positive reinforcement and encouragement from peers may lead adolescents to adopt inappropriate behaviours such as bullying, yelling, fighting, absenteeism to mention a few. (Ellis, Dumas, Mahdy and Wolfe, 2012; Kandel and Andrews, 2007). In peer groups where the modeling of negative behaviours elicits positive reactions, adolescents learn that aggressive behaviour can help them to achieve goals and be accepted by others.

Statement of the problem

For over two decades now, the issue of aggressive behaviour displayed by adolescents is growing and has become a common problem of concern to parents, caregivers, government and other stakeholders. The global trend of aggressive behaviour among adolescents today calls for serious concern as aggression in schools intrudes not just on the rights of others but impairs the normal functioning of classroom as well as hinder the teaching and learning process. The increasing rate of aggression and violence demands immediate intervention procedures which if not taking care of could lead to intense school climate and also civil unrest in the society. In the past, the adolescents are seen and known to be well behaved, properly nurtured and brought up. But nowadays the reverse is the trend, often adolescents are the one that cause quarrel, vandalism and violent behaviours both in school and in the society. The school environment is no longer safe and conducive for teaching and learning activities. Bully, hooliganism, gang behaviour which are subset of aggression are often display by angry and uncultured adolescents within the school premises.

Schools do intervene by punishing aggressive students, the punishment commonly reported is suspension or expulsion, which does not solve the problem, instead it compounds it. Students who are not at school do not learn how to modify their behaviour, and they also get behind in their school work. Aggressive behaviour in students, including bullying, is a stable indicator of later juvenile and adult criminal convictions. Furthermore, the kind of peers a student associates with either in school or at home could make such student exhibit aggressive behaviour that could have a debilitating effect on his/her normal functioning. This is because such students would want to conform to the peer group rules as a means of acceptance, identification and have a sense of belonging in the group. It is against this background that this study will provide empirical evidence on school climate, self-efficacy, social media and peer pressure as predictors of aggressive behaviour of Secondary School adolescents in Ibadan metropolis.

Purpose of the study

The main objective of this study is to investigate the influence of school climate, self-efficacy, social media and peer pressure on aggressive behaviour of Secondary School adolescents in Ibadan metropolis. In line with this general theme, the specific objectives of the study are to:

i. Examine the relationship that exists between school climate, self-efficacy, social media and peer pressure on aggressive behaviour of Secondary School adolescents in Ibadan metropolis.
ii. Determine the joint contribution of school climate, self-efficacy, social media and peer pressure on aggressive behaviour of Secondary School adolescents in Ibadan metropolis.
iii. Investigate the relative contribution of each of school climate, self-efficacy, social media and peer pressure on aggressive behaviour of Secondary School adolescents in Ibadan metropolis.

Research questions

The following three research questions guided the study:

i. What is the relationship between the independent variables (school climate, self-efficacy, social media and peer pressure) and the dependent variable (aggressive behaviour) among Secondary School adolescents in Ibadan metropolis?
ii. What is the joint effect of the independent variables (school climate, self-efficacy, social media and peer pressure) on aggressive behaviour among Secondary School adolescents in Ibadan metropolis?
iii. What is the relative contribution of the independent variables (school climate, self- efficacy, social media and peer pressure) to the prediction of the dependent variable aggressive behaviour among Secondary School adolescents in Ibadan metropolis?

METHODOLOGY

Research design

This study adopted correlation survey design to integrate the different components of the study in a coherent and logical way. Correlational design was considered to be most suitable for the study since it involved collection of data on existing phenomenon and determining whether there is a relationship among the five quantifiable variables the researcher is interested in without any form of manipulation

Population of the study

The target population for this study comprised all public Secondary School adolescents from JSS1-SS3 in Ibadan metropolis. Four (4) secondary schools were selected from two local governments within Ibadan metropolis.

Sample and sampling technique

The sample size for this study comprised 200 junior and senior secondary school students that were selected from five schools in Ibadan metropolis. Ibadan has five (5) local governments out of which two local governments were selected using stratified random

sampling techniques. The two local governments that were selected are Ibadan North and Ibadan North West. Thereafter, two public secondary schools each were selected from the two local governments, given a total of four (4) schools. In all, four public secondary schools were selected from two local governments that were selected in Ibadan metropolis, out of which fifty (50) students were selected from each of the school, making a total of two hundred (200) participants using simple random sampling technique. This technique was adopted because the target participants have homogeneous characteristics and they have equal chance of being picked.

