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THE FACULTY OF EDUCATION

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EVALUATION

**PSYCHOSOCIAL ENVIRONMENT AND
HETERO AGGRESSIVENESS IN SOME
PRIVATE SECONDARY SCHOOLS IN
YOUNDE III SUBDIVISION**

Dissertation presented and defended on the 19th September 2024

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LIST OF ABBREVIATIONS

➤ UNESCO	United Nations Educational, Scientific and Cultural Organisation
➤ UNICEF	United Nations International Children's Emergency Fund
➤ WHO	World Health Organisation
➤ OECD	Organisation for Economic Cooperation and Development
➤ SDG	Sustainable development Goal
➤ WABF	World Anti-Bullying Forum
➤ EU	European Union
➤ NDS30	National Development Strategy 2020-2030
➤ MDG	Millennium Development Goal
➤ SLT	Social Learning Theory
➤ SCLT	Social Cognitive Learning Theory
➤ TPB	Theory of Planned Behavior
➤ CRTV	Cameroon Radio Television
➤ MINESEC	Ministry of Secondary Education

ABSTRACT

This research work is entitled ‘Psychosocial environment and student hetero aggressiveness in some private secondary schools in Yaounde III subdivision’. Despite the efforts put in place by the Cameroon government to eradicate school violence, it has been rather on an increase. The main objective of this study was therefore to investigate the influence of psychosocial environment on students’ hetero aggressiveness in some private secondary schools in Yaounde III subdivision. Some specific objective taken into consideration were how the home environment, school environment and teachers attitude influence students’ hetero aggressiveness. This study was grounded on the theory of operant condition (1937) by B.F Skinner, Icek Ajzen’s theory of planned behaviour (1988) and the social learning theory Albert Bandura (1977). To attain this objective, the study employed the quantitative research approach. The quantitative data was obtained using questionnaires. A total of 165 students were purposefully selected from five private secondary schools in Yaounde III subdivision. The reliability of the approach was measured by A regression analysis. The data was analysed with the aid of SPSS version 21. The general hypothesis was verified and confirmed that psychosocial environment has a significant effect on students’ hetero aggressiveness, and three specific hypothesis were used. All hypothesis tested were verified at 0.5 degree of significance, meaning 95% of confidence. This implies that psychosocial environment has a significant effect on students’ hetero aggressiveness. Based on this, it was recommended that the government should re-enforce counselors in private schools who will give constant report to the ministry and to put in place reliable councils that will focus more on teachers and students. Teachers should periodically introduce social reflection elements such as debates on conflicts and problems in the class, and openly discuss them in classroom.

Key words: home environment, school environment, teacher’s attitude, hetero aggressiveness, private secondary schools.

RESUME

Ce travail de recherche est intitulé « Environnement psychosocial et hétéroagressivité des élèves dans certains établissements d'enseignement secondaire de l'Arrondissement de Yaoundé III ». Malgré les efforts mis en place par le gouvernement camerounais pour éradiquer la violence scolaire, celle-ci est plutôt en augmentation. L'objectif principal de cette étude était donc d'étudier l'influence de l'environnement psychosocial sur l'hétéroagressivité des élèves de certains établissements d'enseignement de l'Arrondissement de Yaoundé III. Certains objectifs spécifiques pris en considération étaient la manière dont l'environnement familial, l'environnement scolaire et l'attitude des enseignants influencent l'hétéro-agressivité des élèves. Cette étude s'appuie sur la théorie du conditionnement opérant (1937) de B.F Skinner, la théorie du comportement planifié d'Icek Ajzen (1988) et la théorie de l'apprentissage social d'Albert Bandura (1977). Pour atteindre cet objectif, l'étude a utilisé une approche de recherche quantitative. Les données quantitatives ont été obtenues à l'aide de questionnaires. Au total, 165 élèves ont été délibérément sélectionnés dans cinq écoles secondaires privées de l'arrondissement de Yaoundé III. La relativité de l'approche a été mesurée par une analyse de régression. Les données ont été analysées à l'aide de SPSS version 21. L'hypothèse générale a été vérifiée et confirmée selon laquelle l'environnement psychosocial a un effet significatif sur l'hétéroagressivité des élèves, et trois hypothèses spécifiques ont été utilisées. Toutes les hypothèses testées ont été vérifiées avec un degré de signification de 0,5, soit un niveau de confiance de 95 %. Cela implique que l'environnement psychosocial a un effet significatif sur l'hétéroagressivité des élèves. Sur cette base, il a été recommandé que le gouvernement renforce les conseillers dans les écoles privées qui rendront compte constamment au ministère et mette en place des conseils fiables qui se concentreront davantage sur les enseignants et les élèves. Les enseignants devraient périodiquement introduire des éléments de réflexion sociale tels que des débats sur les conflits et les problèmes en classe, et en discuter ouvertement en classe.

Mots clés: Environnement familial, environnement scolaire, attitude des enseignants, hétéroagressivité, établissement d'enseignement secondaire.

CHAPTER ONE

BACKGROUND OF THE STUDY

INTRODUCTION

Hetero aggressiveness in school environment has become a global cankerworm which contradicts the goals of education and development of a country. Adolf Meyer in the 19th century stated that "we can not understand the individual presentation of mental illness without knowing the person's function with the environment" (psychobiology: a science of man, 1957). The environment which a student finds his/herself has a role to play in a student's life, starting from the home environment, school environment, and the community. The environment can either affect the child's psychology positively or negatively (Adolf Meyer, 1957). The negative effects have caused most students to be aggressive in schools worldwide as against the norms of education and educational systems put in place by world organizations such as UNICEF which is based on the right to every child to learn (Every Child Learns: UNICEF Education strategy 2019-2030).

WHO, that calls for elimination of all forms against violence of children in school (School-based violence prevention: A practical handbook, 2019), UNESCO, through its SDGs that talks about equity and inclusive education promoting lifelong opportunities for all (education for sustainable development goal (017): SDG (4) OECS have also commissioned an assessment of the child protection and child justice system across nine OECS states, laws and policies that protect children from abuse, neglect, exploitation, and violence (OECS assessment on child protection service (2016).

Claudia Cappa (UNICEF press release. 5th September, 2018) said "schools are not as safe as they should be because of bullying, corporal punishment by teachers and other attacks in school", and since education objectives, therefore addressing school hetero-aggressiveness is essential in order to achieve the purpose of millennium development goal precisely MDG2 (2000) which is aimed at combating illiteracy in the developing countries and also sustainable development goals precisely SDG(4) which aims to ensure inclusive and equitable education and permit long learning opportunities for all and SDG (16) which aims to permit peaceful and inclusive society. Sub-Saharan Africa is falling short on achieving inclusive, equitable, quality education due to misaligned policy and funding priorities, a lack of access and inclusion, gender disparities, physical barriers, curricular constraints, and inadequate teacher training. If these

issues are not addressed, the education system in sub-Saharan African countries will continue to falter and exacerbate social and economic inequalities. Causes of an exclusive, inequitable, inadequate education need to be addressed for the economic and social prosperity of individuals and their countries. Education can reshape worldviews and has the potential to address sustainability challenges

UNESCO, from November 1st -3rd 2021, participated in an organised session of the world anti-bullying forum (WABF) in Stockholm which was attended by 40 countries to discuss on the causes and prevention of violence (UNESCO, 2020), She also declared first of November 2022 as an international day against bullying at school and cyberbullying. World Health organisation (WHO), in her book (handbook-school based violence prevention, 2019 section 3), states that preventing school violence through curriculum is a priority because it is a basic right and the foundation to peace building, which is the main aim of most international bodies, who are force to address any issues which will jeopardise its based activities.

UNICEF is hitting hard in other to end hetero-aggressiveness in schools worldwide, according to their report release on the 6th of September 2018 in New York through their “END violence” in school campaign, they are called to sensitize people on hetero-aggressiveness and how to curb it, the first talk was held in south Africa by UNICEF Goodwill ambassador, Lilly Singh. Students social and emotional experiences influence learning processes and in turn affect learning outcome (UNESCO MGIEP, 2020). Schools that prioritize students’ well-being have a higher chance of improving their academic achievements (UNESCO office Bangkok, 2017), Numerous variables related to psychosocial environment have been positively associated with better students’ performance, such as growth mindset of students, greater support from teachers, and parents, greater cooperation amongst peers and student’s sense of belonging in school (OECD, 2019). Quality education underscores the child's rights to education through accessibility by eliminating gender disparity, instilling a favorable climate, self-esteem, tolerance, and responsible behavior. Education translates to “how much and how well children learn and the extent to which their education leads to personal, social, and developmental benefits” UNESCO (1948)

Historical background

The environments we find ourselves are not void from violence daily, John lock believed that human nature is malleable and formed by influence in the environment. School hetero

aggressiveness is not a new concept in the world, it was first documented as early as 1927 when Andrew Kehoe set bombs off at a school in Bath, Michigan, he killed himself and several others. In 1959, Paul Oregon set of a bomb at a playground in Texas that killed himself along with teachers and students. Hetero aggressiveness has been on an increase since then in America and other countries worldwide. Giving the increasing rate of hetero-aggressiveness in school in history, the first compulsory education law was passed in Massachusetts in 1852, involved school reform-precursors to juvenile jails, in a sense (Annette Fuentes/22 March 2018: brief history of school violence in the united state, 2011).

Given the fact that school hetero aggressiveness has been culturally and historically determined, European countries were not and are not still left out. Reported incidence of school hetero aggressiveness varies widely across the EU member states. According to the 1999 survey, countries such as Switzerland, Belgium, Sweden, and Norway reported a 15% rate of hetero aggressiveness among pupil, while Ireland and Spain were among countries reporting rate of violence in schools ranging from 15% to 30%, 65% and 75% of pupils in Romania and Hungary respectively reported being victims of school violence (EU data and report on school violence). EU countries-initiated projects and programs to address the problem of school violence, on September 22, 1997, the council of European meeting in Brussel, Belgium called on the member countries to enhance communication and corporation to address school violence in European countries. European commission launched a two-year (1998-2000) “violence in school” initiative that aimed to support a rang of actions and intervention to prevent and tackle hetero aggressiveness.

According to international survey that collect school data on violence and bullying, OECD from their investigations conducted every after three years from 2015 then 2021 states that 72 countries in Africa, Asia, Europe, and Latin America are involve in school hetero aggressiveness. According to national center for education statistic in USA, during the 2019-2020 school year, 77% of public school recorded that one or more incidence school hetero aggressiveness had taken place, amounting to 1.4 million, this translates to a rate of 29 incidence per 1000 student enrolled in 2019-2020.

A 2019 report on the situation of violence on children by the Cameroon Baptist Convention Health Services revealed that approximately 50 % of children have been abused, including physical, emotional, sexual abuse

Contextual background

In Cameroon, violence has prevailed in the past year mostly by terrorist attack by Boko Haram especially from far North of Cameroon, and the crises in the Northwest and Southwest of the country have been very violent. According to Education Cannot Wait, estimated in December 2021 that about 700,000 children in the North and Southwest of Cameroon have been impacted by school closure due to violence. The 1998 orientation law of education in Cameroon, law number 98/004 of 14th April 1998 lays down guidelines on education in Cameroon of which hetero aggressiveness opposes this law and has become a prevalent practice amongst students in many secondary schools in Cameroon as is the case in other part of the world.

The Poverty reduction strategy paper and documents protecting education like NDS30, Dakar framework of action 2000, sustainable development goals of 2013, RESEN that lays out the different strategies on the growth of Cameroon and education been a part of it as means to eradicate poverty and increase other sectors of the economy, and many other educational stakeholders who have agreed, called the attention of many researchers to investigate and prevent violence in schools since the problem can not be addressed by schools alone but by the entire society (Students and violence; Changing the Narrative in Cameroon, by Newsupfront.com-December 23, 2022). Sustainable Development Goal 4, “Ensuring Inclusive, Equitable, and Quality Education and the Promotion of Lifelong Learning Opportunities for All”, encourages inclusive and equitable educational environments that provide quality teaching and learning, thereby promoting desire and opportunity to continue learning throughout life.

The 97/009 of 10 January 1997 states that practice of torture in Cameroon has been stopped at all cost and sanctions meted out. In this same light the minister of secondary education, Nalova (2023) in a press release prohibited corporal punishment corresponding to article 5 of law 98/004 of 14 April 1998 which lays down guidelines for education in Cameroon. This declaration by the minister came after a series of hetero-aggressiveness and attacks in secondary schools in the country. Some Cameroonians scholars have argued that the absence of corporal punishment prohibited in the 1998 orientation law on education, have contributed to the outrageous increase of school hetero aggressiveness in the country. Several international and national conferences have been held to eradicate hetero aggressiveness in Cameroon. On the 20th to 23rd of December 2022, the ministry of secondary education held a seminar on how to eradicate hetero aggressiveness in secondary schools. one of the remedies that was initiated

was to create a crisis committee. Atemnkeng and Azefack (2020) opine that Cameroon educational stakeholders have undertaken to protect all aspects of education with legislation and instil quality output utterly devoid of violence. According to the later, the Law of Cameroon National Educational Guidelines of 1998 states that among other things, the student's physical and moral integrity is guaranteed in the educational system. Corporal punishment and all other forms of violence, discrimination of any kind, the sale, distribution, and consumption of alcoholic beverages, tobacco, and drugs are prohibited. Integrating children affected by autism in ordinary education remains a challenge within public primary schools in Yaounde. Children living with autism, despite the Inclusive education slogan, still do not have access to ordinary schools, which hinders significantly the achievement of Education for all. Ivan, (2017). Mireille (2021), a clinical psychologist, blames this phenomenon on what she calls “society that allows everything”. According to her, “violence is as old as the world; its just that our society had a code of conduct, a set of rules and prohibitions that were well respected and that prevented action. But today, we are in a society were everything is allowed. We no longer respect anyone; the rules are confused. It is also a society were parents no longer have time to insist on the education of values and respect. It is a society where children are educated by television, streets and peers who have negative influence, we are in a society were drugs circulate everywhere and drinking outlet rub shoulders with educational establishments. We are in a society where adults do not lead by examples, where teachers can have a beer with their students, a society that authorises delinquency”. The same violence learnt by children in their environment has been carried out in schools where they attack both teachers and students.

Conceptual Background

Psychosocial Environment: The combination of psychological and social aspects is a common definition of a psychosocial environment that is the link between the psychological development of a student and its interaction with the social environment (Che Ahmad et al., 2013). Psychosocial terms are often used to describe the unique processes that occur in a person because of their interactions with the environment. Fraser (1994) explains the psychosocial environment involves the relationship between teachers and students such as the collaborations and interactions between teachers and student, collaboration between children and their parent and the interaction children have with their community.

Social Environment means human social environments and encompass the immediate

physical surroundings, social relationships, and cultural milieus within which the affected groups of people function and interact, between students as well as students and their environments. It also refers to an individual's physical surroundings, community resources and social relationships. Community resources include community structures (e.g., political governance) and organisations, knowledge, and support within the community. Social relationships are the interactions between various individuals or groups. Psychosocial environment is recognised as a key factor influencing an individual's health and better social environments are associated with a range of positive health outcomes including improved child development and reduced risk-taking behaviour amongst adolescents.

School environment: The school environment also known as the learning environment refers to all aspects of the environment that have the space and opportunity to promote learning (Joyce & Weil, 1996) be it from social, psychological, and pedagogical aspects (Fraser, 1998). This school environment is also defined as the atmosphere or environment around which learning takes place that directly affects the success of learning (Tessmer & Harris, 1992). Che Ahmad et al., (2013) meanwhile explained that the learning environment is a physical space in which learning takes place and is referred to as the space allocated for learning be it classrooms, science laboratories, workshops, fields or even offices. Ramsden (1991) explained that the learning environment is closely related to the experiences of the students in the context of their teaching. This is because the school environment is a place where students and educators gather for a certain period for the purpose of participating in learning activities (Biggs, 1999). Hence, the environments created throughout the learning activities are considered as an important component in the teaching and learning process (Puteh et al., 2014).

According to Haertel and Walbeg (2007), psychosocial environment is a type of environment that has to do with interaction in the classroom. In the opinion of Anderson (2007) psychosocial environment is the interpersonal relationship among students, between students and their teacher, between students and subject matters studied and method of learning in the classroom. Therefore, psychosocial environment is a type of environment that promotes desirable patterns of social interaction and communication as well as psychological comfort and stability among technical college students, their relationship with the environment and their teachers. Abe (2005) noted that it is possible to perceive the totality of human as being guided by psychosocial environment.

Teacher's attitude: According to Kumar (2016) Attitude is considered as one's thoughts or

ideas regarding one's feelings that influence behaviors related to a particular issue. Attitude is an individual's viewpoint or disposition towards a particular object (a person, a thing, or an idea). According to Paramanik, et al. (2018) "an attitude is a readiness of the psyche to act or react in a certain way." Saloviita (2018) stated that attitude is a cognitive function of a human being expressed through the affective domains. It is considered as an individual's continuing interpretation, general feeling or liking and disliking on any event, person or any behavior." According to Kaur et al. (2012), attitudes particularly teachers' attitudes are said to be influenced by their characteristics such as their educational status, teaching experience, workload norms.

Home environment: Home environment is the combination of physical and psychological environment. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both the aspect has a direct and significant influence on the overall development of students (Mukama, 2010, Muola, 2010). There are certain influential factors which influence home environment. It includes nature of family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family; all these factors are significant for home environment (Codjoe, 2007; Mukama, 2010; Muola, 2010).

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child outcomes. Although specific parenting behaviours, such as spanking or reading aloud, may influence child development, looking at any specific behaviour in isolation may be misleading.

Parenting style is defined as a set of attitudes, goals, and patterns of parenting practices, which are thought to create an emotional climate, for the parent-child relationship (Wood et al., 2013). The most influential research on parent styles is rooted in Baumrind's (2012) original conceptualizations of authoritarian, authoritative, and permissive parenting styles and Maccoby and Martin's (2014) uninvolved parenting styles. The early childhood years have a significant effect on children and parents and is a critical time for the prevention of later mental health concerns (Izett et al., 2021). This time also influences children's experiences in the classroom, as different parenting styles have been found to have different academic outcomes (Checa et al., 2019; Wang et al., 2021). The lack of emotional investment of father towards the girl leaves the family in a deep emotional suffering state leading the teenage girl in a process of

deconstruction of acquired values that cause the violence of this girl towards her mother, running away from home, aggression, drug consumption (Chaffi W. I. and Banindjel J.,2016)

Hetero Aggressiveness: Social psychologists define aggression as behavior that is intended to harm another individual who does not wish to be harmed (Baron & Richardson, 1994). Hetero is derive from a greet word heteros meaning “different” or “other”. Hetero aggressiveness is defined by Yanus (2007) as any act or intentional omission that harms or can harm an individual and that restrict or disturb life’s freedom. Hetero aggressiveness is also defined as a set of complex reactions of the body towards internal and external stimuli, reactions driven and organized by innate or gained reflexes, which guide the adaptation and integration of the subject in environmental relations ensuring its existential continuity (Ciubara et al., 2015; Scripcaru & Astarastoe, 2003; Radulescu et al., 2020). This type of aggressive behavior is always directed towards other people or external elements, it is never directed at oneself.

Theoretical Background

Hetero aggressiveness in education has become a daily reality that denies millions of children their fundamental rights to education, it for this reason that individuals, organisations, and educational stakeholders still write to educate and sensitize the population worldwide on the hetero aggressiveness. Existing theories and research suggest that student’s victimisation rate in schools tends to reflect the crime rate and demographics of their surrounding communities (Astor & Benbenishty, 2007; Benbenishty & Astor, 2005; Khoury Kassabri, 2005; Lord & Mahoney, 2007; Benbenishty, Astor & Zeria, 2004). This study employes three theories which are the social learning theory, the behavioral theory of operant conditioning and the theory of planned behaviour.

One of the theories which signifies that the environment influence behaviour is the social learning theory of Albert Bandura (1997) which stipulate that we learn from the environment we interact with in the social context, people develop similar behaviour by observing the behaviour of others and tend to imitate the behaviour especially if their observational experiences are positive ones or include rewards related to observed behaviour. Based on previous studies, learning is defined as “A persisting change in human performance or performance potential as a result of the learner’s interaction with the environment” (Driscoll, 1994). Learning is also elucidated by Weinstein & Mayer (1986) as “The relatively permanent change in a person’s knowledge or behavior due to experience. On this point, Shuell (1986)

clarified learning as “An enduring change in behavior, or in the capacity to behave in each fashion, which results from practice or other forms of experience. Learning theories see the environment as the major force in development. (Hoffman, 1993). Scholars categorized learning theories as Behaviorism, Social Learning Theory (SLT) and Social Cognitive Learning Theory (SCLT). According to Bandura, imitation involves the actual reproduction of observed activities (Bandura 1977).

Another theory which puts emphasis on behaviours and actions of people is the behavioral theory of operant conditioning by Burrhus Frederic Skinner, operant conditioning also known as instrumental conditioning, which is a learning method where behaviour is influenced by its consequences, behaviour that is rewarded will be repeated and behaviour that is punished will occur less frequently (Burrhus Frederic Skinner 1948). Operant conditioning is a form of learning in which the motivation for a behavior happens after the behavior is demonstrated. An animal or a human receives a consequence after performing a specific behavior. The consequence is either a reinforcer or a punisher. All reinforcement (positive or negative) increases the likelihood of a behavioral response. All punishment (positive or negative) decreases the likelihood of a behavioral response.