Instrumentation

School Climate Scale (SCC): The school climate scales constructed by Sukkyung, Meagan and Michael (2008) was adapted to measure the influence of school climate on aggressive behaviour among secondary school adolescents. It is a twenty item scale with a Likert response format that ranges from Strongly Agree (SA) to Strongly Disagree (SD). Some of the sample items include: "I feel safe in my school" and "students in my school bully one another". The internal consistency of the instrument was 0.81. The scale was revalidated by the researcher and the new internal consistency Ceonbacj Alpha is .91.

Self-Efficacy Scale (SES): The self-efficacy scale was developed by Rowbotham and Schmitz (2013). The scale was developed to measure perceptions an individual has about his/her capabilities to perform at an expected level and achieve goals or milestones. It is a ten item scale with a Likert response format that ranges from Strongly Agree (SA) to Strongly Disagree (SD). Some of the sample items include: "I can remain calm when facing difficulties because I can rely on my coping abilities" and "If I try hard enough, I can obtain the academic goals I desire". The items will also be adapted for the study. The internal consistency of the instrument was 0.84. The scale was revalidated and the internal consistency was .89.

Social Media Scale (SMS): The social media scale was developed by Ellison, Steinfield and Lampe (2007). The scale was developed to measure the rate at which students use social media and the different social media platform they use that breeds aggressive behaviour. The scale comprises fifteen (15) items which has a Likert response format ranging from strongly agree=5 to strongly disagree=1. Some sample items include: "I spend more time on social media" and "I often use social media to escape from negative feelings by watching videos online". The items will be adapted for the study. The developer reported a Cronbach alpha of internal consistency of 0.83. The scale was revalidated and the internal consistency Cronbach alpha was .90.

Peer Pressure Scale (PPS): Peer pressure scale was developed by Rigby and Slee (1994). The scale was adapted to measure the extent to which peers influence aggressive behaviour in the school setting. The scale comprises fifteen (15) items which has a Likert response format ranging from strongly agree=5 to strongly disagree=1.Some sample items include: "I have good relationship with my friends" and "My friends approve of my violent actions". The items will however be adapted for the study. The instrument yielded an internal consistency of 0.86. The scale was revalidated and the internal consistency was .93.

Aggressive Behaviour Scale (ABS): The aggressive behaviour was developed by Buss and Perry (1992). The scale was developed to measure the aggressive behaviour of students in four aspects, which are physical, verbal, emotion and hostility. The physical aggression is a measure of the tendency to use physical force when expressing anger or aggression, it has five (5) items. The verbal aggression scale measures the tendency to be verbally argumentative, it has five (items). Emotion scale measure of feelings of resentment, suspicion, and alienation feelings that seriously undermine both physical and psychological health, it also consists of five (5) items. Hostility scale measures anger-related arousal and sense of control, it also comprises five (items). The instrument comprises twenty (20) items in total which has a Likert response format ranging from strongly agree=5 to strongly disagree=1. Some sample items include: "I may hit someone if he or she provokes me" and "I often find myself disagreeing with people". The items will however be adapted for the study. The instrument yielded an internal consistency of 90. The researcher was revalidated and it has an internal consistency Cronbach alpha of .89.

Method of data analysis

Descriptive and inferential statistics were used to analyse the data of the study. Percentage and frequency count was used to analyse the demographic characteristics of respondents. Multiple regression analysis was used to analyse the joint contribution and the relative effect of the independent variables on the dependent variable and Pearson product moment correlation was used to test the relationship between the independent variables and the dependent variable. The research questions were analysed and tested at 0.05 level of significance.

RESULTS

Research question 1:

What is the relationship between the Independent variables (School climate, Peer influence, Self-efficacy, social media) and the dependent variable (aggressive behaviour)?

Table 1: Correlation matrix showing the relationship between study variables.

Variables	Mean	Std.Dev	1	2	3	4	5

Aggressive behaviour	64.2222	13.451	1.000				
School Climate	83.2560	16.547	-.446**	1.000			
Self-Efficacy	38.9394	6.423	-.448**	.935**	1.000		
Social Media	45.5414	11.235	.226**	-.005	.003	1.000	
Peer pressure	43.3023	10.410	.605**	-.086	.108	.110	1.00

*Correlation is significant at 0.05(2-tailed)

**Correlation is significant at 0.01(2-tailed)

Table 1 revealed the relationship of each independent variables (school climate, peer influence and self-efficacy) with the dependent variable (aggressive behaviour); Aggressive behaviour positively correlated with peer influence (r =.605, P<0.01), followed by social media (r=.226, p<0.01), but negatively correlated with school climate (r= -.446, p<0.01) and self-efficacy (r= -.448, p<0.01). Therefore the null hypothesis is rejected. This implies that the higher the influence of peer influence and social media on students' the higher their aggressive behaviour tendency. While high self-efficacy and school climate could reduce aggressive tendency among students.