The theory theory of planned behaviour (TPB) by Icek Ajzen, (1991), can also be used to explain behaviours and actions of people as been influenced by intentions, which are determined by three factors: attitudes, subjective norms, and perceived behavioural control. It is also possible for external factors to directly force or prevent behaviours, regardless of the intention, depending on the degree to which a behaviour is controlled by the individual, and the degree to which perceived behavioural control is an accurate measure of actual behavioural control. Ajzen (1991) proposed the theory of Planned Behavior (TPB) wherein the individual's behavior is best predicted by one's intentions; intentions are, in turn, predicted by attitudes about the behavior, the subjective norms (a person's perception of important others' beliefs that he or she should or should not perform the behavior) encasing the execution of the behavior, and the individual's perception of their control over the behavior Ajzen's TPB has been used to predict many different behaviors ranging from gambling behaviors to the use of hormone replacement therapy. Stone, Jawahar, and Kisamore (2010) conducted a study in Oklahoma which studied the theory of Planned Behavior predicting academic misconduct intentions and behavior.

STATEMENT OF THE PROBLEM

Today, hetero aggressiveness is a preoccupation to most educational stakeholders as it jeopardizes the education of students in a country. In Cameroon hetero aggressiveness in school has been in an increase with evidence of school hetero-aggressiveness as seen when a 15-year-old student in government high school Nkolbison in Yaoundé stabbed his mathematics teacher to death on the 14th of January 2020. (CRTV news), a Form 4 student at government bilingual high school, Deido, Douala, Littoral region murdered his classmate with a knife because he mocked him after performing poorly in an exam and many other incidents of school violence. These situations disrupt routinized patterns, create an atmosphere of ambiguity, and cause leadership uncertainty.

According to the statistics obtained by most of the international bodies governing education, the rate of hetero aggressiveness is on an increase which calls for alarms and intervention. According to 2017 study conducted UNESCO, 246 million children and adolescent each year are victims of any type of hetero-aggressiveness or bullying (UNESCO,2017), the hetero-aggressiveness encountered by victims contributes to the development of emotional and behavioural problems amongst victims. In addition, they impact mental and physical health and academic performance of victims (Koyanagi et al., 2019; UNESCO, 2019). Within Sub Saharan Africa context, 48.2% (47.7% boys and 50.5% girls) are bullied at school, the same report discloses that 36.9% (44.6% boys and 31.9% girls) have engaged in physical fight at school and in addition to that 36.6% boys and 35.8% girls had been attacked inside the school premises (Behind the numbers: Ending school violence and bullying Report, 2019). Twenty five out of seventy-one countries worldwide in which corporal punishment at school is lawful, are found in Sub Saharan Africa with the use of hetero aggressiveness as a school disciplining approach being documented (Violence in Sub Saharan Africa Schools: A Scoping Review Protocol, 2020).

UNICEF continues to play a critical role in monitoring grave violations against children. Initial data from 2023 shows an upward trend compared to the 156 grave violations against 111 children (58 girls) in 2022. To demonstrate its commitment to strengthen the protection of schools against attacks, the Government, and its partners, including UNICEF have started developing an action plan to put into practice the Safe School Declaration, signed in 2021. The implementation of the action plan will help reduce violence against education which saw 15 attacks on schools in 2022. As part of the Safe school initiative, 597,871 students (330,902

girls) aged 3-17 benefited from supervision, guidance, and care by teachers whose Psychosocial Support skills were enhanced through integrated actions between the education and child protection sectors. With UNICEF support, 74,104 children, including 40,124 girls, benefited from child protection services, addressing violence, abuse, exploitation, and harmful practices, particularly child marriage. GBV prevention, response and risk mitigation interventions reached 82,816 people (21,333 children and 61,483 adults) in the North-West, South-West, East, Adamaoua, West, Littoral regions. Overall, UNICEF Cameroon has increasingly focused on converging interventions in geographical areas with the most vulnerable children.

UNICEF notes that hetero aggressiveness in school can have physical and psychological effects on children also works hand in glove with government of different countries, schools, teachers, families and even children to prevent violence in school (UNICEF: protecting children from violence in school). Despite the several measures put in place implemented by the government of Cameroon to combat this act such as regular visits by security agents in schools, putting school police in charge of security, holding of seminars, intensifying rules and regulations governing the school, hetero aggressiveness in schools in Cameroon is still on an increase. This study therefore aims at investigating the influence of psychosocial environment on student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.

Justification of the study

According to Preventing School violence: A Review of Literature, (1998), over thirty-five books and articles were analysed to determine the extend of the problem, identify the motive that led students to commit the act of violence and survey various types of programs designed to prevent it (Connie A. Jones, 1998). Some of the writers who wrote on the motive of violence include, Rich, (1992) who wrote that severe family violence psychiatric and psychological disorder, and emotional deprivation are experiences that have reinforced violent tendencies. Students who have been victims of abuse, or who display cruelty to animals, extreme temper and verbal aggression are some of the early predictors of violent behaviour in schools. Freedman argues that media was also an issue that has influence on children. Children under the age of eighteen spend more time watching tv which influences their violent behaviour. (U.S. Public Health Service 1972; Freedman, 1984). Eleanor Guetzloe says that mind altering substances such as drugs and alcohol bring out emotions of rage and anger. A culture that combines violent behaviour as a way of gaining respect within a group of teenagers with easy

availability to guns, knives, and other weapons and you have the ingredient for violent acts to occur, many schools exacerbate the situation by allowing over crowded classrooms and schools (Guetzloe 1995). Other writers such as James Midgley (1995), Johnson and Johnson (1995), Eugene Volokh (1997) wrote on strategies to reduce violence in schools.

Current writers such as Kim assisted by David Tizzard (2023) wrote an article on consciousness and media: Addressing contemporary school violence globally describing the cause, course, and effects of hetero aggressiveness on school children. Dr Delarise Maud Mulqueeny, Senzelokunhle NNkabini and Sabelo Abednesgo Nxumalo, (2020) wrote on violence in sub-saharan African Schools: A scoping review protocol giving statistics of violence in Africa. Hidalgo-Rasmussen et al., (2018); Jackson et al.,(2019); Koyanagi et al., (2019); UNESCO,(2019), Lay out the number of students violated that year and the effect of violence on students mentally or physically can cause a drop in the academic performance of the student. All the reviewed studies focus on the causes and strategies to reduce violence in school. This study aims at investigating the effect of psychosocial environment on student's hetero aggressiveness.

RESEARCH OBJECTIVES

General research objective

The objective of the study is to investigate how psychosocial environment influence student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.

Specific objectives

- To examine the influence of school environment on student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.
- To assess the influence of teacher's attitude on student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.
- To explore the influence of home environment on student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.

RESEARCH QUESTIONS

General research question

To what extent does psychosocial environment influences student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision?

Specific research questions

- To what extent does school environment influence student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision?
- To what extent does teachers attitude influence student's hetero aggressiveness in some private secondary schools in Yaoundé II subdivision?
- To what extent does home environment influence student's hetero aggressiveness in some private secondary school in Yaoundé III subdivision?

RESEARCH HYPOTHESES

General research hypotheses

H_a: There is a significant relationship between psychosocial environment and student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.

H_o: There is no significant relationship between psychosocial environment and student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.

Specific research hypotheses

H_{a1}: School environment has a significant relationship on student's hetero aggressiveness.

H_{o1}: School environment has no significant connection on student's hetero aggressiveness.

H_{a2}: Home environment has a significant link on student's hetero aggressiveness.

H_{o2}: Home environment has no significant relationship on student's hetero aggressiveness.

H_{a3}: Teacher's attitude has a significant link on student's hetero aggressiveness.

H_{o3}: Teacher's attitude has no significant relationship on student's hetero aggressiveness.

SIGNIFICANCE OF THE STUDY

This piece of work is going to be important to the administration of schools, teachers, parents, students, and the ministry of secondary education.

To the Administration

From the findings, school administrators are going to figure out how to manage students and the teaching staff given the fact that the students come from different environment which give them different mentalities. It will help them to identify the underlying causes of an individual's behaviour and provide basis for developing treatment. School administrators through this study will understand the strength and weaknesses of students which can help them in decision making. This will help to improve and strengthen the relationship between the administrators, teachers and students since the administrators will learn how to manage the people under them.

To Teachers

The study will help teachers to develop passion for their students couple with the fact that they will get to know the behaviours and background of the students they deal with in the classroom, the origin of their behaviours thus strengthening their relationship. It will develop a link between the teachers and students, creating a fun and engaging atmosphere that will allow them to be creative and collaborative. Studies have showed that a good teacher-student relationship helps in the performance of the student and create an atmosphere of respect from teachers and students (positive teacher -student relationships have cascading benefits, 2021).

To Students

From the results of this study, students will be sensitized on the type of behaviour they are to portray in school since, the society can either shape or destroy them, therefore they must be aware of the type of behaviour they are to inculcate from the society. The study will help students to relate to the dynamics of other students thus relating and accommodating and managing the behaviours of other students to avoid hetero aggressiveness since the society and environment have a diverse way of influencing each person. It will help create a conducive environment for the learning process of the school.

To MINESEC

The study will be important to the ministry of secondary education in that they will understand the reasons for the behaviour of student's hetero aggressiveness in schools and can institute better measure to combat this illness in schools with the intension of improving the

performance of students. They will help school administrators to manage the problem of hetero aggressiveness in their schools with caution based on the laws that will be passed by them.

To Parents.

The study will be helpful to parents in that they will be able to know the importance of the environment to their child and create a conducive environment for them. It will also help them to know the different stages of their children's life, control them based on their stages, advice them on the immoralities in the society. The guidance, behaviour and atmosphere created by parents in their homes has a role to play in the performance and behaviour of their children in school, with this knowledge acquired from this study, parents will become conscious in their participation and involvement in their children's school life.

DELIMITATION OF THE STUDY

Geographical delimitation

This study is conducted in Yaounde, the Centre region of Cameroon precisely in the Mfoundi division, Yaoundé III subdivision. Yaoundé III subdivision is located south of the Cameroonian capital in the Center Region, Mfoundi Department. It is divided into 37 districts, the most densely populated of which are those of Melen, Nsimeyong, Ngoa Ekele, Efoulan, Ahala, Nsam, Olezoa etc. This location was chosen because it is accessible to the researcher.

Thematic delimitation

The focus of this study is to investigate how "psychosocial environment influences the behaviour of students in some private secondary schools in Yaoundé III subdivision. The independent variable is psychosocial environment and the modalities that we are to be examined are, peer influence, poor parental guidance, the behaviour of teaching staff towards students and the behaviour of administrative staff towards students.

The study will be limited to the social learning theory of Albert Bandura (1997), operant conditioning also known as instrumental conditioning of Burrhus Federic Skinner (1938), and the theory of planned behavior by Ice Ajzek. This study is very important because we have realised that the environment has a big role to play on the psychology of students which makes them exercise violent behaviour in schools.

DEFINITIONS OF TERMS

Behaviour: This can be defined as the way living creatures act generally to the environment in relation to the social norms. According to B.F Skinner (1953) behaviour is a function of its consequences. He emphasized that behaviour is shaped and maintained by reinforcement and punishment from the environment.

Administrators Behaviour: Administrators are the hierarchy in an institution who make the decisions on the function and progress of the institution. Stephen P. Robbin (2017) defines administrators behaviour the actions and attitudes of managers as they influence individuals and groups toward achieving organizational goals.

Teachers Behaviour: A teacher is a person who guides, educates, conduct a person especially in a school. The teacher's behaviour is the actions of a teacher in a school environment or a classroom. According to Harry K. Wong teachers' behaviour is the set of professional practices used to manage classrooms and promote effective learning. (Wong, H. K., & Wong, R. T. 2009).

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Peer Influence: Peer influence refers to the impact that peers have on an individual's attitudes, decisions, and behaviors, particularly during adolescence. Steinberg, L. (2014)

Child Parenting: This is the process of raising children and providing them with protection and care to ensure their healthy development into adulthood. According to Santrock, J. W. (2011) Parenting refers to the process of supporting and promoting a child's physical, emotional, social, and intellectual development.

Bullying: Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power Swearer, S. M (2009). Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

Victimisation: Victimization is the process of being exploited, either from a physical, psychological, moral or a sexual point of view. Walklate, S. (2007) says victimization refers to the social and personal experience of suffering harm, including the impact and meaning attached to that harm.

Private Schools: UNESCO (2009) defines Private schools as educational institutions that are not operated by public authorities but by private individuals, organizations, or bodies. These are schools owned, managed, and funded by private individuals they assist the government with the supply of education due to the high demand of education in the world.

CHAPTER SUMMARY

This chapter emphasised that psychosocial environments play a role on students' hetero aggressiveness in some secondary school. It also shows the research problems, the research questions, the hypothesis, the objectives, the significant of the study, delimitations of the study and definition of key words. The next chapter will focus on related literature review.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

This chapter present relevant literature on psychosocial environment and students' hetero aggressiveness. The study was carried out under the following subheading. Theoretical framework, conceptual framework, empirical studies.

Psychosocial environment

The term "psychosocial environment" refers to the interplay between psychological and social factors that shape individuals' experiences, behaviors, and well-being within a particular context. Here are definitions of the psychosocial environment by several authors:

Urie Bronfenbrenner (1974) defines psychosocial environment comprises the immediate settings in which the individual lives, such as the family, school, peer group, and community. It also includes the larger social and cultural context within which these settings are embedded." Kurt Lewin (1936) Defines psychosocial environment as the combination of psychological processes and social factors that influence behavior and development. It encompasses the interactions between individuals and their social surroundings." Erik Erikson (1950) defines psychosocial environment encompasses the psychological and social challenges that individuals face throughout their lifespan. These challenges contribute to the formation of identity, relationships, and a sense of purpose." Albert Bandura (1986) The psychosocial environment is a dynamic interplay between cognitive processes, social interactions, and environmental influences. It shapes individuals' beliefs, attitudes, and behaviors through observational learning and self-regulation." Gordon Allport (1961) The psychosocial environment refers to the psychological and social factors that contribute to the development of personality traits and behaviors. It emphasizes the importance of both individual characteristics and social context."

Aaron Antonovsky (1985) The psychosocial environment comprises the factors that contribute to individuals' sense of coherence and their ability to make sense of life's challenges. It includes a balance between comprehensibility, manageability, and meaningfulness." Daniel Goleman (2006) The psychosocial environment encompasses emotional intelligence, social skills, and

the ability to understand and manage one's own emotions and those of others. It influences how individuals navigate social interactions and relationships." George Herbert Mead (1962) psychosocial environment is the arena in which individuals engage in symbolic interaction with others, developing a sense of self through communication, role-taking, and shared meanings." Lawrence Kohlberg (1984) stated that psychosocial environment includes the moral and ethical influences that shape individuals' cognitive and moral development. It involves exposure to diverse perspectives and opportunities for moral reasoning." Robert Kegan (1994) opines that psychosocial environment is the context in which individuals experience personal growth and transformation. It involves navigating challenges that lead to changes in one's way of meaning-making and understanding the world.

Psychosocial terms are often used to describe the unique processes that occur in a person because of their interactions with the environment. Fraser (1994) explains that psychosocial environment involves the relationship between humans and their collaborations and interactions with their environment. The combination of psychological and social aspects is a common definition of a psychosocial environment that is the link between the psychological development of a student and its interaction with the social environment (Che Ahmad et al., 2013). In the opinion of Anderson (2007) psychosocial environment is the interpersonal relationship among students, between students and their teacher, between students and subject matters studied and method of learning in the classroom. Therefore, psychosocial environment is a type of environment that promotes desirable patterns of social interaction and communication as well as psychological comfort and stability among technical college students, their relationship with the environment and their teachers. These definitions collectively highlight the complex interaction between psychological processes and social factors that contribute to individuals' development, behavior, and well-being within their respective environments.

Psychosocial environment has two parts:

- **Psychological environment**
- **Social environment**

Psychological environment

The psychological environment refers to the emotional, cognitive, and social factors that influence individuals' mental well-being, behavior, and experiences within a particular setting. Here are definitions of the psychological environment by several authors: Gerald V. O'Brien

(2008) defines psychological environment encompasses the feelings, attitudes, and perceptions that individuals develop because of their interactions with their surroundings. It is shaped by both internal psychological factors and external social influences." Robert E. Quinn (2009) stated that psychological environment represents the collective mindset, beliefs, and values of individuals within an organization. It influences their behavior, decision-making, and overall culture. Hugo Münsterberg (1983) opines that psychological environment refers to the mental and emotional atmosphere that surrounds individuals in a specific context. It includes their perceptions, motivations, and reactions to the stimuli present in their environment." Kurt Lewin (1936) psychological environment comprises the psychological forces that interact with external social forces to shape individuals' behavior and experiences. It emphasizes the interplay between inner thoughts and external influences."

According to Edgar H. Schein (1990) psychological environment consists of the underlying assumptions, values, and norms that guide individuals' behavior and interactions within a group or organization. It is often hidden beneath the surface but exerts a strong influence." Karen E. Watkins and Victoria J. Marsick (1990) stated that psychological environment encompasses the emotional and cognitive climate in which individuals learn and work. It includes factors such as psychological safety, motivation, and opportunities for growth."

Linda Duxbury and Christopher Higgins (2008) defines psychological environment refers to the psychological contract between employees and their organization. It includes factors such as job satisfaction, stress levels, and work-life balance." Henry Murray (1938) psychological environment encompasses the internal motivations, needs, and desires of individuals, which interact with external stimuli to shape behavior and cognitive processes." These definitions collectively highlight the significance of the psychological environment in shaping individuals' experiences, attitudes, and behaviors within different contexts. It emphasizes the intricate interplay between internal psychological factors and external social influences.

Students' Psychological environment

The psychological environment refers to the collective mental and emotional atmosphere that exists within a specific setting, such as a workplace, school, community, or family. It plays a crucial role in influencing individuals' well-being, motivation, behavior, and overall mental health. The psychological environment significantly influences students' well-being, learning outcomes, and overall educational experience. Here are some key factors within the psychological environment that impact students:

Classroom Atmosphere: The emotional and social climate within a classroom greatly affects students' psychological well-being. A positive and supportive atmosphere with respectful teacher-student and peer interactions enhances engagement, motivation, and a sense of belonging.

Teacher-Student Relationships: The quality of relationships between teachers and students is crucial. Positive relationships built on trust, understanding, and empathy can foster a safe environment where students feel comfortable asking questions, seeking help, and expressing themselves.

Peer Relationships: Interactions with peers influence students' psychological environment. Positive peer relationships can enhance social support, reduce feelings of isolation, and promote collaboration in learning activities.

Communication: Effective and transparent communication between teachers, students, and parents contributes to a healthy psychological environment. Clear communication about expectations, assignments, and progress helps reduce anxiety and confusion.

Feedback and Recognition: Providing constructive feedback and recognizing students' efforts and achievements fosters a positive psychological environment by boosting self-esteem, motivation, and a growth mindset.

Inclusivity and Diversity: Creating an inclusive and diverse environment where students from various backgrounds feel valued and respected contributes to a positive psychological environment. Inclusion promotes a sense of belonging and reduces the negative impact of stereotypes and biases.

Psychological Safety: A psychologically safe environment allows students to take academic risks, express their opinions, and ask questions without fear of ridicule or criticism. This promotes a positive learning experience.

Support Services: Access to counseling services, mental health resources, and academic support enhances the psychological environment by helping students manage stress, anxiety, and academic challenges.

Autonomy and Mastery: Allowing students some degree of autonomy in their learning and providing opportunities for mastery can contribute to a positive psychological environment. Autonomy supports a sense of agency, while mastery promotes a feeling of accomplishment.

Engaging Learning Activities: Varied and engaging learning activities that align with students' interests and abilities can contribute to a positive psychological environment by fostering a sense of curiosity and intrinsic motivation.

Workload and Expectations: Balancing workload and setting realistic expectations is important for student well-being. An overwhelming workload and unrealistic expectations can lead to stress and negative psychological outcomes.

Conflict Resolution: Providing strategies for resolving conflicts and addressing disagreements in a respectful manner contributes to a positive psychological environment by minimizing tension and promoting collaboration.

Physical Environment: The physical surroundings of the classroom or learning space can impact students' psychological experience. A well-organized, comfortable, and aesthetically pleasing environment can enhance mood and concentration.

Emotional Support: Teachers who offer emotional support, empathy, and understanding to students create a nurturing psychological environment that helps students feel valued and cared for.

Opportunities for Expression: Providing opportunities for creative expression and open discussions can foster a positive psychological environment by allowing students to voice their thoughts and opinions.

Creating a positive psychological environment for students is essential for their academic success, emotional well-being, and personal development. Teachers, administrators, educational institutions and parents play a significant role in shaping this environment and promoting positive outcomes for students.

The Social Environment

The social environment refers to the external factors, interactions, and conditions within a specific context that influence individuals' behaviors, relationships, and overall experiences. Here are definitions of the social environment by several authors: Urie Bronfenbrenner (1977) defines social environment encompasses the immediate and broader social systems that individuals interact with, including family, peers, schools, communities, and societal norms. It plays a crucial role in shaping development." Robert King Merton (1938) defines social environment refers to the cultural, structural, and normative aspects of society that shape individuals' beliefs, actions, and opportunities. It includes institutions, values, and social roles." Emile Durkheim (1956) stated that social environment encompasses the collective beliefs, values, and norms that regulate individuals' behavior within a society. It includes social institutions and the moral fabric of a community."

According to Margaret Mead (1966) The social environment is the external setting in which individuals live and interact. It includes the influence of cultural customs, social roles, and group dynamics on behavior and identity." Karl Marx (1904) opines that social environment comprises the economic, class-based relationships, power dynamics, and structures of production within a society. It influences individuals' access to resources and opportunities." Erving Goffman defines social environment refers to the symbolic interactions, roles, and social performances that individuals engage in when interacting with others. It shapes the presentation of self and identity." George Herbert Mead (1934) stated that social environment encompasses the social interactions and communication processes through which individuals develop a sense of self and their understanding of others. It includes the exchange of symbols and meanings." Bronisław Malinowski (1913) defines social environment is the cultural and interpersonal context in which individuals live and engage in various activities. It includes customs, rituals, and social practices that provide meaning and structure." Jane Addams (1902) stated that social environment encompasses the social conditions, inequalities, and systemic factors that affect individuals' well-being and opportunities. It includes the impact of social reforms and policies." Howard Becker (2007) defines the social environment is the backdrop against which individuals navigate their lives. It encompasses social norms, values, and expectations that guide behavior and influence the choices people make." These definitions collectively emphasize the role of the social environment in shaping individuals' interactions, behaviors, identities, and opportunities within diverse societal contexts. The social

environment is a dynamic and influential force that contributes to individuals' experiences and development.

Indicators of student's social environment

Indicators of students' social environment are measurable factors that provide insights into the external conditions, interactions, and dynamics that influence students' social experiences, relationships, and overall well-being within an educational context. Here are some indicators of students' social environment:

Peer Relationships:

- Presence of positive and supportive peer relationships.
- Frequency of interaction with peers inside and outside of school.
- Inclusion or exclusion from peer groups.

Social Interaction Patterns:

- Participation in extracurricular activities, clubs, and group projects.
- Quality of communication and collaboration with classmates.
- Engagement in social events and gatherings.

Bullying and Harassment:

- Incidents of bullying, cyberbullying, or harassment.
- Support systems and strategies in place to address such issues.
- Students' perception of safety and respect.

Sense of Belonging:

- Students' sense of inclusion and attachment to the school community.
- Opportunities for students to express their identity and culture.
- Feeling of being valued and respected.

Social Support Networks:

- Availability of counseling services, mentors, and peer support.
- Accessibility of resources for students facing challenges.
- Utilization of support systems by students.

Friendship Quality:

- Nature of students' friendships (casual, close, supportive, etc.).
- Level of trust, empathy, and understanding within friendships.

- Support received during personal and academic struggles.

Cultural Diversity and Inclusion:

- Presence of diverse cultural backgrounds among students.
- Opportunities for cross-cultural interactions and understanding.
- Efforts to promote inclusivity and celebrate diversity.

Social Media and Online Interactions:

- Extent of students' engagement with social media platforms.
- Impact of online interactions on students' social experiences.
- Addressing issues related to cyberbullying or misinformation.

Group Dynamics:

- Participation in group projects and collaborative learning.
- Influence of group dynamics on students' academic performance.
- Presence of shared goals and effective teamwork.

Peer Pressure and Influence:

- Instances of positive or negative peer pressure on students.
- Degree to which students' decisions are influenced by peers.
- Strategies to promote positive peer influence.

Social Skills and Communication:

- Students' ability to communicate effectively and resolve conflicts.
- Opportunities for social skills development through activities.
- Support for students with challenges in social interactions.

Experiences of Exclusion or Isolation:

- Instances where students feel excluded or isolated.
- Root causes and potential solutions for addressing these experiences.
- Measures to create a more inclusive environment.

These indicators collectively provide insights into how the social environment within educational settings impacts students' social development, well-being, and overall academic experience.

School environment

School environment refers to the psychological and social aspects of the educational setting that can influence students' well-being, behavior, and overall development (Majied, 2016). The school environment is also referred to all aspects of the environment that have the space and

opportunity to promote learning (Joyce & Weil, 1996) be it from social, psychological and pedagogical aspects (Fraser, 1998). It encompasses various factors that impact students' mental, emotional, and social health within the school context (Yorke et al., 2021). It relates to 'the dynamic relationship between psychological aspects of our experience (our thoughts, emotions, and behaviors) and our wider social experience (our relationships, family and community networks, social values, and cultural practices)' (INEE, 2016). The school environment is also defined as the atmosphere or environment around which learning takes place that directly affects the success of learning (Tessmer & Harris, 1992). Che Ahmad et al., (2013) meanwhile explained that the learning environment is a physical space in which learning takes place and is referred to as the space allocated for learning be it classrooms, science laboratories, workshops, fields or even offices. Ramsden (1991) explained that the learning environment is closely related to the experiences of the students in the context of their teaching. This is because the learning environment is a place where students and educators gather for a certain period for the purpose of participating in learning activities (Biggs, 1999). Hence, the environments created throughout the learning activities are considered as an important component in the teaching and learning process (Puteh et al., 2014). The learning environment response that serves as an important component in the teaching and learning process (Puteh et al., 2014) is a sequence of the influences received from the environment towards the learning outcomes of the students, be it from the perspective of skills or cognitive constructs or even student behavior (Che Ahmad et al., 2013; Fraser, 1998). This is in line with explanations by Saad (1997) which considers that the learning environment measures the surroundings that directly affect the success of one's learning, but the effectiveness of this learning environment is determined by other environmental factors surrounding it such as the environment and supportive atmosphere.

Aspect of school environment

Teacher and student relationship

The dimensions of teacher and student relationships is often the main focus of the previous study of the sequences of the effects and influences gained by the relationship that existed on school violence. Teachers' relationship with students and student achievement shows a positive and significant relationship and thus proves that teachers act as a driving force for student dicipline (Chen et al., 2017; Mokhtar, 2012). The good relationship between the teacher and the student is based on the communication between teachers and students that encourages teachers to help students deal with problems in the learning process (Ballantine, 1997; Colvin,

& Schlosker, 1998; Gorham, & Christopel, 1990; Ginott, 1972; Ishak, & Mohammad, 2001; Nor, 2005; Okula, 1999; Rudduck, 1996; Wiseman, & Bogner, 2003).

In the context of schools, a teacher who is effective, well-liked, and honoured by the students (Hassan & Mohd, 1999) should have good and unique communication skills. This is because communication is a process inherent in the sharing of experiences by teachers with students and students with teachers in contributing towards the forming of relationships between humans. A study on secondary school students discovered that the importance of the relationship between teachers and students exceeds the importance of the approach used by teachers in delivering their teaching. This is because the level of student interaction with educators contributes to the discipline of the students as well as the motivation and success of the students through their role as motivators for students through the teaching and learning process (Ballantine, 1997; Colvin, & Schlosker, 1998; Ishak, & Mohammad, 2001; Okula, 1999). Rahim, Mat Rashid and Hamzah (2015)

Home Psychosocial Environment

A home is a place where one lives permanently, especially as a member of a family or household. It is a place of residence or refuge. A home is not a mere transient shelter. Its essence lies in the personalities of the people who live in it. Home Environment is the surroundings, where one live. According to Anene (Anene, 2005) home environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms.

In a doctoral dissertation Parveen (2007) studied students' home environment and was of the view that it significantly influences student's childhood which has further influences on adult life of the child. Parveen (2007) along with Muola (2010) believe that home environment hinders or support children overall development. Parents' attitudes play a dominant role and where it is supportive enhances children performances and has positive impacts on child's development. Interactions of family members are contributive for students' as it enables them to improve their linguistic, social and intellectual skills. Study conducted by Clark, Goyder and Bissel (2007) also agreed that positive domestic enviornment is the prominent indicator of students' success in their academics

Aspects of home environment

Parenting styles

Parenting style refers to the interactions between parents and their children and how they take care of them (Besharat et al., 2011). According to the literature, parenting styles are the parents' attitudes

toward their children and how they exhibit those attitudes via their behaviors (Darling & Steinberg, 2017). How a child learns might be influenced by the way his or her parents interact with him or her. The concept of goal orientation is crucial to student performance. Akbar et al. (2018) refers to the typical ways parents raise their children, including their attitudes and behaviors, and mention it as 'parenting styles'. Parents are responsive when they show interest in, listen to, and consistently support their children in pursuing their goals and desires. Various authors support this argument (Amponsah et al., 2018).

Types of parenting styles

According to psychologist Diana Baumrind's, there are four types of parenting styles. Using various methods like naturalistic observation, parenting interviews, and many other, Baumrind identified the following four parenting styles:

Authoritative Parenting: The authoritative style is considered to be the “ideal” parenting style and seems to produce children with high levels of self-reliance and self-esteem, who are socially responsible, independent and achievement-oriented. Authoritative parents set clear expectations and have high standards. They monitor their children's behaviour, use discipline based on reasoning and encourage their children to make decisions and learn from their mistakes. They are also warm and nurturing, treating their children with kindness, respect and affection.

Authoritarian Parenting: Although the word sounds similar, authoritarian parenting is different in many ways from authoritative parenting. The authoritarian parent tends to set rigid rules, demand obedience and use strategies such as the withdrawal of love or approval to force a child to conform. These parents are more likely to use physical punishment or verbal insults to elicit the desired behavior. They lack the warmth of the authoritative parent and may seem aloof to their children. Children with authoritarian parents may be well-behaved, but they are also likely to be moody and anxious; they tend to be followers rather than leaders.

Permissive-Indulgent Parenting: The permissive-indulgent parent is overflowing in parental warmth. This parent may be openly affectionate and loving but sets few or no limits, even when the child's safety may be at risk. Permissive-indulgent parents make few demands for maturity or performance, and there are often no consequences for misbehaviour. Children of permissive parents often have problems with controlling their impulses; they may display immaturity and be reluctant to accept responsibility.

Permissive-Uninvolved Parenting: Permissive-Uninvolved Parenting also called simply "uninvolved parenting," is characterized by the same lack of limits or demands seen in the permissive-indulgent parenting style. However, the uninvolved parent displays little or no parental warmth. At its extreme, the uninvolved style can be neglectful or involve outright rejection of the child. Children with uninvolved parents are likely to have low levels of functioning in many areas. They tend to do poorly in school and, as they move into high school, are more likely to exhibit delinquent behaviour and depression.

Hetero aggressiveness

"Hetero aggressiveness" refers to aggressive behaviors directed towards individuals who are perceived as different or outside of one's own group, often based on factors such as race, ethnicity, religion, gender, sexual orientation, or other characteristics. Here are definitions of hetero aggressiveness by several authors: Gordon W. Allport (1961) defines "Hetero aggressiveness is the manifestation of hostility and aggression towards members of groups distinct from one's own, often fueled by prejudice and stereotypes." Eduardo Duran and Bonnie Duran (2006) affirmed that Hetero aggressiveness refers to acts of aggression or violence that target individuals or groups who are perceived as culturally different or as outsiders. It involves the use of power and dominance to assert superiority." Lillian Comas-Díaz (2016) stated that Hetero aggressiveness is the expression of aggression, hostility, or violence towards individuals or communities that belong to different cultural, racial, or social groups. It often arises from a sense of superiority and dominance."

Carillo (2008) defines Hetero aggressiveness involves acts of aggression directed towards people who are perceived as different, alien, or inferior due to cultural, ethnic, or other characteristics. It reflects prejudice and an assertion of power." Brinton (2001) opines that Hetero aggressiveness refers to acts of violence, discrimination, or hostility directed at individuals from marginalized or culturally different groups. It is driven by stereotypes, intolerance, and power dynamics." Chi-Ying Chung (2009) defines Hetero aggressiveness is the expression of aggressive behaviors or harm directed at individuals based on their perceived differences, which may include race, ethnicity, religion, or social status. It stems from prejudice and discrimination. Wing Sue (2003) Hetero aggressiveness refers to acts of aggression, discrimination, or microaggressions that target individuals from marginalized or different

cultural groups. It perpetuates inequality and social hierarchy." Alberto L. Rivas. Hetero aggressiveness involves acts of aggression or hostility against individuals who are perceived as 'other' due to their cultural, racial, or social identity. It reflects prejudiced attitudes and social power dynamics."

Hetero aggressiveness is any behaviour or action planned to inflict harm on another person who does not want to be harmed (Babalola, 2015). Hetero aggression is always a purposeful act that is extreme and could lead to death. (Loeber et al, 2000). Aggressive behaviours are frequently overt and has two categories, viz; physical and non-physical aggression, the former being characterized with fighting, threats or attempts to hurt others, use of weapons, cruelty toward animals, fire setting, intentional destruction of property, and vandalism while the latter is associated with verbal saying hurtful things to another individual, attempting to hurt an individual in a non-verbal manner and hitting of object (Mitrofanet al., 2014).

Hetero aggression as an anti-social behaviour is characterized by various maladjustment behaviours of different forms with associated great negative consequences on the exhibitor, the sufferer, peers, family, and society at different magnitudes. If this is not properly understood and managed and treated, its prevalence will give birth to undesired short and long effects such as poor academic performance, socio-economic problems, political crisis, civil unrest, intra and inter-tribal cum religious crisis, destruction of properties, and integrity of fellow being and other psychological factors among others. Aggression is believed by relevant stakeholders to be undesired, and a non-socially acceptable form of behaviour characterized by violent conduct with adverse effects for all involved. Zirpoli, (2014) opines that aggression is a serious aberrant behaviour with a consequence for both the student and those in his or her environment.

These definitions collectively highlight the concept of hetero aggressiveness as a form of aggression and violence directed towards individuals based on perceived differences, often reflecting prejudice, stereotypes, and power imbalances. It emphasizes the need to address and counteract such behaviors to promote social harmony and equality.

Forms of Hetero aggressiveness

Hetero aggressiveness refers to aggressive behavior exhibited by students towards others who are different from them in terms of characteristics such as race, ethnicity, gender, sexuality, or other forms of diversity. It's important to note that addressing this behavior requires a

comprehensive approach involving education, awareness, and support. Identifying indicators of student hetero aggressiveness can help educators and authorities intervene early to prevent escalation. Some indicators to look for might include:

Verbal Aggression: Students engaging in derogatory comments, slurs, or offensive jokes targeting individuals from different backgrounds.

Physical Aggression: Physically aggressive behaviors such as pushing, hitting, or other forms of violence directed at individuals because of their differences.

Bullying: Engaging in repetitive and harmful behaviors to intimidate, humiliate, or isolate someone based on their differences.

Exclusion: Deliberately excluding individuals from activities, groups, or social circles based on their differences.

Cyberbullying: Using digital platforms to spread hate speech, offensive content, or threats targeting individuals' diverse characteristics.

Microaggressions: Subtle and often unintentional behaviors or comments that communicate bias or hostility toward someone due to their differences.

Isolation: Ignoring or isolating individuals because of their differences, creating a sense of exclusion or loneliness.

Disrespect for Cultural Differences: Expressing disdain, intolerance, or lack of respect for cultural practices, traditions, or beliefs that differ from one's own.

Harassment: Repeatedly targeting individuals with unwanted attention, comments, or actions based on their diverse attributes.

Prejudiced Attitudes: Demonstrating prejudiced beliefs, stereotypes, or negative attitudes towards people from different backgrounds.

Aggressive Online Behavior: Participating in online forums, social media, or other digital spaces to spread hate speech or target individuals based on their differences.

Group Conformity: Participating in aggressive behavior towards individuals from different backgrounds to conform to a peer group's norms.

Inflammatory Language: Using language that incites hatred or violence against individuals due to their diversity.

It's crucial to address these indicators promptly through a combination of education, counseling, and disciplinary measures. Creating an inclusive and respectful school environment, implementing anti-bullying programs, and promoting open dialogue about diversity and tolerance can all contribute to reducing hetero aggressiveness among students.

THEORITICAL FRAMEWORK

The Theory of Operant Condition (Burrhus Frederic Skinner 1938)

The term operant conditioning was coined by B. F. Skinner in 1937 in the context of reflex physiology, to differentiate behavior that affects the environment from the reflex-related subject matter of the Pavlovians (Ainslie, 1992). The term was novel, but its referent was not entirely new. Operant behavior, though defined by Skinner as behavior “controlled by its consequences” is in practice little different from what had previously been termed “instrumental learning” and what most people would call habit. Any well-trained “operant” is in effect a habit. What was truly new was Skinner's method of automated training with intermittent reinforcement and the subject matter of reinforcement schedules to which it led. Skinner and his colleagues and students discovered in the ensuing decades a completely unsuspected range of powerful and orderly schedule effects that provided new tools for understanding learning processes and new phenomena to challenge theory.

Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and a consequence for that behavior. Operant conditioning is a method of learning that occurs through rewards and punishments for behaviour. Through operant conditioning, an individual makes an association between a particular behaviour and a consequence (Skinner, 1937). He

believed that the best way to understand behaviour is to look at the causes of an action and its consequences. He called this approach operant conditioning.

Operant conditioning theory was heavily influenced by the work of psychologist Edward Thorndike (laws of effect, 1898), who had proposed what he called the law of effect. According to this principle, actions that are followed by desirable outcomes are more likely to be repeated while those followed by undesirable outcomes are less likely to be repeated. Operant conditioning relies on a simple premise - actions that are followed by reinforcement will be strengthened and more likely to occur again in the future. If you tell a funny story in class and everybody laughs, you will probably be more likely to tell that story again in the future. If you raise your hand to ask a question and your teacher praises your polite behavior, you will be more likely to raise your hand the next time you have a question or comment. Because the behavior was followed by reinforcement, or a desirable outcome, the preceding actions are strengthened. Conversely, actions that result in punishment or undesirable consequences will be weakened and less likely to occur again in the future. If you tell the same story again in another class but nobody laughs this time, you will be less likely to repeat the story again in the future. If you shout out an answer in class and your teacher scolds you, then you might be less likely to interrupt the class again.

Types of Behaviors

Skinner distinguished between two different types of behaviors which are the respondent behaviour and the operant behaviour.

Respondent behaviors: These are behaviours that occur automatically and reflexively, such as pulling your hand back from a hot stove. This behaviour is not learned but it occurs automatically and involuntarily.

Operant behaviors: Operant behaviour are behaviour under conscious control. Some may occur spontaneously and others purposely, but it is the consequences of these actions that influence whether they occur again in the future. Our actions on the environment and the consequences of that action make up an important part of the learning process.

Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a 'Skinner Box' which was similar to Thorndike's puzzle box. Skinner identified three types of responses, or operant, that can follow behaviour.

- **Neutral operant:** responses from the environment that neither increases nor decreases the probability of a behaviour being repeated.
- **Reinforcers:** Responses from the environment that increase the probability of a behaviour being repeated. Reinforcers can be either positive or negative.
- **Punishers:** Responses from the environment that decrease the likelihood of a behaviour being repeated. Punishment weakens behaviour.

Behavioural Reinforcers

Positive Reinforcement: Skinner showed how positive reinforcement worked by placing a hungry rat in his Skinner box. The box contained a lever on the side, and as the rat moved about the box, it would accidentally knock the lever. Immediately it did so a food pellet would drop into a container next to the lever. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of receiving food if they pressed the lever ensured that they would repeat the action again and again. Positive reinforcement strengthens a behaviour by providing a consequence an individual finds rewarding. For example, if your teacher will compliment you each time you complete your homework (i.e., a reward) you will be more likely to repeat this behaviour in the future, thus strengthening student's behaviour towards learning.

Negative Reinforcement: The removal of an unpleasant reinforcer can also strengthen behaviour. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal or person. Negative reinforcement strengthens behaviour because it stops or removes an unpleasant experience. For example, students failing to do their homework, a student earns a negative compliment. The students will therefore complete their homework to avoid such, thus strengthening the behaviour of completing homework. Skinner showed how negative reinforcement worked by placing a rat in his Skinner box and then subjecting it to an unpleasant electric current which caused it some discomfort. As the rat moved about the box it would accidentally knock the lever. Immediately it did so the electric current would be switched off. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of escaping the electric current ensured that they would repeat the action again and again. In fact, Skinner even taught the rats to avoid the electric current by turning on a light just before the electric current came on. The rats soon learned to press the lever when the light came on because they knew that this would stop the

electric current being switched on. These two learned responses are known as Escape Learning and Avoidance Learning.

Behavioural punishers

Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it. It is an aversive event that decreases the behaviour that it follows. Like reinforcement, punishment can work either by directly applying an unpleasant stimulus like a shock after a response or by removing a potentially rewarding stimulus, for instance, deducting someone's pocket money to punish undesirable behaviour.

There are two kinds of punishment:

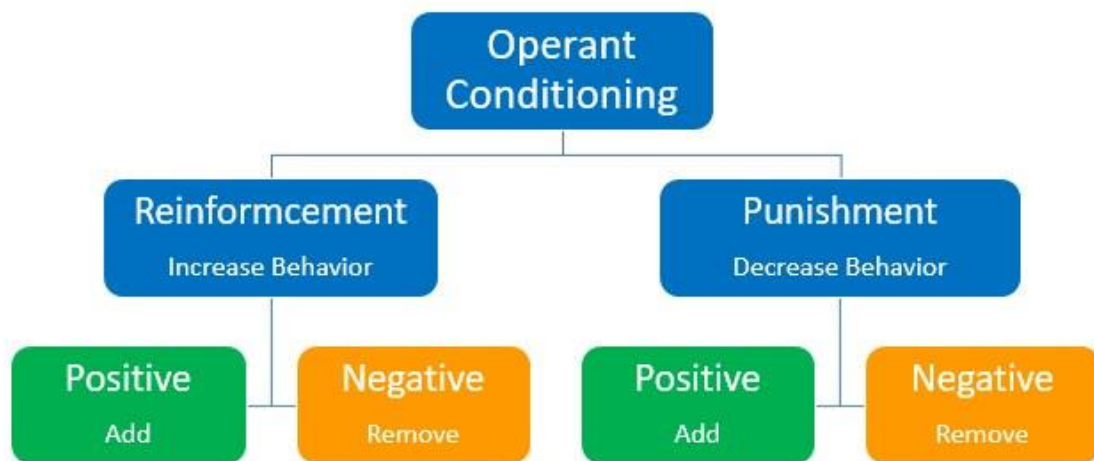
Positive punishment: This is sometimes referred to as punishment by application, positive punishment presents an unfavorable event or outcome to weaken the response it follows. Spanking for misbehavior is an example of punishment by application.

Negative punishment: It is also known as punishment by removal, negative punishment occurs when favourable event or outcome is removed after a behavior occurs. Taking away a child's video game following misbehavior is an example of negative punishment. In both cases of punishment, the behavior decreases.