Research question 2: What is the joint contribution of the independent variables (school climate, peer influence, self-efficacy, social media) on the dependent variables (aggressive behaviour).

Table 2: Summary of regression for the joint contributions of Independent variables to the prediction of aggressive behaviour

R =.924 R Square =.854 Adjusted R square =.851 Std. Error = 4.83258						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	26711.801	4	6677.950	285.947	.000[b]
	Residual	4553.994	195	23.354		
	Total	31265.795	199			

Table 2 reveals significant joint contribution of the independent variables (school climate, peer influence, self-efficacy, social media) to the prediction of aggressive behaviour. The result yielded a coefficient of multiple regressions R = 0.924 and multiple R-square = 0.854. This suggests that the four factors combined accounted for 85.1% (Adj.R^2= .851) variance in the prediction of aggressive behaviour. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the Independent variables on the aggressive behaviour, $F_{(4, 195)}$ = 285.947, P<0.01. Therefore the null hypothesis is rejected.

Research question 3: What is the relative contribution of the independent variables (school climate, peer influence, self-efficacy, social media) on the dependent variables (aggressive behaviour)?

Table 3: Relative effect of the Independent variables to the prediction of aggressive behaviour.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.219	2.819		.078	.938
	School climate	-.699	.047	-.667	-15.007	.000
	Peer pressure	.731	.107	.250	6.852	.000
	Self-efficacy	-.076	.058	-.050	-1.316	.190
	Media influence	.304	.050	.197	6.065	.000

Table 3 shows that the four predictors (peer pressure, media influence, Self-efficacy and school climate) are potent predictors of aggressive behaviour. The most potent factor was peer pressure (Beta = .250, t= 6.852, P<0.01), followed by media influence (Beta = .197, t= 6.065, P<0.01), and school climate (Beta = -.667, t= -15.007, P<0.05), but not with self-efficacy (Beta = -.050, t= -1.316, P>0.05). Therefore the null hypothesis is rejected. This implies that, increase in peer pressure, media influence will increase students' aggressive behaviour by 25% and 19.7% respectively. While increase school climate influence will reduce students aggressive behaviour by 66.7%.

Discussion of Findings

Research question one that there was significant relationship between the independent variables (school climate, self-efficacy, social media and peer pressure) and dependent variable (aggressive behaviour). On the relationship that existed between school climate and aggressive behaviour, the finding corroborates that of McEvoy and Welker, (2010) who found that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce aggressive behaviour. The finding also supports that of Cohen (2001) who surmised that effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive school climate as they reduces aggressive behaviour among students. On the relationship that existed between self-efficacy and aggressive behaviour, the finding goes in line with Zimmerman, Sprecher, Langer and Holloway (2005) who found that self-efficacy had a significant and positive effect on one's aggressive behaviour, especially for females. The authors surmised further that those who believed that they were likely to succeed in general tasks were more likely to envision success specifically in relation to refusal to engage in aggressive behaviour.

On the relationship that existed between social media and aggressive behaviour, the finding supports Decary-Hetu and Morselli (2011) who found that the gangs used social media sites primarily to promote gang and street culture but not necessarily to recruit gang members. The extent to which gang members move between different social media sites, and the decision- making progress involved in choosing a particular social media site to engage in watching some movies that are aggressive. On the relationship that existed between peer pressure and aggressive behaviour, the finding supports Bierman, Smoot and Aumiller, (2003) who found that aggressive children are often friends of other oppositional, aggressive children. However, highly aggressive children are rejected by their peers due to poor social skills that accompany their aggression. Aggressive children, who are rejected, compared with those who are not, show more diverse and severe conduct problems.