Note: It is not always easy to distinguish between punishment and negative reinforcement. There are many problems with using punishment, such as;

- Punished behaviour is not forgotten, it's suppressed.
- Behaviour returns when punishment is no longer present.
- Punishment causes increased aggression (aggression is a way to cope with problems).
- Punishment creates fear that can generalize to undesirable behaviours, e.g., fear of school.
- Punishment does not necessarily guide toward desired behaviour.
- Reinforcement tells you what to do while punishment only tells you what not to do.

Figure 1: B.F Skinner's operant conditioning



source: Modified from B.F Skinner's operant conditioning theory (1937)

Operant conditioning involves changing voluntary behaviours. The underlying concept of this theory is that the consequences to our actions control our voluntary behaviour. Therefore, if a behaviour response is followed by either reinforcement or punishment, we will learn how to behave. A reinforcement following a behaviour will cause the behaviour to increase, while punishment following a behaviour will result in decreases in the behaviour. For example, if you are praised a behaviour, you will likely continue that behaviour. In contrast, if you are punished after a certain behaviour, you are likely to discontinue that behaviour.

Behaviour Shaping

A further important contribution made by Skinner (1951) is the notion of behaviour shaping, through successive approximation. Skinner argues that the principles of operant conditioning can be used to produce extremely complex behaviour if rewards and punishments are delivered in such a way as to encourage move an organism closer and closer to the desired behaviour each time. To do this, the conditions (or contingencies) required to receive the reward should shift each time the organism moves a step closer to the desired behaviour. According to Skinner, most animal and human behaviour (including language) can be explained as a product of this type of successive approximation.

Educational Applications

In the conventional learning situation, operant conditioning applies largely to issues of class and student management, rather than to learning content. It is very relevant to shaping skill performance. A simple way to shape behaviour is to provide feedback on learner performance, e.g., compliments, approval, encouragement, and affirmation. A variable-ratio produces the

highest response rate for students learning a new task, whereby initially reinforcement (e.g. praise) occurs at frequent intervals, and as the performance improves reinforcement occurs less frequently, until eventually only exceptional outcomes are reinforced. For example, if a teacher wanted to encourage students to answer questions in class, they should praise them for every attempt (regardless of whether their answer is correct).

Gradually the teacher will only praise the students when their answer is correct, and over time only exceptional answers will be praised. Unwanted behaviours, such as tardiness and dominating class discussion can be extinguished through being ignored by the teacher (rather than being reinforced by having attention drawn to them). This is not an easy task, as the teacher may appear insincere if he/she thinks too much about the way to behave. Knowledge of success is also important as it motivates future learning. However, it is important to vary the type of reinforcement given so that the behaviour is maintained. This is not an easy task, as the teacher may appear insincere if he/she thinks too much about the way to behave.

Operant conditioning and students' hetero aggressiveness

Operant conditioning is a psychological concept that can be applied to understand and address students' hetero aggressiveness. Operant conditioning is a form of learning in which behaviors are influenced by their consequences. It involves the relationship between behaviors and the rewards or punishments that follow those behaviors. Here's how operant conditioning might be relevant to addressing students' hetero aggressiveness:

1. Reinforcement and Punishment: Operant conditioning involves two main processes: reinforcement and punishment.

Positive Reinforcement: This involves presenting a positive stimulus after a behavior, which increases the likelihood of that behavior occurring again. In the context of hetero aggressiveness, if students receive positive attention or approval from their peers for engaging in aggressive behaviors, they may be more likely to continue those behaviors.

Negative Reinforcement: This involves removing an aversive stimulus after a behavior, leading to an increase in the frequency of that behavior. For instance, if a student uses aggression to avoid being teased or bullied themselves, they might be more likely to engage in hetero aggressiveness as a means of protection.

Punishment: This involves presenting an aversive stimulus or removing a positive one after a behavior, which decreases the likelihood of that behavior occurring again. If students experience negative consequences or disciplinary actions for hetero aggressiveness, it might reduce the occurrence of such behavior.

2. Shaping and Extinction: Operant conditioning also involves shaping and extinction.

Shaping: This refers to reinforcing behaviors that are progressively closer to the desired behavior. Educators and parents can reinforce alternative behaviors to hetero aggressiveness, such as conflict resolution skills, effective communication, and empathy.

Extinction: This involves withholding reinforcement for a previously reinforced behavior, leading to a decrease in the occurrence of that behavior. If aggressive behaviors no longer result in desired outcomes (e.g., attention or peer approval), students may be less motivated to engage in hetero aggressiveness.

Applying Operant Conditioning to Address Hetero Aggressiveness: To address students' hetero aggressiveness using operant conditioning principles:

Reinforcement of Positive Behaviors: Promote and reward positive behaviors that are incompatible with hetero aggressiveness, such as respectful communication, empathy, and cooperation.

Consequences for Aggressive Behavior: Implement consistent and appropriate consequences for hetero aggressiveness to discourage its occurrence. This could include disciplinary actions and educational interventions.

Modeling and Imitation: Provide positive role models and encourage students to observe and imitate prosocial behaviors and interactions.

Social Recognition: Create an environment where students are recognized and praised for their positive interactions and conflict resolution skills.

Skills Training: Offer training in conflict resolution, anger management, and communication skills to provide students with effective alternatives to aggression.

Remember that operant conditioning is just one approach among many that can contribute to addressing hetero aggressiveness. Combining operant conditioning principles with other

strategies, such as education, awareness campaigns, and promoting an inclusive school culture, can lead to a more comprehensive and effective approach.

The Social Learning Theory (Bandura 1977)

Social Learning Theory (SLT) has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behaviorist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation. (Muro & Jeffrey 2008). Social learning theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioural change (Muro & Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. According to Bandura, imitation involves the actual reproduction of observed motor activities. (Bandura 1977).

Learning is about interacting with the environment and making a permanent change in knowledge or behaviour that improves human performance (Driscoll, 1994). According to Bandura's SLT, we learn from interacting with others in a social context. We observe, assimilate, and imitate others' behaviour when witnessing positive or rewarding experiences (Nabavi, 2012). Bandura (1977a) agreed with the behaviorist learning theories of classical conditioning and operant conditioning yet, crucially, added the following:

- Mediating processes take place between the stimuli and response.
- Behavior is learned through observation of the environment.

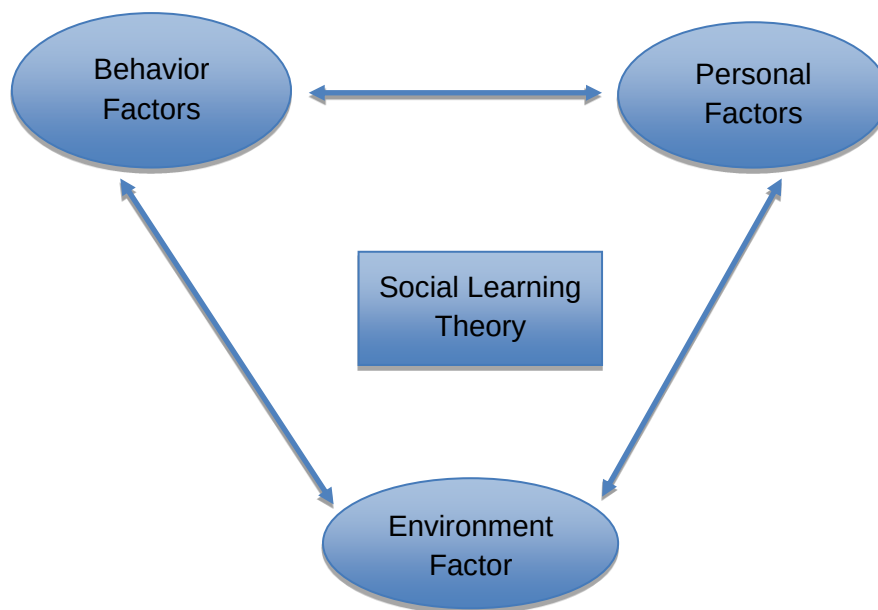
As a result, both environmental and cognitive factors combine to influence human learning and behaviour. The SLT states that we acquire behaviours through a combination of reinforcement and imitation, where "imitation is the reproduction of learning through observation" (Gross, 2020).

Stages of Social Learning Theory

Bandura's social learning theory provides a helpful framework for understanding how an individual learns via observation *and* modelling (Horsburgh & Ippolito, 2018). Cognitive processes are central, as learners must make sense of and internalize what they see to reproduce the behaviour. Psychological processing is required to match cognition and behaviour between the observation and the performance (Horsburgh & Ippolito, 2018).

The following diagram represents the three interconnected underlying themes of the SLT: environmental, personal, and behavioural factors (modified from Bandura, 1977b).

Figure 2: Stages of Social Learning Theory



Source: Modified from Bandura, 1977b

These factors can interact with each other in the learning process. Environmental factors influence behavior; behavior affects the environment, as well as personal/cognitive factors influence behavior. What is meant by the person factor by Bandura is, among others, especially the nature, personality, and temperament; while cognitive factors include expectations, beliefs, thinking strategies and intelligence.

In this model, the personal factor (cognitive) plays a very important role. The person (cognitive) factor emphasized by Bandura is self-efficacy. Bandura defines self-efficacy as belief in one's own ability to deal with and solve problems effectively. Self-efficacy also means believing in yourself to be able to succeed and be successful. Individuals with high self-efficacy are

committed to solving problems and will not give up when they find that the strategy being used is not working. (Bandura 2001) According to him, individuals who have high self-efficacy will be very easy to face challenges. Individuals do not feel doubt because he has full confidence in his abilities.

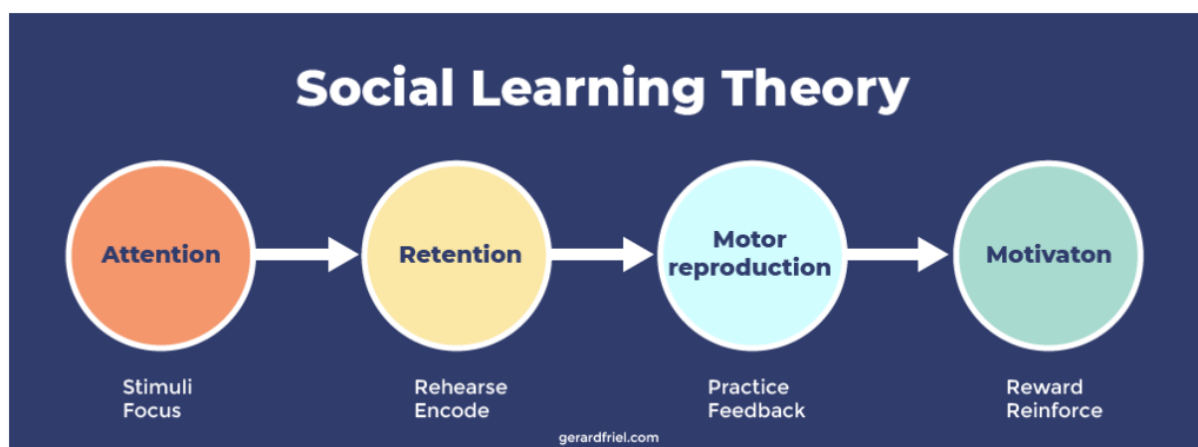
According to him, the process of observing and imitating the behavior and attitudes of others as a model is an act of learning. Bandura's theory explains human behavior in the context of a continuous reciprocal interaction between cognitive, behavioural, and environmental influences. Environmental conditions around the individual are very influential on this type of social learning pattern. For example, someone who lives and grew up in a gambling environment, then he tends to choose to play gambling, or on the contrary thinks that gambling is not good.

There are many factors that must be considered in changing individual behavior after making observations. According to Bandura, the cognitive basis in the learning process can be summarized in four stages, namely: attention, remembering, reproduction of motion, and motivation.

Principles of Social Learning Theory

The theory contains four principles that are required for learning:

Figure 3: Principles of Social Learning Theory



Source: Newman Barclay.M. & P.R, (2007)

The principles of social learning are assumed to operate in the same way throughout life.

Attention: An observer pays attention to particular social behaviors. Their ability to pay attention depends on their accessibility to what is being observed, the relevance of the behaviors, the complexity of the behaviors, the perceived value of the behaviors, and the observer's own cognitive abilities and preconceptions.

Retention: An observer retains the sequence of behaviors and consequences, which they can retrieve for future imitations of the behaviors.

Production: An observer repeats the behavior in a different social context and receives feedback from other observers, which they can use to adjust how they perform the behaviors in future contexts.

Motivation: An observer is motivated to repeat the behaviors based on the social responses and consequences they receive when they imitate a behavior (Newman B.M. & P.R, 2007). In a 2018 study using the SLT to explore learning from role models, students confirmed the processes above, describing how they were “selectively and consciously paying attention, using retention strategies, reproducing observed behavior and being motivated to imitate” (Horsburgh & Ippolito, 2018).

The social learning theory, developed by Albert Bandura, is highly relevant when considering students' hetero aggressiveness, which refers to aggressive behavior directed towards others. This theory offers valuable insights into how students acquire, develop, and potentially change their aggressive behaviors based on social interactions, observations, and reinforcements.

The implication of social learning theory on students' hetero aggressiveness:

Observation on Learning: Students are continuously observing and imitating the behaviors they see around them, including those that involve aggression. If students witness peers or adults engaging in hetero aggressive behaviors and observe that such behaviors lead to perceived rewards or social status, they may be more inclined to replicate those behaviors.

Modeling: Role models significantly influence students' behaviors. If students have role models who display and reinforce hetero aggressive behavior, they might internalize and

imitate those actions. Role models could be peers, older students, family members, or even media figures.

Reinforcement and Punishment: Both reinforcement and punishment are essential factors in the observer's motivation to replicate the behavior they have seen (Nabavi, 2012). The social learning theory highlights that behaviors are influenced by consequences. If students perceive that engaging in hetero aggressive behavior results in positive outcomes, such as gaining dominance or avoiding victimization, they may be more likely to continue these behaviors. Conversely, if they see negative consequences resulting from aggression, they may be discouraged from engaging in such actions.

Criminology and aggression: According to the SLT, "aggressive behaviors are learned through reinforcement and the imitation of aggressive models" (Gross, 2020). Bandura showed that aggressive tendencies, especially in children, are vicariously reinforced by seeing others rewarded for or benefiting from their aggressive behavior.

Cognitive Processes: Students' cognitive processes, including attention, memory, and motivation, play a role in their engagement with hetero aggressiveness. If students pay attention to, remember, and find motivation in aggressive behaviors or situations, they are more likely to reproduce those actions.

Desensitization: Continuous exposure to aggressive behavior in various forms of media and real-life situations can desensitize students to violence. This desensitization might make them less likely to recognize or respond to the harmful nature of their hetero aggressive actions.

Social Context: The social learning theory emphasizes the context in which behavior occurs. Students are influenced by the social environments they are part of, including family, peer groups, and school. If they are exposed to environments where hetero aggressiveness is accepted, normalized, or goes unpunished, they may be more prone to engage in such behaviors.

Imitation of Peer Behavior: Peer interactions and influence are powerful factors in students' behavior. If a student's peer group promotes or engages in hetero aggressive behaviors, the individual may feel pressure to conform and adopt those behaviors as well.

Addressing students' hetero aggressiveness through the lens of social learning theory

Addressing students' hetero aggressiveness through the lens of social learning theory involves creating environments that actively promote prosocial behaviors, empathy, conflict resolution skills, and positive role modeling. Interventions and strategies that focus on altering the social dynamics, providing alternative models of behavior, and emphasizing positive reinforcement for non-aggressive actions can contribute to reducing students' hetero aggressiveness and promoting a healthier social atmosphere.

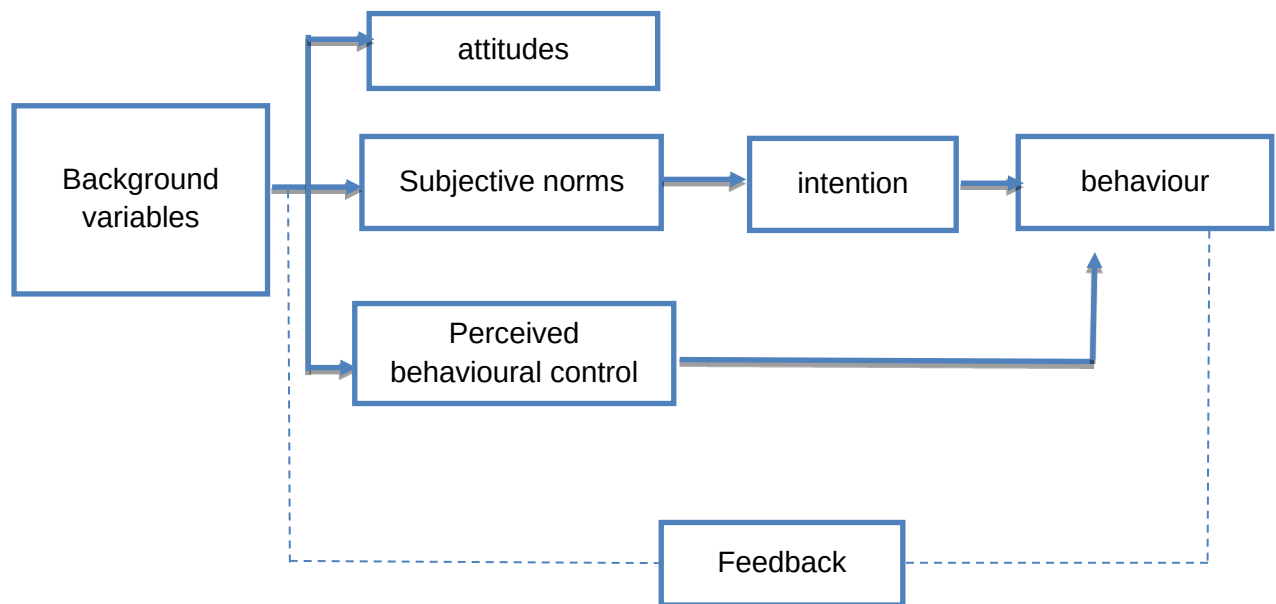
Theory of Planned Behaviour (Ajzen, 1988)

The theory of Planned Behaviour is one of the models most frequently used in the literature to explore pro-environmental behaviour including recycling, travel mode choice, energy consumption, water conservation, food choice, and ethical investment (Stern, 2000; Staats, 2003). Armitage and Conner (2001) identified its application in 154 different contexts. The theory of Planned Behaviour (Ajzen, 1988) assumes that the best prediction of behaviour is given by asking people if they are intending to behave in a certain way. Here, it is noted that the intention will not express itself in behaviour if it is physically impossible to perform the behaviour or if unexpected barriers stand in the way. Ajzen, uses three determinants to explain behavioural intention:

1. The attitude (opinions of oneself about the behaviour).
2. The subjective norm (opinions of others about the behaviour).
3. The perceived behavioural control (self-efficacy towards the behaviour).

Ajzen (1991) proposed the theory of Planned Behavior (TPB) wherein the individual's behavior is best predicted by one's intentions; intentions are, in turn, predicted by attitudes about the behavior, the subjective norms (a person's perception of important others' beliefs that he or she should or should not perform the behavior) encasing the execution of the behavior, and the individual's perception of their control over the behavior. Ajzen's TPB has been used to predict many different behaviors ranging from gambling behaviors to the use of hormone replacement therapy. Stone, Jawahar, and Kisamore (2010) conducted a study in Oklahoma which studied the theory of Planned Behavior predicting academic misconduct intentions and behavior.

Figure 4. The Theory of Planned Behaviour



Source: Modified from Ajzen, (1988).

According to the model attitudes, subjective norms and perceived behavioural control predict the intention, which in turn predicts the behaviour. Background variables, as demographical factors, are supposed to influence the behaviour through the three determinants and the intention. Attitudes, subjective norms, and the perceived behavioural control, explain the behavioural intention before the behaviour takes place. The intention is a good predictor of the actual behaviour. Theory also says that the perceived behavioural control is an estimate of the skills needed for expressing the behaviour and the possibility to overcome barriers. Therefore, a direct influence of perceived behavioural control on behaviour is supposed. The actual behaviour leads to ‘feedback’ arrow.

Furthermore, Ajzen states that for a good and predictive value of the model, it is necessary that the several model variables are defined on the same level of specificity: For example, when investigating the explaining factors of buying solar boilers, prediction will not be found in the attitude toward the environment, but in the attitude toward solar boilers. If one wants to study pro-environmental behaviour in general, the determinants should be measured on this general level.

Assumptions on the theory of Planned Behaviour

The model of the theory of Planned Behaviour assumes that consumers make decisions by calculating the costs and benefits of different courses of action and choosing the option that

maximises their expected net benefits. The theory of planned behaviour belongs to the so-called group of 'rational choice models. It builds on the following key assumptions:

- Individual self-interest is the appropriate framework for understanding human behaviour: rational behaviour is the result of processes of cognitive deliberation.
- Internal factors, especially the attitude, play the most important role.
- The policy interventions that flow from this model are relatively straightforward. Policy should seek to ensure that consumers have access to sufficient information to make informed choices.

The theory of Planned Behavior provided a specific theoretical framework to evaluate the impact of attitudes, norms, and controls on parental involvement. The "new knowledge" that resulted from the measurement of these parental involvement affirmed that regardless of the perceived level of parenting styles, virtually all parents believed that engagement in their children's education is important (attitudes). Parents shared a variety of "good intentions" in wanting to participate in a range of scheduled school activities. In addition, the same obstacles (or "controls") to these "good intentions" were shared between parents deemed "involved" and parents deemed "not involved." There is a significance difference in norms, however. Parents perceived as "not involved" were more likely to note that friends and neighbors were not actively involved and that a majority of parents are unable or unlikely to be actively involved. This provides a rationale for a norm-based initiative that might increase parental involvement.

The theory of planned behavior (Ajzen, 1991) provides a useful framework for addressing the teachers attitude and behavior. It is an extension of the theory of reasoned action (Ajzen & Fishbein, 1980) and proposes that in order to predict a specific behavior, attitudes, subjective norm, perceived behavioral control and behavioral intention in relation to that behavior need to be taken into consideration. Teacher's attitudes towards a behavior are assumed to be based on behavioral beliefs, which are a person's beliefs about the likely consequences of performing the behavior (Ajzen, 1991, Ajzen, 2005). When teachers believe that adopting environmentally sustainable behaviors mainly produces positive outcomes on students, their attitude towards these behaviors will be favorable and the students will respond calmly. Conversely, if the teacher's associate behaviour with mainly negative consequences, the student's attitude will be unfavorable.

Theory of planned behavior and it impact on student's hetero aggressiveness.

The Theory of Planned Behavior (TPB) can provide insights into understanding and potentially addressing student's hetero aggressiveness. While TPB is more commonly applied to predict and explain a wide range of behaviors, it can also be adapted to examine aggressive behaviors,

including hetero aggressiveness, among students. Here's how TPB might be applied to this context:

Attitude: In the context of hetero aggressiveness, an individual student's attitude towards engaging in such behavior plays a crucial role. If a student holds negative attitudes towards people who are different from them, it could contribute to their likelihood of displaying hetero aggressive behaviors. Interventions could focus on promoting positive attitudes, empathy, and cultural sensitivity.

Subjective Norms: Students are influenced by the perceived expectations of their peers, family, and society. If a student believes that their social circle approves of hetero aggressiveness or holds biased beliefs, they may be more inclined to engage in such behavior. Creating awareness about the negative impact of hetero aggressiveness and promoting inclusive norms can help address this aspect.

Perceived Behavioral Control: A student's perception of their ability to control their aggressive impulses is a key factor. Providing students with strategies for managing their emotions, resolving conflicts, and developing better self-regulation can enhance their perceived control over aggressive tendencies.

Using TPB to address students' hetero aggressiveness, interventions might involve:

Educational Programs: Implementing educational programs that foster understanding, empathy, and appreciation for diversity. These programs can help shape positive attitudes and reduce prejudice.

Peer and Social Influences: Creating campaigns or initiatives that challenge negative norms and promote acceptance, respect, and inclusivity. Encouraging positive peer interactions can influence students' attitudes and behavior.

Skills Training: Providing students with conflict resolution skills, communication skills, and emotional intelligence training to help them better manage their emotions and interactions.

Supportive Environment: Establishing a safe and inclusive school environment where students feel comfortable reporting incidents of aggression and seeking help.

It's important to recognize that addressing hetero aggressiveness involves a comprehensive approach that considers both individual factors and the broader social and cultural context.

While the Theory of Planned Behavior offers a framework for understanding the psychological factors influencing behavior, interventions should also be informed by other relevant theories and research on aggression and prejudice reduction.

and counteract such behaviors to promote social harmony and equality.

HETERO AGGRESSIVENESS IN SECONDARY SCHOOLS

School environment and student hetero aggressiveness

In recent years society has been witnessing with concern the increase of aggressive behavior in school, carry out by children and young people. Even though aggressiveness is not a new phenomenon, the media attention and coverage allied with the complexity and the different forms that it assumes, have contributed to a strong increase of scientific interest about aggressiveness (Velez, 2010). Prior research indicates that school has a significant role in the increase of aggressive behavior, not only as the main stage where it takes place but also as an enhancer (Cevizci, 2017).

Psychosocial school environment" refers to the psychological and social aspects of the educational setting that can influence students' well-being, behavior, and overall development (Majied, 2016). It encompasses various factors that impact students' mental, emotional, and social health within the school context (Yorke et al., 2021). Psychosocial school environment creates a conducive environment for effective teaching and learning. It relates to 'the dynamic relationship between psychological aspects of our experience (our thoughts, emotions, and behaviors) and our wider social experience (our relationships, family and community networks, social values, and cultural practices)' (INEE, 2016). Key elements contributing to the psychosocial school environment include the quality of personal relationships at school, methods used in the process of learning, classroom management and discipline, students' and teachers' well-being (Attawell, 2019).

Burton (2008) delimits that "schools are generally seen as mechanisms to develop and reinforce positive citizens with pro-social attitudes and as sites where individuals are prepared for the role, they are to play in society at large". Though, research and broadcasts portray that regardless of widespread discourse, schools appear to be establishments of violence (Jefthas and Artz, 2010). It is quite apparent in most countries that violence is a major apprehension in primary and secondary schools across the country. Another factor that became evident

throughout readings was that learners are faced with different types of violence and emotional victimisation occurs more frequently than physical victimisation (Mullis et al., 2019). The main types of emotional victimisation prevalent in schools are isolation; degrading; rejection; and public humiliation. Hetero aggressiveness causes psychological distress in victims as there are no bruises visible for them to show as evidence of violation thus impairing the mental wellbeing of learners (Jacobs, 2013).

Physical and psychological aggression may overlap. While the acts and effects of physical violation are often easily recognised, psychological violence leaves no physical wounds or indication of violation (Ward, 2011). Yet, it can have a devastating and enduring effect on a learner. It is contended that while the existence of hetero aggressiveness in schools has always been known, the presence of psychological violence is underestimated and therefore, receives less attention than it should (Burton and Leoschut, 2012).

The prevalence of hetero aggressiveness (physical, psychological, and sexual), as well as bullying both in-person and online, is a key obstacle to a positive psychosocial school environment (UNESCO, 2017). School hetero aggressiveness has a significant impact on the physical and mental well-being of learners, their ability to learn and their educational outcomes. Victims and witnesses of hetero aggressiveness are more likely to miss school, have lower grades, and/or drop out of school entirely. School hetero aggressiveness also contributes to their lower self-esteem, depression, anxiety, and other mental health issues (UNESCO, 2017; Attawell, 2019).

The outcome of aggression of children in schools could lead to serious emotional and behavioural problems, including depression, absence of affection to a parent or guardian, low cognition resulting in poor academic achievement and lack of social skills. In a study that examined psychologically abused children in their infancy and later throughout pre-school, discovered children were constantly irritated, disobliging and unattached to their principal provider. Children involved in the study furthermore, fell short of inventiveness, determination and eagerness to perform (Tackman, 2008). Majority of rejected children turn to suicide (Jacobs, 2013). In an article published in 2015 on emotional victimisation, Naarse (2015) stated as follows: “A nineteen-year-old learner humiliated in public, shunned by friends and hounded by the media, the girl at the centre of the so-called Jules High sex video took her life last year”. The learner was involved in a sex scandal two years prior to her suicide due to psychological

victimisation and humiliation and decided to take an overdose of her mother's medication for high blood pressure (Naarse, 2015). Psychological aggression is more dangerous than physical aggression as there are no scars to prove aggression hence, victims suffer in silence which not only affects their well-being and progress but their health as well. Therefore, some schools have sought help from social workers (Social Development and Child Welfare) who are helpful in assisting learners who are overwhelmed by their circumstances at school (Jacobs, 2013).

Components of psychosocial school environment on students' hetero aggressiveness

The psychosocial school environment can play a significant role in influencing such hetero aggressiveness:

School Culture and Norms: The prevailing culture within a school, including attitudes, beliefs, and values, can shape how students perceive and treat others. A positive and inclusive school culture that promotes respect for diversity and discourages aggression can reduce hetero aggressiveness.

School Climate: The overall atmosphere and tone of the school, including the relationships between staff and students, the sense of safety, and the level of respect among individuals. A positive and supportive school climate can mitigate aggressive behavior by promoting healthy interpersonal interactions.

Anti-Bullying Programs: Schools that implement comprehensive anti-bullying programs are more likely to address various forms of aggression, including hetero aggressiveness. These programs typically involve educating students about the consequences of bullying and promoting empathy and positive interactions.

Diversity and Inclusion Initiatives: Schools that actively promote diversity and inclusion create an environment where students from different backgrounds feel valued and respected. This can reduce the likelihood of hetero aggressiveness by fostering understanding and acceptance of differences.

Curriculum Integration: Incorporating diversity and inclusion topics into the curriculum can help students learn about and appreciate different cultures, perspectives, and identities. This education can lead to greater empathy and understanding, reducing the likelihood of hetero aggressiveness.

Teacher-Student Relationships: Positive relationships between teachers and students can create a sense of belonging and emotional support. When students feel connected to their teachers, they are less likely to engage in aggressive behaviors.

Peer Relationships: The dynamics among peers play a significant role in shaping aggressive behavior. Schools that foster inclusive environments and encourage positive peer interactions can reduce instances of hetero aggressiveness.

Social Emotional Learning (SEL) Programs: These programs teach students skills related to emotional awareness, self-regulation, empathy, and interpersonal communication. SEL can help students better manage their emotions and develop healthier ways of interacting with others.

Counseling and Support Services: Schools that offer counseling and support services provide students with a safe space to address their emotional and psychological needs. This can be especially helpful for students who may be dealing with underlying issues that contribute to aggressive behavior.

Parent Involvement: A strong connection between parents and the school can reinforce positive behavior. When parents are engaged in their children's education and aware of their social interactions, they can provide guidance and support to prevent and address aggressive behaviors.

School Policies and Discipline Approaches: Clear and consistent school policies that address aggression and bullying, along with fair and appropriate disciplinary approaches, can deter aggressive behavior by establishing clear consequences.

Emphasis on Respect and Empathy: Schools that actively promote respect, empathy, and understanding among students can contribute to a more harmonious social environment and reduce instances of hetero aggressiveness.

It's important to note that these components are interconnected, and a holistic approach is often necessary to create a school environment that effectively addresses hetero aggressiveness. Schools should work to foster a climate of respect, empathy, and understanding, while also providing the necessary resources and support for students, educators, and parents to promote positive interactions and reduce aggression.

Teachers attitude on students

Teachers play pivotal roles in the education process such as guiding students for future careers, teaching moral and social values, delivering academic information, and developing students' skills. These roles are closely related to opinions about what characteristics a teacher should have (Işık et al., 2010). Depending on the philosophy of education adopted in the society, beliefs about human nature, culture, and time conditions, teachers should have different individual, social, physical, and professional characteristics. Teachers' attitudes or behaviors has a positive effect on students when they meet their expectations, and a negative effect when they do not. Teacher's attitudes may contribute to the increase or decrease of aggressive behavior according to the quality of their relationship with students (Cadima et al., 2011). A healthy relationship is a good predictor of adjusted social behavior therefore inhibitor of disruptive behavior.

The concept of attitude comprehends three interactive components, namely cognitive, affective and behavioral. The cognitive boils down to a person's knowledge of a given object. The affective component is present when a person manifests positive or negative feelings towards a specific object of attitude. Lastly the behavioral component refers to the person's predisposition to action, that is, the willingness to react positively or negatively towards the object attitude (Rosa, 2008). Given the fact that the attitude is a predisposition rather unstable of the individual to act, think and feel positively or negatively towards an object, person, situation, concept, or moral code, it is possible and essential to understand and perhaps to modify the teacher's attitude towards aggression (Erdoğan, 2013).

Prior studies found out that those teachers who show an aggressive attitude towards the aggressive behavior of their pupils encourage these similar behaviors. Then, after a period of acquaintanceship, students adopt as aggressive attitudes as those observed and expressed by the teacher or they may manifest behaviors of withdrawal, because of fear of punishment (Daniel & Sapo, 2020). This result is consistent with the Social Learning Theory of Bandura, according to which the learning of attitudes and behaviors results from a modeling process, fulfilled by the observation and imitation of a role model (Bandura, 1999).

Furthermore, in the daily work teachers are confronted with pupils, who, for multiple reason, feel a need to draw attention, attack, provoke and defy. In this perspective, the teacher's role is crucial. Above all he must be a manager of conflicts, emotions and interests which requires that he has skills of persuasion, negotiation, combined with the willingness to listen and understand the students. In this way the teacher helps to discontinue aggressive pattern

(Goodboy, & Myers, 2015). Several studies have demonstrated a strong relationship between a student's academic, personal, and social development and the attitudes and behaviors of those around him or her. At this point, the teacher has a great deal of influence Sürücü and Ünal (2018). Erdoğan (2013) claims that teachers' attitudes and behaviors are the second most influential factor affecting a student. According to Broeckelman Post et al. (2015), teachers' inadequate knowledge and skills, as well as aggressive and humiliating behavior have a significant negative impact on students. Some previous research has also referred that insensitivity and unavailability of teachers to listen to their students as well as poor relationship skills and the unskillfulness in dealing with the aggressiveness of their students are pointed out as instigators of aggressive behavior (Gouveia-Pereira, Vala & Correia, 2016). Nevertheless, there is the understanding that the school may discontinue aggressive cycle by an articulated and consistent intervention. This is done first and foremost investing in teacher's training, to enable them to deal successfully with aggression issues in schools (Molla & Nolan, 2020). It is crucial to develop preventive intervention programs, carefully planned in order to discontinue the child's psychosocial risk trajectory.

The influence of teachers' attitudes on students' behavior and aggression

Teachers' attitudes can have a significant impact on students' behavior and development, including their levels of hetero aggressiveness (aggressiveness directed towards individuals of a different gender).

Role Modeling: Teachers serve as role models for their students. If teachers demonstrate respectful and non-aggressive behavior towards all genders, students are more likely to emulate this behavior. On the other hand, if teachers display biased attitudes or aggression, students might internalize these attitudes and replicate them.

Social Learning: Students learn by observing and imitating the behaviors of adults, including teachers. If teachers exhibit aggression or negative attitudes towards individuals of different genders, students may believe that such behaviors are acceptable and may engage in similar behaviors themselves.

Teacher-Student Relationships: Positive and respectful relationships between teachers and students foster a sense of trust and safety. When students feel valued and respected by their teachers, they are more likely to model those behaviors and treat others with kindness and respect, regardless of gender.

Classroom Environment: The classroom environment that teachers create plays a significant role in shaping students' behavior. Teachers who establish inclusive and respectful classroom

norms discourage hetero aggressiveness and promote a cooperative atmosphere where all students feel safe and valued.

Implicit Bias: Teachers, like all individuals, can have implicit biases that influence their perceptions and behaviors. These biases may manifest in subtle ways, affecting interactions with students. Biased attitudes can contribute to a hostile or unequal classroom environment, potentially promoting hetero aggressiveness among students.

Teacher Expectations: Teachers' expectations for their students can impact student behavior. If teachers hold biased assumptions about the behavior of different genders, they might inadvertently reinforce stereotypes and contribute to aggression or discrimination.

Communication Styles: Teachers' communication styles can influence students' attitudes and behavior. Teachers who use respectful and non-confrontational communication can help prevent aggressive behavior among students.

Intervention and Discipline: Teachers' responses to conflicts and incidents of aggression can shape students' understanding of appropriate behavior. Consistent and fair intervention strategies that address hetero aggressiveness and promote empathy can contribute to a more harmonious classroom environment.

To mitigate the impact of teachers' attitudes on students' hetero aggressiveness:

- Schools should provide teacher training on diversity, equity, and inclusion to raise awareness about biases and to promote respectful behavior towards all students.
- Schools should foster a culture of open communication where teachers can reflect on their attitudes and biases in a supportive environment.
- Inclusive curricula and discussions can help challenge stereotypes and promote understanding among students.
- Encouraging positive teacher-student relationships and implementing restorative justice practices can also help address aggression and promote positive behavior.

It's important to recognize that teachers are just one part of a larger societal context that shapes students' attitudes and behaviors. Family, peers, media, and community also play significant roles in influencing how students perceive and interact with people of different genders.

Home environment and student hetero aggressiveness.

Students first learn about making choices, being responsible, respecting others, expressing love, and attending school depending on the families' financial status and social structure (Dil & Bulantekin, 2011). Based on their beliefs and values, some environments are constructive than others in shaping children's behaviour. Parenting styles may vary and be influenced by

factors such as their socio-psychological position, financial status, characteristics, the qualities of their children, and the children's behavior. The elements mentioned earlier influence how parents behave, which determines the parenting styles. Parenting style refers to the interactions between parents and their children and how they take care of them (Besharat et al., 2011). According to the literature, parenting styles are the parents' attitudes toward their children and how they exhibit those attitudes via their behaviors (Darling & Steinberg, 2017). How a child learns might be influenced by the way his or her parents interact with him or her. The concept of goal orientation is crucial to student performance. Akbar et al. (2018) refers to the typical ways parents raise their children, including their attitudes and behaviors, and mention it as 'parenting styles'. Parents are responsive when they show interest in, listen to, and consistently support their children in pursuing their goals and desires. Various authors support this argument (Amponsah et al., 2018). For instance, children's responsibilities and perceived behavior are positively connected with how parents exercise direct or indirect power over their children and enforce their self-defined rules (Jaiswal & Choudhuri, 2017).

Researchers have found a correlation between parents' discipline, style, and support and their children's mental health and self-esteem. Permissiveness, parental rejection, and rigidity are all associated with negative consequences like depression, anxiety, violence, and suicidal thoughts. However, when they work together and are used with care by parents, the effects are positive (McKinney et al., 2016; Nunes & Mota, 2017). How parents react and behave when raising their children significantly influences their children's development, both in terms of whom they become and how they develop. Children must have a positive relationship with their parents to learn how to be decent people, acquire the skills necessary for success in life, attain financial independence, and attain emotional stability. This relates to how parents perceive and treat their children. Most parents adopt one of the four parenting styles: authoritarian, permissive, indifferent, or overprotective. Others have combined the 'indifferent' and 'overprotective' styles into one called 'authoritative style', and therefore their division of the parenting styles is three (Flouri & Midouhas, 2017; Pinquart, 2017). Recent research studies establish the importance of parenting styles on children's academic performance (Haller-Haalboom et al., 2014).

Scholars of the phenomenon of school bullying link the bullying and victimized behavior of children and adolescents at school with the quality of parental care. Parenting style shapes family function and correlates with the behavioral problems of children and adolescents involved in school bullying and victimization (Bowes et al., 2010).

The classification of parental style in four categories was introduced by MacCoby and Martin (1983) and Baumrind (1967). This classification shall be based on two criteria

- Response/acceptance
- The requirement/control.

In other words, the classification considers,

- The parents' response to the needs of the child identified with the parents' absolute acceptance of the child.
- The control of the parents towards the child, the establishment of limits on children and the expressed demands of the parents towards the children.

According to these criteria, the distinction was made into four types/styles of parental responsibility:

1. Valid parental responsibility (responsive and demanding)
2. Parental responsibility with approval or overprotection (responsive, but not demanding)
3. Authoritarian (demanding but not responsive)
4. Neglected or infertile (neither responsive nor demanding).

Parenting style is associated with children's psychosocial and emotional functioning both positively and negatively (Brand et al., 2009). The authoritarian parenting style uses methods of discipline that contribute decisively to the vulnerability of personality and aggressive/intimidating behavior or victimization (Bach et al., 2018). The bullying behavior expressed by some students has been associated with the parental education that follows the authoritarian style. In this case parents use violence as a means of education. It is often claimed that the father of the students they bullied was himself bullied during his schooling (Gkatsa, 2015).

According to Olweus (1993), the parenting style of indifference and neglect has also been linked to the bullying behavior of students. Bullying behavior has been associated with a lack of parental supervision, parental neglect and hostility. In their entirety, the above are characteristic properties and basic features of the indifferent parent style. At the same time, it is found that children who are bullied come from families which are unable to offer them care, interest and recognition. They live in a dysfunctional family environment and have experienced conflicts. As a natural consequence of the above, the loss of interest in school subjects arises. They have low school performance and overall academic failure in the future. They feel threatened and as compensation they adopt the role of a strong bully in school.

Some other studies suggest that bullied students come from a family with overprotective parents. In particular, the victimization of the boys was associated with the mother's overprotective attitude. This attitude appears to be both a cause and a result of victimized behaviour. In the early years of victimization, the child's degree of dependence on the mother also seems to determine the likelihood of victimization (Camey, 2001). "Provocative or aggressive victims" are students involved in incidents of school bullying in both roles. They alternate in roles sometimes as a bully and sometimes as a victim. This category is characterized as the most disturbed compared to the other roles of involvement in the phenomenon. Students who are in the category of "bully/victim," come from families in which punitive manner is used, demonstrate cruelty in their treatment of children and hostility (Gatsa 2015; Juvonen 2003). Children who have been victimized have been interlinked a) with the parenting style of authoritarianism, critical attitude and strict rules, b) with the parenting style of overprotection and elasticity (Holt et al., 2008).

Parenting styles provide a foundation for children's social and emotional development. Authoritative parenting tends to foster emotional intelligence, effective communication, and empathy, which are protective factors against hetero aggressive behavior. On the other hand, authoritarian, permissive, and neglectful parenting styles can contribute to the lack of these skills, making children more susceptible to engaging in aggressive behaviors when faced with conflicts.

It's important to note that while parenting styles play a significant role, they are not the sole determinant of a child's behavior. Other factors such as genetics, peer influences, school environment, and community factors also contribute to a child's likelihood of displaying hetero aggressive behavior.

EMPIRICAL REVIEW

Teacher's attitude on students' hetero aggressiveness

Agbor Tabe (2020) carried out a study on Inclusive Teaching Practices by English Language instructors and its role in minimizing violence and enhancing learning in the classroom. This study makes use of a questionnaire strategy and a well-known principles of Rogers' client-centred therapy and Inclusive school theory of Mel Ainscow and Tony Booth, data was designed and administered to English language instructors in some three secondary schools (GBHS Bafang, GBHS Bamenda and GTHS Maroua) randomly selected from three regions in Cameroon which had generated discussion on the subject matter. Findings revealed that most English language instructors have never participated in workshops or career development courses on special needs education, inclusive teaching, and differentiation and so, have not

acquired the competence needed in inclusive teaching. Further findings showed that, most teaching is not inclusive, humanistic, and holistic and thus creates tension, frustration, isolation, humiliation and no sense of belonging of students with impairments. Such environment breathes hatred, hate speech and violence. Recommendations have been made to the ministries of Education in Cameroon, teachers' training colleges, school administrators and teachers to redress the situation.