The result from research question two showed that the four independent variables jointly contributed 85.1% to the prediction of aggressive behaviour. On the joint contribution of school climate to the prediction of aggressive behaviour, the finding agrees with earlier finding of Datta, Cornell and Huang, (2016) who found that higher aggressive attitudes were associated with less upstanding behaviour at the school level and less upstanding behaviour and more reinforcing behaviour at the individual level. The finding also supports Tsavga (2011) who found that the learning environment plays a vital role in determining how students perform or respond to circumstances, situations around them and also the way they behave. The author surmised that school climate determines to a large extent how a student behaves and interacts, that is to say that the climatic condition if the school in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively. On the joint contribution of self-efficacy to the prediction of aggressive behaviour, the finding corroborates Davis, Sloan, MacMaster and Kilbourne, (2007) who found that people who have low self-esteem would frequently behave aggressively and also indicated that they would be more aggressive to future negative act. On the joint contribution of social media to the prediction of aggressive behaviour, the finding goes in line with Blaschke (2014) who found that social media is one of the exclusive factors in influencing cognitive and meta-cognitive development in learners but also influence some deviant behaviours in the students like aggression, sexual experimentation. On the joint contribution of peer pressure to the prediction of aggressive behaviour, the finding goes in line with Keenan and Shaw (2005) who found that peers may influence each other to engage in antisocial behaviour like drug and substance abuse which increases the vulnerability of aggression. The finding also supports Nyamato (2007) who found that children committ their offences for example stealing, aggression, disobedience, rape and being in possession of drugs due to bad company.

Research question three revealed that the four predictors (school climate, self-efficacy, social media and peer pressure) are potent predictors of aggressive behaviour. The most potent factor was peer pressure, followed by social media, school climate and self-efficacy. On the relative contribution of school climate to the prediction of aggressive behaviour, the finding supports Huesmann, Guerra, Zelli and Miller, (2002) who found that social rejection in school as a result of aggression was a predictor of girls' later

aggressive tendencies, a pattern that was a somewhat stronger risk predictor for girls than for boys In general, a weak attachment to school from an early age appears to be a relevant factor in understanding girls' potential for aggression in later childhood and into adolescence. On the relative contribution of self-efficacy to the prediction of aggressive behaviour, the finding goes in line with that of Bandura (1997) who reported that perceptions of self-efficacy are powerful determinants of achievement outcomes in varied fields and in shaping one's behaviour. The finding also supports Cha (2008) who found that self-efficacy significantly predicted aggressive behaviour among young female adolescents. On the relative contribution of social media to the prediction of aggressive behaviour, the finding goes in line with Bicen, (2014) who found that social media had a positive effect on student opinions and caused an increase aggressive behaviour among students. On the relative contribution of peer pressure to the prediction of aggressive behaviour, the finding agrees with Maxwell, (2002) who found that friends who bully, truant, alcohol drinking, and drug use activities, significantly predicts an adolescent's aggressive behaviour and other risky activities over a one-year period. The author concluded that peer pressure predict aggressive behaviour

Conclusion

It could be concluded that if the school climate is tensed, it could make students to exhibit some aggressive behaviours like bullying, fighting, truancy to mention few, this would have a debilitating effect in the academic performance of the students. Aggressive behaviour could also affect the social development of adolescent who engages in this act. It was found in the study that, the four independent variables (school climate, self-efficacy, social media and peer pressure) had significant relationship with the dependent variable (aggressive behaviour). Also, the independent variables jointly contributed 85.1% to the prediction of aggressive behaviour among secondary school students in Ibadan metropolis. The finding also revealed that four predictors (peer pressure, media influence, self-efficacy and school climate) are potent predictors of aggressive behaviour. The most potent factor was peer pressure followed by social media and school climate while self-efficacy was the least contributor.

Recommendations

In view of the findings, the study therefore recommends that:

- Self-efficacy procedure should be incorporated into the school programme. This should be handled by able and qualified guidance counsellor. Since self-efficacy training can help people develop positive attitude to undertake a particular programme of action or task. If an aggressive adolescent is able to develop good perception concerning a given task, such individual will likely put all his/her effort and mind into it in order to succeed.
- School administrators and teachers should create a warmth environment for the students within the confinement of the school, as this would make the students to have a sense of belonging and shun any form of aggressive behaviour.
- Parents and caregivers should ensure that their children and wards are not exposed to violent events and scenes on the social media that could instill the act of aggressiveness in them.
- Parents and caregivers should monitor the kind of peers their children and wards move with. They should ensure that the kind of peers their children and wards moves with are the ones that do not engage in aggressive behaviour such as fighting, bullying hooliganism just to mention a few.
- Policy makers should make law on aggressive behaviour, as anyone caught perpetrating this act should be apprehended and make to face the wrath of the law. This would serve as a warning to those who are planning to perpetrate this act.

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