MacFarlane and Woolfson (2013) wrote on Teacher attitudes and behavior toward the inclusion of children with social, emotional, and behavioral difficulties in mainstream schools: An application of the theory of planned behavior. The Theory of Planned Behavior (TPB) was used to examine relationships between teacher attitudes and behavior toward children with social, emotional, and behavioral difficulties (SEBD). One hundred and eleven elementary school teachers completed questionnaires. Teacher perception of their school principals' expectations (subjective norm) predicted teacher behaviors. Teachers who had attended more in-service training (INSET) sessions held more positive feelings, but teachers with more experience were less willing to work with children with SEBD. Findings suggest that school principals have a central role in promoting an inclusive ethos within their schools. INSET could focus more on challenging beliefs.

School environment and student hetero aggressiveness

Tangwe (2022) carried out a study on school violence as a hiccup to open spaces for quality education in Cameroon. It was crafted from research on violence and educational quality in Cameroon colleges, emphasizing the effects of violence on students' learning outcomes. This translates to how much and how well children learn and the extent to which their education leads to personal, social, and developmental benefits through respect, tolerance, collaboration, and creativity to attain education for life. The paper has been conceived using the experimental group design with a causal approach wherein the cause and effect are examined. The study was guided by the social interaction theory that shows that an actor's social influence contributes to producing victims' behavior. The research question focused on the extent of violence in education. The specific objective of this study was to understand the learners' violence, the effects of violence on their motivation and self-esteem, and its influence on their learning outcomes. It adopted the quantitative method of data collection and analyses followed by examining the data by appropriate statistical and mathematical rules for significant relations. The quantitative data obtained from the interviews of 924 respondents analyzed using ANOVA but reduced to descriptive statistics in this paper. The analysis was conducted using descriptive statistics, frequencies, and regression analysis. The findings indicate an acute prevalence of

violence in school, poor school quality, and challenging socioeconomic background. Besides this, the argumentation of schools as open spaces becomes moribund and problematic.

Raji (2020) wrote on school social environment factors and academic wellbeing of junior secondary school students in Ibadan rural communities. This study investigated the influence of school social environment factors on academic wellbeing (school value, school burnout, schoolwork engagement, satisfaction with educational choice) of JSS in Ibadan rural communities. The descriptive survey design was adopted. Multi-stage sampling frame was adopted. Four Local Government Areas (LGAs) were randomly selected. Twenty schools (four per LGA) were selected randomly, while 350 JSS3 students were selected using proportionate technique. School social environment (3.13 ± 1.37) of junior secondary school students in Ibadan rural communities was good with rooms for improvement, while academic well-being (1.84 ± 1.00) was low. The school social environment made significant contribution (68.7%) to the variations in the academic wellbeing of JSS3 students in Ibadan rural communities (Adjusted $R^2 = 0.687$, $F(5, 312) = 843.23$). School principals in rural communities should create conducive school environment where social security is guaranteed for students, through good rapport with staff and sufficient attention to the feelings and academic needs of students.

Bayu (2019) worked on the Influence of School Environment on Students' Interest in English Subject (A Case at SMP IT Assalam Boarding School Pekalongan in the Academic Year of 2018/2019). Final Project. English Department. Languages and Arts Faculty. School environment and students' interest are important factors to support the development of students' learning process. School environment includes all the components that contribute to create an environment in teaching-learning process both physical and non-physical. The objectives of this study are to find the influences, if any, of school environment on students' interest in English subject and to determine, if any, how significant school environment influences students' interest in English subject. The design of this research was Ex Post Facto which the researcher could not control and manipulate the independent variable in the study, because the independent variable already existed naturally. The population of this study was students at SMP IT Assalam Boarding School Pekalongan in the academic year of 2018/2019. The researcher selected 60 students as samples of the study by applying Random Sampling Technique. The data were obtained by distributing questionnaires about school environment and students' interest to the selected students. The result of the study revealed that there was a significant influence of school environment on students' interest in English subject. It was concluded from the computation of Pearson's Product Moment that school environment influences students' interest in high category with significance 0.649. If R-value is higher than

R-table, there is a significant influence between the two variables. In this study, R-value (0.649) was higher than R-table (0.254). It means that H₀ was rejected and H₁ which was stated “There is a significant influence of school environment on students’ interest in English subject at SMP IT Assalam Boarding School Pekalongan” was accepted.

Home environment and student hetero aggressiveness

Mireille and Shiyghan (2019), wrote on the Process of Parentification and Construction of Ego Identity in The Cameroonian Adolescents. Culture and idiosyncratic family configuration play a significant role in neglect, such as parentification. Some family systems may engender an inappropriate overlap in subsystems, with member participating in roles that are traditionally reserved for other members. We have the case of adolescents in parental roles. The adolescent is brought to make personal choices that will have long term repercussions on varied domains of his life. To this effect, the society should give to him the possibility of a psycho-social moratorium which is a necessary period for the construction of an identity. So how the construction of self-identity would be effectuated in the case of parentified adolescents. We carried out a semi-structured interview on five adolescents in Yaounde, the capital city of Cameroon who are in a situation of parentification. For the analysis, we used the content as well as the thematic analysis of the interviews. The findings show that the parentified adolescent have had no time to live the stage of adolescence. They are early parents because of the responsibilities they carry at an age or time they are not ready or prepared for. What is particular and special about them is the extent to which they can construct a positive self and give positive self-view of life. So, the process of parentification will have positive repercussions on the construction of ego identity of the adolescent. The findings of this study have shown the importance of contextual study as a good number of literatures on parentification have shown the destructive and maladaptive impact of parentification on the development of adolescents.

Roopnarine, Krishnakumar, Metindogan and Evans (2006) wrote on the links between parenting styles, parent–child academic interaction, parent–school interaction, and early academic skills and social behaviors in young children of English-speaking Caribbean immigrants. This study examined the influence of parenting styles, parent–child academic involvement at home, and parent–school contact on academic skills and social behaviors among kindergarten-age children of Caribbean immigrants. Seventy immigrant mothers and fathers participated in the study. Hierarchical regression analyses revealed that fathers’ authoritarian parenting style was negatively associated with and father–school contact

was positively associated with receptive skills, vocabulary, and composite scores over and above that of mothers' contributions in these areas. Fathers' authoritative parenting style and father-child academic interaction at home were positively related to children's social behaviors. Mothers' authoritarian parenting style was negatively and mother-school contact was positively associated with children's social behaviors. Analyses indicated that fathers' parenting carried the weight of influence over mothers' parenting for facilitating both child academic skills and social behaviors.

CHAPTER SUMMARY

The literature review shows that the theory of planned behavior (TPB) by Icek Ajzen, (1991), the social learning theory of Albert Bandura (1977) and the theory of Operant Conditioning by Burrhus Frederic Skinner (1938) and other researchers were used to support the idea that psychosocial environments influence hetero aggressiveness in secondary schools. The chapter also proves through the use of other researchers that the home environment, school environment and the teachers' attitude towards students can cause hetero aggressiveness in schools.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

This chapter deals with the methods and instruments used to collect information for this study. It treats the research design, the area of study, population of study, the sample and sampling techniques, instruments of data collection, techniques and tool of data analysis, variables, indicators and synoptic table.

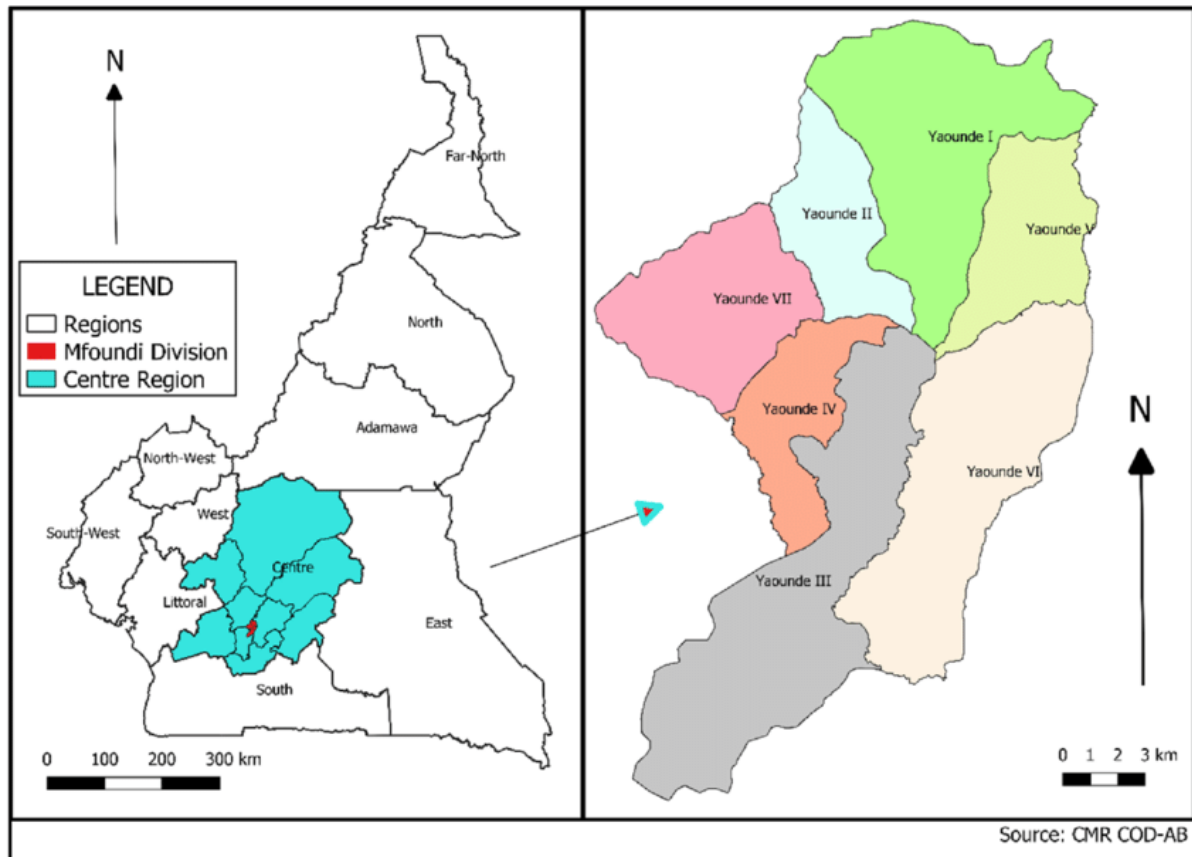
RESEARCH DESIGN

The research will adopt a quantitative data collection and analysis methods to gain a comprehensive and holistic understanding of psychosocial environment on students' hetero aggressiveness in some private secondary schools in Yaoundé III subdivision. This methods design will allow for a deeper exploration of the research problem. Quantitative research involves gathering numerical data through surveys or questionnaires to measure specific variables related to psychosocial environment and hetero aggressiveness. Quantitative methods are valuable for analyzing large datasets and identifying statistical patterns and correlations. By employing a quantitative research design, this study aims to offer an understanding of the complex relationship between psychosocial environment and student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.

AREA OF STUDY

A research area is a physical site that is the locality, topography, and history where the research project is being conducted. This study will be conducted in Yaounde III subdivision. Yaoundé III subdivision was purposively sampled due to the huge current disorder observed in Yaounde, capital city of which Yaounde III is not exempted. Yaoundé III subdivision is a district municipality in the urban community of Yaounde, Mfoundi Division in the Centre region in Cameroon which covers an area of 68.2 km², a population of 252,501 inhabitants with a density of 3,702 inhabitants/km².

Figure 5; Map of Yaoundé III SUBDIVISION



Source: CMR COD-AB

POPULATION OF THE STUDY

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008). The population of the study is 1,720 teachers and 3,557 for students from English private secondary schools in Yaoundé III subdivision. Reasons why this study chooses private secondary school from Yaoundé III is because, they are quite different from public secondary schools in terms of nature and management system. The management and discipline in private schools is more inclined to command and control, because the schools are business incline, students of all categories are admitted making the discipline difficult. Majority of the students become nuisance to both teachers, students and administration since they pay more fees than public schools. Secondly, in terms of the number of secondary schools in Mfoundi and Yaoundé III subdivision, Private secondary schools surpass public secondary schools in terms of number.

Target Population

The target population is the complete set of individuals, that meet the criteria for inclusion in a research study. Target population can be based on various characteristics, such as demographics and specific traits or other criteria relevant to the research question. The scope of the target population can vary widely depending on the research objectives. It could be a specific subgroup within a larger population or the entire population of interest. In some cases, it may not be feasible to study the entire target population due to constraints such as time, budget, or logistical challenges. In such situations, researchers often work with a smaller sample, representative subset of the target population to draw conclusions about the larger group. Therefore, the target population of this research are students in five (5) private secondary schools in Yaounde III subdivision.

Table 1: Distribution of target population

Name of School	Targeted Population
1. Champion Secondary and High School, Obili	74
2. Kamza Bilingual College, Ahalla	70
3. Green Hills Academic High School, Damas	117
4. College Prive Diderot, Barrier	103
5. Faith Comprehensive High School Obili	266
TOTAL	630

The table above shows the total number of targeted students in selected private secondary schools in Yaounde III subdivision. Therefore, five (05) private secondary schools were targeted with a total population 630 students.

Accessible population

The accessible population, also known as the study population or sampling frame, refers to the subset or segment of the target population that is accessible and available for researchers to study. The accessible population represents the portion of the broader group (target population) that researchers can realistically and practically reach and include in the research. Asiamah et al. (2017) corroborates by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that

time, the accessible population is then reached. The accessible population of this study was drawn from five (05) different private schools in Yaounde III subdivision of Mfoundi. The researcher had access to 460 students drawn from the schools, as seen below.

Table 2: Distribution of accessible population per school

No	Name of school	Accessible population Students
1	Green Hills Academic High Sc Hool	94
2	College Prive Diderot	48
3	Faith Comprehensive High School	230
4	Champion Secondary and High School	60
5	Kamza Bilingual College Ahala	30
	Total	460

SAMPLE OF THE STUDY

The sample of this research work is drawn from the accessible population of 630 students from the five schools the researcher had access. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue. Amin (2005) views a sample as a portion of the population whose results can be generalized to the entire population. The author adds that a sample can also be considered representative of a population. The sample size will be determined using research advisor sample size table (2006), which constitutes 164 students with 95% confidence level and 5.0 % margin error.

Table 3: Distribution of sample per school for students

No	Name of school	Accessible Population (students)	Sample size
2	Green Hills Academic High School	94	41
3	College Prive Diderot	48	31
4	Faith Comprehensive High School Obili	230	44
5	Champion Secondary and High School, Obili	60	27
6	Kamza Bilingual College Ahala	30	22
	Total	460	165

Source: researcher (2023)

Sampling technique

Sampling techniques refer to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). There are two main sampling techniques: probability and non-probability techniques. The sampling technique use for quantitative data in this study is probability sampling, in which all the elements of the population have some probability of being selected. Probability sampling will provide a base for the researcher to generalize about the population. The type of probability sampling technique employed in this research is the purposive sampling (or Purposeful Sampling) which involves deliberately selecting participants or data sources based on specific criteria that are relevant to the research question or objectives. Purposive sampling was used to ensure that the sample includes individuals or sources with the expertise, knowledge, or experiences necessary to provide valuable insights.

INSTRUMENT FOR DATA COLLECTION

An instrument is any tool that has been methodically built to collect data and should be gathered accurately.

Quantitative data: This study will make use of the closed-ended questionnaire including Likert-style rating scales and dichotomous questions. These closed questions are simple to code and take little time to complete. According to Creswell (2016), a questionnaire takes a quantitative approach to measure perceptions and provides data upon which generalizations can be made on the views of a given population on a particular phenomenon. This study's self-administered questionnaire is preferred, given that the targeted respondents could read and express themselves effectively. The researcher will use a self-administered questionnaire to capture the student's views on psychosocial environment and hetero aggressiveness in some private secondary schools in Yaounde III subdivision.

The student's questionnaire was divided into two sections whereby the first contained the demographic questions that seek to find out the background information in terms of gender, age. The second section consist of Likert scale ranking questions which will gather information about psychosocial environment and hetero aggressiveness.

Table 4: Questionnaire options and corresponding weights on the Likert scale

Option	Weight
Strongly Agree (SA)	5 Points
Agree (A)	4 Points
Disagree(D)	3 Points
Strongly Disagree (SD)	2 Points
Undecided (U)	1 point

Table 5 shows how the questionnaire will be weighted with the various options, from 4 points for SA to 1 point for SD.

VALIDATION OF THE INSTRUMENT OF DATA COLLECTION

Validation of the instrument of data collection is a crucial step in research and data collection processes. It ensures that the instrument or tool you plan to use to collect data is reliable and measures what it is intended to measure accurately. According to Amin (2005), Validation refers to the accuracy of the instrument in measuring what the researcher intends to measure. Validity refers to the measurement instrument and the level to which it serves the purpose of its design.

Content Validity: Content validity is a critical aspect of validating an instrument or tool used for data collection in research. It assesses whether the items or questions within the instrument adequately cover the content or domain of the concept or construct being measured. In other words, content validity evaluates whether the instrument's content is representative of the entire concept or construct it's supposed to measure. Content validity is particularly important when developing questionnaires, surveys, or assessments for research studies. It ensures that the instrument's content aligns with the underlying construct, increasing the instrument's credibility and its ability to measure the intended concept accurately.

Face Validity: Face validity is a subjective assessment of whether the instrument appears to measure what it intends to measure. The research supervisor will carefully review the instrument, which will be a questionnaire and an interview guide. The research supervisor will assess whether the instrument's items are clear, easily understood, and relevant to the research goals. The research supervisor will also ensure that the instrument aligns with the research

objectives and the theoretical framework of the study. They will evaluate whether the items are appropriate for investigating the research questions or hypotheses. And lastly If the research supervisor identifies any issues with the instrument's face validity, they will provide constructive feedback and suggest revisions. This might include rephrasing questions, clarifying instructions, or eliminating redundant or irrelevant items. The process of assessing face validity may involve multiple iterations of reviewing, revising, and refining the instrument until it appears to be appropriate and meaningful for data collection.

Reliability Testing

Reliability testing is a crucial step in the research process, especially when developing and refining data collection instruments (such as questionnaires and interview guides). It involves conducting a preliminary or small-scale test of the research procedures and instruments before implementing them on a larger scale. The primary purpose of Reliability testing is to identify and rectify any issues with the research procedures and instruments before full-scale data collection begins. This includes uncovering problems with survey questions, interview protocols, data collection logistics, and participant recruitment. Reliability testing provides an opportunity to refine and improve the research instruments and procedures based on feedback and observations made during the exercise.

Reliability testing is typically conducted with a smaller sample size compared to the main study. The exact size of the sample can vary, but it's often between 10 and 30 participants. The students responded, and the internal consistency of the six clusters was determined using Cronbach alpha which gave us a reliability of .828. The coefficient of the clusters was high enough for the study to utilize the instrument. Overall, reliability testing will help the researcher to detect and address issues early in the research process, increasing the likelihood of collecting high-quality data in the main study and improve the validity and reliability of research findings.

Procedure of Data Collection

To answer the research questions raised, the researcher went through series of data gathering procedures. The researcher received the authorization for research from the Dean of the Faculty of Education from the University of Yaounde 1. for ethical clearance. The researcher used the authorization to carry out documentary research on the statistics of private secondary school teachers and students in Yaounde III subdivision. After the validation of the research instrument by the research supervisor, the researcher will visit the sampled schools and obtain

permission from the principals. As far as the administering of the questionnaire is concern, 164 questionnaires will be administered to students.

Ethical consideration

Ethical considerations are paramount when collecting data, as they ensure the protection of individuals' rights, privacy, and dignity. Adhering to ethical principles is essential for maintaining trust and integrity in research and data collection processes. The researcher will brief the respondents on how the questionnaire will be filled. The researcher will obtain informed consent from the respondents before administering the questionnaire and interview and equally assured them of total confidentiality and that it will only be used for educational research purposes.

Methods of data analysis

The collected data will be analyzed quantitatively. Quantitative data will be analyzed using Statistical Product and service solution (SPSS). This study made use of a method of data analysis by which each hypothesis is taken and material to answer or provide a test is provided. Consequently, A regression method was used. Data were presented using tables and descriptive statistics like percentages, frequencies, and means were used. Correlation as well as the statistically more advanced method of multiple regression analyses was used in data analyses.

A regression method was the main method used in this study. Regression methods form the backbone of much of the analyses in research. In general, these methods are used to estimate associations between variables, especially when one or more of these are variables are continuous. To answer the research question on how the independent variables, affect the dependent variables, a standard multiple regression analysis was conducted on the data in SPSS. The multiple regression analyses attempt to find out whether independent variables can predict the dependent variable and which of those independent variables is the strongest predictor of the dependent variable.

SYNOPTIC TABLE

General hypothesis	Specific hypothesis	Independent variable	Modalities	indicators	Items	Dependent variable	Indicators	modalities	items	Instrument of data collection	Instrument of analysis
Ha: There is a significant relationship between psychosocial environment and student's hetero aggressiveness in some private secondary schools in Yaoundé III subdivision.	Ha1: School environment has a significant impact on student's hetero aggressiveness.	IV1	School environment	dilapidated fence No discipline Poor discipline Drug consumption Alcohol consumption No freedom of speech	Q1-6	Hetero aggressive ness of students	physically abused watching movies violent towards teachers fighting and bullying sharp weapons	Strongly agree Agree Disagree Strongly disagree undecided	Q19-24	Questionnaire	Statistical data analysis technique Regression analysis
	Ha2: Home environment has a significant link on students' hetero aggressiveness.	IV2	Teachers' attitude	Teachers concern for children conducive classroom	Q7-12		friends threatening				

[illegible]

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

INTRODUCTION

This study aimed to find out how psychosocial environment influences students' hetero aggressiveness in some private secondary school in Yaounde III subdivision. This chapter seeks to answer the questions raised in the study and test the research hypotheses.

DATA SCREENING

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 165 questionnaires.

DEMOGRAPHIC CHARACTERISTICS

Table 5: distribution of respondents based on gender

	Frequency	Percentage
Male	66	40.0
Female	99	60.0
Total	165	100.0

Source: fieldwork, (2024).

The table above presents the distribution of the participants basing on the gender. It is revealed that a considerable number of the participants were female. The female participants recorded a total of 99 participants amounting to 60.0%. This contrasts with the male participants who only recorded a total of 66 participants amounting to 40.0%. The sample size of the study is largely dominated by the female participants who registered a difference of 33 participants over the male participants. This account for the fact the female participants were available and ready to participate in the study.

Table 6: distribution of respondents based on the age range

	Frequency	Percentage
12-14 YEARS	116	72.7
15- 17 YEARS	42	25.1
18 -20 YEARS	7	2.2
Total	165	100.0

Source: fieldwork, (2024).

The table above presents the frequency distribution of the participants in the study according to the age range. It is observed that majority of the participants of the study were between 12-14 years' children which recorded a total 116 respondents amounting to 72.7%. followed by 15 -17 years` that recorded total number of 42 respondents amounting to 25.1% and lastly followed by 18-20 years age group with a total of 7 respondents and amounting to 2.2%.. The sample size was dominated by children between 14 and 15 years because the classes targeted were form three and form four. These classes are known for accommodating children between this age group.

Table 7: Distribution of the respondents based on the class attended

	Frequency	Percentage
FORM 4	97	58.7
FORM 3	68	41.3
Total	165	100.0

Source: fieldwork, (2024).

The table above presents the frequency distribution of the participants according to class attended. It is observed that majority of the participants were Form 4 students which recorded a total participation rate of 97 participants amounting to 58.7%. Form three class recorded the lowest rate of participation with a total of 68 participants amounting to 41.3%. The highest sample was selected from form four class for the simple reason that they are the ones who can best explain hetero aggressiveness from their experiences. It is also because this class usually correspond to the adolescent class where majority of students think that everything is permitted so far as it brings us comfort and peace of mind.

Table 8: frequency distribution of the participants basing on school

	Frequency	Percentage
GREEN HILLS	41	24.8
FAITH COMPREHENSIVE HIGH SCHOOL	44	26.7
KAMZA BILINGUAL COLLEGE	22	13.3
COLLEGE PRIVE DIDEROT	31	18.8
CHAMPION SECONDARY AND HIGH SCHOOL	27	16.4
Total	165	100.0

Source : fieldwork, (2024).

The table above presents the distribution of the participants according to the school attended. It is revealed that majority of the participants were from Faith Comprehensive High School which recorded a total rate of participation of 44 participants corresponding to 26.7%. Second in the list was Green Hills which recorded a total participation rate of 41 participants amounting to 24.8%. In the third position we have the College Prive Diderot which who recorded a total participation rate of 31 participants amounting to 18.8%. In the fourth and fifth position, 27 and 22 participants amounting to 16.4% and 13.3% were from Champions Secondary and High School and Kamza Bilingual College respectively. Green Hills and Faith Comprehensive High School recorded the highest rate of participation for the simple reason that it was easier to access participants in these schools than in other schools.

Table 9: frequency distribution of participants basing on the residential area

	Frequency	Percentage
DAMAS	34	20.6
AHALA	25	15.2
OBILI	36	21.8
NSAM	5	3.0
BARRIER	10	6.1
BONAS	4	2.4
BIYEM ASSI	14	8.5
ETOA	14	8.5
MELEN	12	7.3
EFOULAN	1	.6
ETOUGE EBE	3	1.8
TAM TAM	1	.6
NSIMEYONG	2	1.2
SCALOM	1	.6
SIMBOCK	3	1.8
Total	165	100.0

Source: fieldwork, 2024.

The table above presents the frequency distribution of the participants of the study basing on the residential area. It is observed that majority of the participants, 34, amounting to 20.6% were from Damas. Also, 36 of the participants (21.8%) were from Obili, 25 participants of the study, amounting 15.2 were from Ahala. Again, it is revealed that 14 (8.5%) of the participants were from Biyem-Assi, 14 of the participants (8.5%) were from Etoa, 12 participants (7.3%) were from Melen, 10 participants (6.1%) were from Barrier, 5 participants (3.0%) were from Nsam, 4 participants (2.4%) were from Bonas, 3 participants (1.8%) were from Simbock, 3 participants (1.8%) were Etougebe, and 2 participants (1.2%) were from Nsimeyong. Only 1 participant was recorded in areas like Scalom, Tam Tam, and Efoulan. Most of the participants came from areas which is recognised for its violent and antisocial behaviours such as Melen, Etougebe, Barrier, Damas, Ahala, Obili, Bonas etc.

Table 10: distribution of respondents based on class repetition

	Frequency	Percentage
YES	19	11.5
NO	146	88.5
Total	165	100.0

Source: fieldwork, 2024.

The table above presents the results of the findings of descriptive statistics on the status of the participants. The researcher intended to know the number of students who were repeaters or not repeaters. It is observed from the table that a considerable number of the participants were not repeaters. A total of 146 participants amounting to 88.5% refute the fact that they were not repeaters. A smaller number of the population accepted that they were repeating. A total of 19 participants amounting to 11.5% admitted that they were repeaters.

Table 11: frequency distribution of participant`s responses on guidance

	Frequency	Percentage
Parents	97	58.8
Relatives	26	14.9
Siblings	23	12.3
Alone	9	5.5
Grand parents	14	8.5
Total	165	100.0

Source : fieldwork, 2024.

The table above presents the frequency distribution of the participant`s responses on who they stay with, in their respective homes. A total of five elements was used to collect the participant`s responses. Majority of the participants 97 (58.8%) said that they live with their parents. Some 26 participants (14.9%) were of the view that they live with their relatives. In 165 participants selected for this study, only 23 admitted of living with their siblings, which amount to 12.3%. Also, 14 participants admitted that they live with their grandparents which amount to 8.5% while fewer participants (9) admitted that they live alone amounting to 5.5%.

Table 12: respondents view on school environment

N°	Item	SA		A		D		SD		UND		Mean (X)	Std d
		f	%	f	%	f	%	f	%	f	%		
1	The fence in your school is scattered	27	16.4	27	16.4	54	32.7	56	33.9	1	.6	3.1394	1.08142
2	There is little or no discipline in your school	15	9.1	36	21.8	51	30.9	58	35.2	5	3.0	2.9879	1.01636
3	The discipline in your school is very poor	25	15.2	30	18.2	47	28.5	55	33.3	8	4.8	3.0545	1.14899
4	Your classmates take drugs in school	15	9.1	24	14.5	49	29.7	67	40.6	10	6.1	2.8000	1.06037
5	Your classmates drink alcohol in school	30	18.2	26	15.8	43	26.1	56	33.9	10	6.1	3.0606	1.21322
6	Students are always afraid to express themselves in school	34	20.6	24	14.5	54	32.7	56	33.9	6	3.4	3.9455	.77599

Source: fieldwork, 2024.

The table above presents the frequency distribution of the participant's responses on school environment. A total of six items were designed to measure the school environment and how it is related to hetero aggressiveness of learners in secondary schools and colleges. In the first item, majority of the participants, 110, amounting to 66.6% disagree to the fact that the fences in the schools are scattered while only 54 of the participants, amounting to 32.8 agree to the fact that the fences in schools are scattered. Also, regarding the above statement, only 1 participant which amounts to .6% was undecided regarding the statement. In the second item, the researcher wanted to know whether there is little or no discipline in the school. As such, 109 participants, amounting to 66.1% disagree while 51 of the participants corresponding to 30.9% agree to the statement of whether there is little or no discipline in the school. In 165 participants who took part in the study, only 5 of the participants were undecided which amounts to 3.0%. In the third item, the researcher wanted to know the state of discipline in the schools whether good or poor.

In 165 participants who participated in this study, 102 participants which amounts to 61.8% disagree with the statement, 55 participants amounting to 33.4 agree to the statement while only 8 participants corresponding to 4.8% were undecided regarding the state of discipline in schools and colleges. In the fourth item, we wanted to know whether students take drugs in schools. The data revealed that majority of the participants, 116, amounting to 70.3% disagree with the statement, 39 of the participants, amounting to 23.6% agree to the statement while 10 participants which amounts to 6.1% appears to be undecided regarding the statement. In the

fifth, 99 of the participants which amounts to 60.0% disagree, 56 of the participants (34.0%) agree while 10 of the participants (6.1%) were undecided regarding the fact that students drink alcohol in schools. In the sixth and last item, majority of the participants 110, (66.6) disagree to the statement, 58 of the participants (35.1%) agree to the statement while only 6 participants (3.4%) were undecided on the statement that students find it difficult to express themselves in school because of fear.

Table 13: respondents view on teacher`s attitudes

N°	Item	SA		A		D		SD		UND		Mean (X)	Std d
		f	%	f	%	f	%	f	%	f	%		
7	Teachers actively listen to students' concerns and address them effectively	34	20.6	58	35.2	35	21.2	32	19.4	10	6.1	3.6727	2.62763
8	Teachers create conducive classroom atmosphere and reduces is crimination	59	35.8	73	44.2	15	9.1	13	7.9	5	3.0	3.0182	1.02096
9	Teachers allow students to express themselves in class	38	23.0	90	54.5	21	12.7	8	4.8	8	4.8	3.8606	.98709
10	Teachers give listening ears to student`s worries in class	58	35.2	76	46.1	14	8.5	13	7.9	4	2.4	3.0364	.98706
11	Teachers bully and harass students in class	54	32.7	77	46.7	12	7.3	20	12.1	2	1.2	3.9758	.99970
12	Teachers brutally flog students	25	15.2	26	15.8	47	28.5	58	35.2	9	5.5	3.0000	1.15822

Source: fieldwork, 2024.

The table above presents the frequency distribution of the participant`s responses on teacher`s attitudes in schools. A total of six items were designed to measure the teacher`s attitudes and how it is related to hetero aggressiveness of learners in secondary schools and colleges. In the first item, majority of the participants, 92, amounting to 55.8% agree to the statement, 67 of the participants disagree to the statement, amounting to 40.6% and 10 participants (6.1%) were undecided regarding the fact that the teachers actively listen to student` concern and address them effectively. In the second item, the researcher wanted to know whether teachers create conducive classroom atmosphere and reduces its crimination. As such, 132 participants, amounting to 80.0% agree, 28 of the participants corresponding to 17.0% disagree to the statement while 5 of the participants (3.0%) were undecided regarding the fact that teachers create conducive classroom atmosphere and reduces its crimination in schools. In the third item, the researcher wanted to know whether teachers allow students to express themselves in

class. In 165 participants who participated in this study, 128 participants which amounts to 77.5% agree with the statement, 29 participants amounting to 17.5% disagree to the statement while only 8 participants corresponding to 4.8% were undecided regarding the fact that teachers allow students to express themselves in class.

In the fourth item, we wanted to know whether teachers give listening ears to student`s worries in class. The data revealed that majority of the participants, 134, amounting to 81.3% agree with the statement, 27 of the participants, amounting to 16.4% disagree to the statement while only 4 participants which amounts to 2.4% appears to be undecided regarding the statement. In the fifth item, 131 of the participants which amounts to 79.4% agree, 32 of the participants (19.3%) disagree while 2 of the participants (1.2%) were undecided regarding the fact that teachers bully and harass students in class. In the sixth and last item, majority of the participants 105, (63.7%) disagree to the statement, 51 of the participants (33.0%) agree to the statement while only 9 participants (5.5%) were undecided on the statement that teachers brutally flog students in school.

Table 14: respondents view on home environment

N°	Item	SA		A		D		SD		UND		Mean (X)	Std d
		f	%	f	%	f	%	f	%	f	%		
13	Your parents are also flogging you at home	45	27.3	40	24.2	39	23.6	36	21.8	5	3.0	3.5636	1.88152
14	Your parents are always fighting in the house	15	9.1	27	16.4	60	36.4	60	36.4	3	1.8	2.9879	1.19953
15	Your parents are overprotective of you	11	6.7	14	8.5	45	27.3	89	53.9	6	3.6	2.5925	.92553
16	Peers at home usually bully you	65	39.4	57	34.5	24	14.5	12	7.3	7	4.2	3.9758	1.10405
17	Your parents usually have moral conversations with you	14	8.5	37	22.4	62	37.6	48	29.1	4	2.4	3.0545	.97689
18	Your parents meet up with your daily needs	64	38.8	60	36.4	22	13.3	16	9.7	3	1.8	4.0000	1.03911

Source: fieldwork, 2024.

The table above presents the frequency distribution of the participant`s responses on home environment. A total of six items were designed to measure the home environment and how it is related to hetero aggressiveness of learners in secondary schools and colleges. In the first

item, majority of the participants, 85, amounting to 51.5% agree to the statement, 75 of the participants disagree to the statement, amounting to 45.4% and 5 participants (3.0%) were undecided regarding the fact that parents also seriously flog students at home. In the second item, the researcher wanted to know whether parents are always fighting at home. As such, 120 participants, amounting to 72.8% disagree, 42 of the participants corresponding to 25.5% agree to the statement while 3 of the participants (1.8%) were undecided regarding the fact that parents constantly fight at home. In the third item, the researcher wanted to know whether parents are overprotecting their children. In 165 participants who participated in this study, 134 participants which amounts to 91.2% disagree with the statement, 25 participants amounting to 15.2% agree to the statement while only 6 participants corresponding to 3.6% were undecided regarding the fact that parents are overprotecting the children.

In the fourth item, we wanted to know whether peers at home usually bully each other. The data revealed that majority of the participants, 122, amounting to 73.9% agree with the statement, 36 of the participants, amounting to 21.8% disagree to the statement while only 7 participants which amounts to 4.2% appears to be undecided regarding the statement. In the fifth item, 110 of the participants which amounts to 66.7% disagree, 51 of the participants (30.9%) agree while 4 of the participants (2.4%) were undecided regarding the fact that parents usually have moral conversations with the children. In the sixth and last item, majority of the participants 124, (75.2%) agree to the statement, 38 of the participants (23.0%) agree to the statement while only 3 participants (1.8%) were undecided on the statement that parents meet up with the daily needs of their children.

Table 15: respondents view on hetero aggressiveness

No	Item	SA		A		D		SD		UND		Mean (X)	Std d
		<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
19	You have been physically abused by your classmates	79	47.9	58	35.2	13	7.9	14	8.5	1	.6	4.2121	.95501
20	Your love watching movies were people fight	31	18.8	40	24.2	42	25.5	47	28.5	5	3.0	3.2727	1.15486
21	Your classmate used to be violent towards teachers	39	23.6	58	35.2	26	15.8	36	21.8	6	3.6	3.5333	1.17667
22	There is always fighting and bullying in your school	33	20.0	54	32.7	42	25.5	33	20.0	3	1.8	3.4909	1.07985
23	Your classmate move around with weapons like knives	26	15.8	44	26.7	56	33.9	34	20.6	5	3.0	3.3152	1.06385
24	Your friends threaten you with sharp objects in school	14	8.5	28	17.0	47	28.5	67	40.6	9	5.5	2.8242	1.05317

Source: fieldwork, 2024.

The table above presents the frequency distribution of the participant's responses on hetero aggressiveness of students. A total of six items were designed to measure hetero aggressiveness of learners in secondary schools and colleges. In the first item, majority of the participants, 137, amounting to 83.1% agree to the statement, 27 of the participants disagree to the statement, amounting to 16.4% and 1 participants (.6%) were undecided regarding the fact that some students have been physically abused by their classmates. In the second item, the researcher wanted to know whether students are fun of watching violent movies. As such, 89 participants, amounting to 54.0% disagree, 71 of the participants corresponding to 43.0% agree to the statement while 5 of the participants (3.0%) were undecided regarding the fact that students are fun of watching violent movies at home. In the third item, the researcher wanted to know whether some students are violent towards teachers. In 165 participants who participated in this study, 97 participants which amounts to 58.8% agree with the statement, 62 participants amounting to 37.6% disagree to the statement while only 6 participants corresponding to 3.6%

were undecided regarding the fact that some students are constantly violent towards teachers in schools.

In the fourth item, we wanted to know whether there is always fighting and bullying in school. The data revealed that majority of the participants, 87, amounting to 58.8% agree with the statement, 75 of the participants, amounting to 45.5% disagree to the statement while only 3 participants which amounts to 1.8% appears to be undecided regarding the statement. In the fifth item, 90 of the participants which amounts to 54.5% disagree, 70 of the participants (42.5%) agree while 5 of the participants (3.0%) were undecided regarding the fact that students move around with weapons like knife in school. In the sixth and last item, majority of the participants 114, (69.1%) disagree to the statement, 42 of the participants (25.5%) agree to the statement while only 9 participants (5.5%) were undecided on the statement that some students threaten their classmates with sharp objects in school.

CORRELATION ANALYSIS

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data must meet the precondition that is concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, in the first instance, the researchers have produced scatterplots of the relationships between the different IV namely, school environment, teachers' attitude, home environment, and hetero aggressiveness as DV. Looking at the various scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 16: correlation of variables

	SE	TA	HE	HA
School Environment (SE)				
Teachers' Attitude (TA)	.601**			
Home Environment (HE)	.172*	.189*		
Hetero aggressiveness (HA)	.507**	.276**	.228**	
N	165	165	165	165

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

* . Correlation is significant at the 0.05 level (2-tailed).

source

To be more precise and fully test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis

whose main results are displayed in Table 16. Outcomes show that the school environment, teachers' attitude and home environment are significantly correlated with students' hetero aggressiveness.

Concerning the strength of relationship, the IVs of the nature of the home environment, and Pedagogic monitoring functions of supervisors, (Pearson's $r(165) = .507, p < .000$), teachers' attitude, (Pearson's $r(165) = .601, p < .000$), home environment, (Pearson's $r(165) = .228, p < .000$). Hence, from the correlation analysis, it can be concluded that all three measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to test the previously developed hypotheses is met (Saunders et al., 2016).

REGRESSION ANALYSIS

To identify which independent variable was the largest predictor of students' hetero aggressiveness, when all the other variables have been considered, a standard simple regression was performed. Students' hetero aggressiveness was the dependent variable, and school environment, teachers' attitude and home environment, were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent variables and the dependent variable were above 0.2 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high correlations ($r > 0.9$) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007). To detect which cases are multivariate outliers, the critical X^2

value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Case wise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardised residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. To check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though the Case wise Diagnostics produced a case with a standardised residual above 3 (in this case, it was 5.274), the Cook's distance produced a maximum value of 0.76. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the four independent predictors (school environment, teachers' attitude and home environment) to students' hetero aggressiveness was used to verify each research hypothesis. The adjusted R^2 was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

TEST OF HYPOTHESES

H₀₁: School environment has a significant impact on students' hetero aggressiveness process at $p = .05$.

Regression was carried out to ascertain the extent to which school environment influences hetero aggressiveness. The results show that school environment predict hetero aggressiveness by 25.3%.

Table 17: Model Summary School Environment as a predictor of Hetero aggressiveness

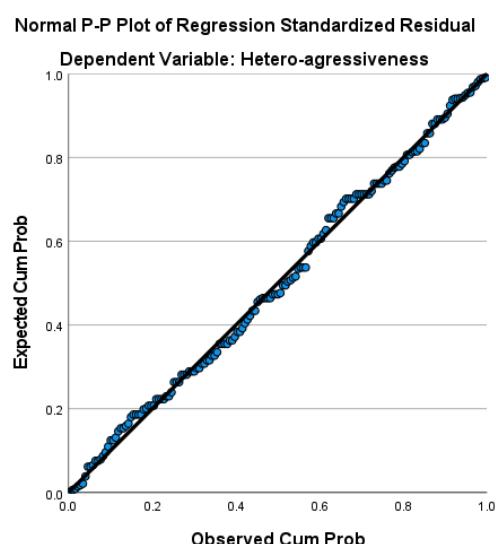
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.507 ^a	.257	.253	.49576

a. Predictors: (Constant), School Environment

b. Dependent Variable: Hetero-aggressiveness

The scatterplot showed that there was a strong positive linear relationship between school environment and hetero aggressiveness, which was confirmed with a Pearson's correlation coefficient of $r = .507$. The regression model predicted 25.7% of the variance. The model was a good fit for the data ($F(1, 163) = 56.445, p < .000$).

Figure 6: Scatterplot of the influence of School Environment as a predictor of Hetero aggressiveness



The next table is the F test. The linear regression F test has the null hypothesis that school environment do not have a statistically significant influence on student's hetero aggressiveness at $p = .05$. In other words, $R^2 = 0$, with $F(1, 163) = 56.445, p = .000$, the test is highly significant. Thus, we can assume that there is a statistically significant relationship between school environment and hetero aggressiveness.

Table 18: ANOVA^a of the influence School Environment as a predictor of Hetero aggressiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.873	1	13.873	56.445	.000 ^b
	Residual	40.061	163	.246		
	Total	53.934	164			

a. Dependent Variable: Hetero-aggressiveness

b. Predictors: (Constant), School Environment

The regression results showed a significant relationship between the school environment and students' hetero aggressiveness scores ($t = 56.445$, $p < 0.000$). The slope coefficient for school environment was .507, so Students' hetero aggressiveness grows by a factor of .507.

Table 19: Coefficients^a of the influence of School Environment as a predictor of Hetero aggressiveness

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.347	.151		15.579	.000
	School Environment	.386	.051	.507	7.513	.000

a. Dependent Variable: Hetero aggressiveness

H₀₂: Teachers' attitude has a significant connection with hetero aggressiveness at $p = .05$.

Here, regression was also carried out to ascertain the extent to which teachers' attitude predict and hetero aggressiveness. Results show that teachers attitude predict students aggressiveness by 7.6%.

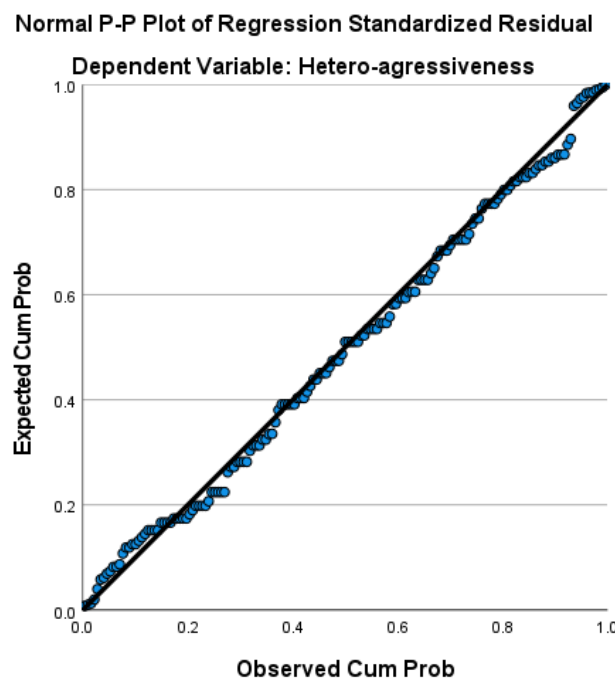
Table 20: Model Summary of Teachers attitude as a predictor of Hetero aggressiveness

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.276 ^a	.076	.070	.55296

a. Predictors: (Constant), Teachers' Attitude

b. Dependent Variable: Hetero-aggressiveness

The scatterplot showed that there was a strong positive linear relationship between teachers' attitude was confirmed with a Pearson's correlation coefficient of $r = .276$. The regression model predicted 0.76 % of students' hetero aggressiveness variance. The model was a good fit for the data ($F(1, 163) = 13.389, p < .0000$).

Figure 7: Scatterplot of the influence of Teachers attitude as a predictor of Hetero aggressiveness.**Table 21: ANOVA of the influence of Teachers attitude as a predictor of Hetero aggressiveness**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.094	1	4.094	13.389	.000 ^b
	Residual	49.840	163	.306		
	Total	53.934	164			

ANOVA results show that the linear regression F test has the null hypothesis that teachers' attitude do not have a significant influence on hetero aggressiveness $p=.05$. In other words, $R^2=0$, with $F(1,163) = 13.389$, $p= .000$, the test is highly significant. Thus, we can assume teachers' attitude significantly influence hetero aggressiveness.

Table 22: Coefficients of the influence of Teachers attitude as a predictor of Hetero aggressiveness

Coefficients

Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error	T Beta	Sig.
1	(Constant)	2.471	.269	9.195 .000
	Teachers' Attitude	.163	.082	.276 3.659 .000

a. Dependent Variable: Hetero-aggressiveness

The regression results showed a significant relationship between teachers' attitude and hetero aggressiveness at ($t = 9.195$, $p= 0.000$). The slope coefficient for teachers attitude was .276, which means hetero aggressiveness increased by a factor of .537.

H₀₃: Home environment as a predictor of Hetero aggressiveness at $p= .05$.

Simple linear regression was equally conducted to ascertain the extent to which pedagogic evaluation functions of the supervisor score predictor teaching and learning process. Home environments predict hetero aggressiveness by 4.6%.

Table 23: Model Summary of Home environment as a predictor of Hetero aggressiveness

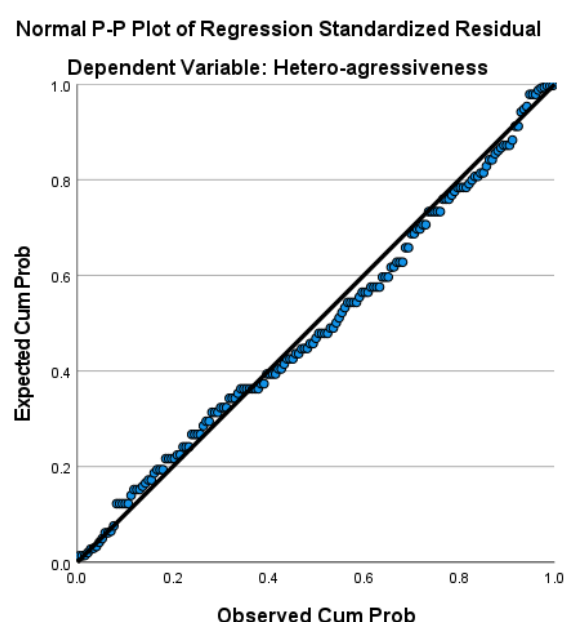
Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.228 ^a	.052	.046		.56002

a. Predictors: (Constant), Home Environment

b. Dependent Variable: Hetero aggressiveness

Figure 8: Scatterplot of the Home environment as a predictor of Hetero aggressiveness



The scatterplot showed a strong positive linear relationship between home environment scores, which was confirmed with a Pearson's correlation coefficient of $r = .27.6$. The regression model predicted a 27.2 % variance in hetero aggressiveness. The model was a good fit for the data ($F(1, 163) = 8.971, p < .000$).

Table 24: ANOVA^a of the Home environment as a predictor of Hetero aggressiveness

ANOVA ^a						
Model		Sum Squares	of df	Mean Square	F	Sig.
1	Regression	2.813	1	2.813	8.971	.003 ^b
	Residual	51.120	163	.314		
	Total	53.934	164			

a. Dependent Variable: Hetero-aggressiveness

b. Predictors: (Constant), Home Environment

ANOVA results show that the linear regression F test has the null hypothesis home environment do not have statistically significant influence on hetero aggressiveness. In other words, $R^2 = 0$, with $F(1, 163) = 8.971, p = .000$, the test is highly significant. Thus, we can assume that home environment has a significant influence on hetero aggressiveness at $p = .05$ in our model.

Table 25: Coefficients of Home environment as a predictor of Hetero aggressiveness

The regression equation showed a significant relationship between home environment as a predictor of hetero aggressiveness scores ($t = 8.199$, $p < 0.000$). The slope coefficient for

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.527	.308		8.199	.000
	Home Environment	.273	.091	.228	2.995	.003

a. Dependent Variable: Hetero-aggressiveness

Compensation Practice was .228, so students' hetero aggressiveness increases by a factor of .22.8.

Summary

The analysis of the collected data revealed that all three hypotheses used in this study are statistically significant, hence:

Ha1: School environment has a statistically significant influence on hetero aggressiveness $p = .05$.

Ha2: Teachers' attitude has a statistically significant on hetero aggressiveness at $p = .05$.

Ha3: Home environments have a statistically significant on hetero aggressiveness at $p = .05$.

CHAPTER FIVE

DISCUSSION OF RESULTS, SUGGESTIONS AND CONCLUSION

The purpose of this study is to investigate the influence of psychosocial environment on students' hetero aggressiveness in some private schools in Yaounde III subdivision. The findings were guided by the objective of the study. The study assesses the relationship between school environment, teachers' attitude, home environment and students' hetero aggressiveness in some private secondary schools.

DISCUSSIONS AND FINDINGS

Based on the data and other information obtained and analysed in order to answer the research questions, several research findings were presented in chapter four. The findings are summarised with this section according to the hypothesis of the study.

School environment and hetero aggressiveness

The level of significance is $P < .000$ and thus is less than 0.05, which is the alpha and the standard error margin. The correlation coefficient of .507 indicates that the link is positive and moderate. Since the probability value is < 0.05 , we concluded that school environment has an influence on students' hetero aggressiveness in a significant manner. Hence, we reject the null hypothesis and retain the alternative hypothesis, which states that school environment has a significant impact on hetero aggressiveness. This is in line with the view of Little, Heinrich et al., (2003) who remarks that violent adolescents are more likely to develop friendships with others that are like them in terms of values, attitudes and behaviours, usually by having a set of friends that admire and support them, all of them important factors that do not go hand in hand with depression or low self-esteem.

A possible explanation of these findings can also be seen in Hawley and Vaughn (2003) report, that violent students are often important figures in their peer group and therefore tend to enjoy some benefits of social inclusion, which could be translated into positive self-perceptions and emotional adjustment. Based on the results of the study, the school environment in this research is not favourable to the students thus making them to exhibit violence in school. Students feel frustrated in the school premises because of either the school climate, Peer interactions involving the dynamics among students, including friendships, conflicts, disagreement, disorder, and collaboration. Poor discipline also causes some student to exercise hetero aggressiveness in some private schools. The student-teacher relationships matter a lot in

schools as it is determinant of well-being, engagement and success. The quality of relationships between the teacher and the students must be one characterised by trust, respect and support. In such an environment, it becomes very difficult to talk of hetero aggression since all parties in school mutually respect each other. But if these norms are not met, the students turn to be exercise hetero aggressiveness in the school environment.

The results of this research can be supported by the social learning theory of Bandura (1977) which is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. Social Learning Theory addresses students' hetero aggressiveness through creating environments that actively promote prosocial behaviors, empathy, conflict resolution skills, and positive role modeling. Interventions and strategies that focus on altering the social dynamics, providing alternative models of behavior, and emphasizing positive reinforcement for non-aggressive actions can contribute to reducing students' hetero aggressiveness and promoting a healthier social atmosphere.

Therefore, a positive school environment enhances a sense of safety, belonging, and respect whereby students, teachers, staff and any other person in school feel valued, protected, and motivated to learn and perform his or her task. It promotes collaboration, creativity, critical thinking, while also supporting the emotional and social well-being of students, teachers and staff. In fact, a positive school environment eliminates all forms of violent, antisocial behaviour and hetero aggression in secondary schools and colleges

Teachers Attitude and Hetero aggressiveness

The results of Teachers Attitude and Hetero aggressiveness indicates that teacher's attitudes influence hetero aggressiveness of learners in secondary schools and colleges. We used the correlation coefficient as a statistical tool to test this hypothesis. The level of significance is .000 and thus is, less than 0.05, which is the alpha and standard error margin. The correlation coefficient of .276 indicating that the link is positive and moderate. Since the probability value <0.05 , we conclude that there is a significant relationship between teachers' attitude and hetero aggressiveness. According to this, Feagans and Bartsch, (1993) maintain that schooling should guide the student in order to: (a) become an intellectually reflexive individual, (b) be ready to compromise in the working world, (c) fulfill his/her duties as a citizen, (d) form his/herself as a compromised ethical individual, and (e) become or carry on being a physically and psychologically healthy individual. This assertion by Feagans and Bartsch can only be achieved if the teacher creates a conducive learning atmosphere for the students. According to Kaur et

al. (2012), attitudes particularly teachers' attitudes are said to be influenced by their characteristics such as their educational status, teaching experience, workload norms. These attitudes shape teacher's behaviours, instructional practices and interactions with students.

It is noticed from the results that students turn to practice hetero aggressiveness in school when teachers bully and harass students and teach based on how they studied in harsh conditions and tend to treat them same forgetting that the time and era has changed. The findings were reminiscent to those reached by Nasri and Biria (2017), who indicated positive attitudes of teachers toward the collaborative method in the learning process, and the impact of using this method on speech skills. These findings were also similar to those of a study done by Tahmasbi, Hashemifardnia and Namaziandost (2019), who declared that collaborative learning, unlike traditional learning methods, has certain advantages that are derived mainly from social interaction between students.

The positive behaviour practices help to make the teaching and learning process very lively. It focuses on good and advisable behaviours which can positively influence the performance and well-being of students. On the contrary, teacher's negative behaviours are those attitudes which can have detrimental effects on the classroom, and student learning. One of the positive attitudes that a teacher must have been believing in the potentials and capabilities of students which will go a long way to create high expectations in students and provide support to make them succeed. This requires teachers to be passionate in teaching and enjoy working with students as it helps to engage students and make learning enjoyable.

The results of the findings can be related to the theory of operant conditioning by B.F skinner (1938) which is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and a consequence for that behavior. From the findings and the results, it can be said that the behaviour of the teachers towards the students give them the positive or the negative consequences which lead to students' hetero aggressiveness. The school is fundamental socialization context for the individual together with the family, and it is considered as an institution intended to prepare individuals for life and adulthood.

This therefore means that school administrators need to work hard to ensure a safe, supportive and inclusive school environment whereby all students will feel valued, supported and recognised. By doing so, it will reduce the frustration of most students which at times end up pushing them to used violent and aggressive actions as the only means to express themselves. This will go a long way to reduce the rate of hetero-aggression and antisocial behaviours in secondary schools and colleges in Yaounde.

Home environment and Hetero aggressiveness of students

The third hypothesis in this study states that home environment influences students' hetero aggressiveness. We used the correlation coefficient as a statistical tool to test this hypothesis. The level of significance is .000 and thus is less than 0.05, which is the alpha and the standard error margin. The correlation coefficient of 276. Hence, we reject the null statistical hypothesis and retain the alternative hypothesis, which states that the home environment significant influences on students' hetero aggressiveness.

There are certain influential factors which influence home environment. It includes nature of family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family; all these factors are significant for home environment Codjoe, (2007); Mukama, 2010; Muola, 2010). The research carried out on the different consequences associated to the effect that parental styles have on children, has shown that the authoritative style is more directly related to children's psychosocial and behavioural adjustment than the rest of the parental styles Beyers and Goossens, (1999); Steinberg, Mounts, Lamborn, and Dornbusch, (1991). Graeme, Jones (2015) also affirms that the authoritative parenting style was significant in creating non-bullies and non-victims. This critical analysis examines eight studies and considers the effects of family variables, including secure and insecure attachment, family disharmony and socioeconomic status on school bullying. Adolescents coming from authoritarian homes do not usually present behavioural problems although, when discipline and punishment are too rigid, the probability of the adolescent engaging in antisocial behaviours becomes higher (Gerard and Buehler, (1999), Loeber, et al., (2000). According to Baumrind (1991), adolescents with uninvolved parents are generally the less socially competent and present adjustment problems in all domains. The results are also in line with Poipoi M. (2011) who found that home factors contributing to violent behavior included: poor relationship between parents and children; manner of disciplining children at home; and low level of home supervision.

From the findings and result of the research shows that violence and antisocial behaviours in schools are the consequences of something that has taken place in the home environment. Most students tend to be violent in schools because they transpose what they go through at home and tries to direct the blame on their teachers or classmates. The home environment where the neighbourhood is not saved and made up of violent activities, lack of affective cohesion, poor parental support, presence of regular conflicts, dysfunctional strategies on conflict resolution, uninvolved or authoritarian parental style, family history of problem behaviour. Though the

school environment has a hand in the violent nature of some students, it has been proven that most of these students transfers their aggression to their classmates and teachers in schools.

The theory of planned behavior (TPB) by Icek Ajzen, (1991), can be used to explain behaviors and actions of people as been influenced by intentions, which are determined by three factors: attitudes, subjective norms, and perceived behavioral control. It is also possible for external factors to directly force or prevent behaviors, regardless of the intention, depending on the degree to which a behavior is controlled by the individual, and the degree to which perceived behavioral control is an accurate measure of actual behavioral control. Ajzen (1991) proposed the theory of Planned Behavior (TPB) wherein the individual's behavior is best predicted by one's intentions; intentions are, in turn, predicted by attitudes about the behavior, the subjective norms (a person's perception of important others' beliefs that he or she should or should not perform the behavior) encasing the execution of the behavior, and the individual's perception of their control over the behavior. Ajzen's TPB has can be used to predict many different behaviors of students from inculcating behaviors either intended or not intended to violence in school.

Parents are hereby called upon to effectively control and monitor the behaviour and progress of their children to fight against any form of violence that might be visible in them.

IMPLICATIONS OF FINDINGS

From the findings of the study, it can be concluded that the high level of hetero aggressiveness of students in some private secondary schools in Yaounde III subdivision is as a result of the limitations encountered in the school environment, the teachers' attitude toward the students and the home environment that the students find themselves. It was also noticed from the results that students turn to practice hetero aggressiveness in school due to the school environment which is on an increase by .507, followed by the teachers' attitude on an increase of .276 and home environment being on an increase of .228 on hetero aggressiveness at $p=.05$ in our model.

SUGGESTIONS

Based on the findings and conclusion of the study, the following suggestions were made based on objectives:

SCHOOL ENVIRONMENT

- The government should re-enforce counselors in private schools who will give constant report to the ministry.

- The government should put in place reliable councils in private schools which will focus on teachers and students.
- Create and define a student code of conduct that makes sense for the students and that can be discussed with them, more responsibilities should be given to the students, for example in the mediation between peers to solve conflicts.
- The school administrations should create and involve students in cooperative and non-violent conflict resolution activities.

TEACHER'S ATTITUDE

- Teachers should periodically introduce social reflection elements such as debates on conflicts and problems in the class, and openly discuss them with the group.
- Teachers should study the psychology of children in order to have a good relationship with them.
- Teachers should keep their mental health in check in order not to transfer aggression to the students

HOME ENVIRONMENT

- Parents should have constant moral communication with their children before and after school.
- Parents should constantly communicate with their children's school administrators to know the development of their children in school in order to know how to direct them from home
- Students should always read articles, books and put in consideration the effects of hetero aggressiveness both on themselves and their parents

LIMITATION OF THE STUDY

For us to have succeeded to carry out this research, we encountered a lot of challenges.

Firstly, the researcher had a problem getting book and adequate information on how psychosocial environment influences students hetero aggressiveness in some private schools which made the researcher to waste a lot of time submitting the work earlier to the supervisor.

Secondly there was a problem in administering the questionnaires because as of the time when the exercise was to be carried out, most schools had written their exams, and the needed students were hard to be found in school and the researcher had to visit the schools everyday in order to meet up with the results.

Finally, some school administrators delayed giving access to their school on the request that the name of the school be removed from the demography on the questionnaire.

SUGGESTION FOR FURTHER RESEARCH

- Considering the fact the research is focus on some private secondary school in Yaounde III subdivision and which can not be generalised, we will suggest that the same research be carried out in other parts of the country.
- Study should also be carried out on the qualitative approach to get opinions of the parents and of teachers on psychosocial environments and students' hetero aggressiveness.

CONCLUSION

The purpose of this study was to assess the influence of psychosocial environment on students' hetero aggressiveness in some private secondary schools in Yaounde III subdivision. It can be concluded that the objectives of the study, that is teachers' attitude, the school environment and the home environment, play a great role on students' hetero aggressiveness. It is known that school environment entails the safety and security measures put in place to ensure the safety, security and protection of students, teachers, staff and any other person involves in the running of the school activities. Based on the results of the study, the school environment is not favourable to the students thus making them to exhibit violence. Students feel frustrated in the school premisses because of either the school climate, Peer interactions involving the dynamics among students, including friendships, conflicts, disagreement, disorder, and collaboration. This study has also shown that violence and antisocial behaviours in schools are the consequences of something that has taken place in the home environment. Most students tend to be violent in schools because they transpose what they go through at home and tries to verge their anger on their teachers or classmates. In other words, there is a positive correlation between the objectives and hetero aggressiveness. The study in general shows that students react based on the environment they find themselves in and attitude they receive.

Education is one of the tools for national development of a country and the distortion of the educational system by violence will lead to decrease in the development. The study concludes that there is a significant relation between school environment, teachers' attitude, home environment and hetero aggressiveness. This could be as a result of the fact that the children of the 21 century are growing with a new mentality where immorality has preoccupied their minds and tend to feel big and disrespect all.

This therefore means that if the students do not meet up with their expectations at home or in schools, they turn to exercise hetero aggressiveness in school. This requires that teachers and administrators should be passionate in teaching and disciplining the students as it helps to engage students and make learning enjoyable. There should be teamwork, respect and a good studying relationship between students and teachers and Parent should have a moral communication relationship with their children.

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APPENDICES

Appendix 1: Research authorization

REPUBLIQUE DU CAMEROUN

Paix - Travail - Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE CURRICULA
ET EVALUATION



REPUBLIC OF CAMEROON

Peace - Work - Fatherland

THE UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION

Le Doyen
The Dean

N° 123/23UYI/VDSSE/

AUTORISATION DE RECHERCHE

Je soussigné, Professeur BELA Cyrille Bienvenu, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que METU MUABE Senge Quinta, Matricule 21V3785, est inscrite en Master II à la Faculté des Sciences de l'Education, **DEPARTEMENT DE CURRICULA ET EVALUATION** Filière : **MANAGEMENT DE L'EDUCATION**, Option : **ADMINISTRATION ET INSPECTION SCOLAIRE ET UNIVERSITAIRE**.

L'intéressée doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Elle travaille sous la direction du Dr CHAFFI Cyrille Ivan. Son sujet est intitulé: « *Psycho-social environment and hetero aggressiveness in some private secondary schools in the Yaounde III SUB DIVISION* ».

Je vous salue gré de bien vouloir la recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.

En foi de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le 17.01.23

Pour le Doyen et par ordre

Dr. Abel Edouard Eyang

Scanné avec CamScanner

Appendix 2: Research questionnaire

RÉPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

UNIVERSITÉ DE YAOUNDE I

FACULTÉ DES SCIENCES
DE L'ÉDUCATION

DÉPARTEMENT DE
CURRICULUM
ET ÉVALUATION



REPUBLIC OF CAMEROON
Peace-work-Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION

QUESTIONNAIRE FOR STUDENTS

Dear respondent.

I am a student at the University of Yaounde I, Faculty of Education, Department of curriculum and evaluation specialising in Administration and Inspection of School Life. I am currently carrying out a study on the influence of the Psychosocial Environment and Hetero Aggressiveness in some Secondary schools in Yaoundé III subdivision. The purpose of this questionnaire is to gather comprehensive information on how various aspects of the psychosocial environment, including school environment, teacher's attitudes, and home environment, may influence students' hetero aggressiveness. Your participation is voluntary, and your responses will be kept confidential. Please answer the following questions to the best of your ability. Thanks for your cooperation.

Please place a tick (✓) on the choice that corresponds to the correct response option.

Section A: Demographic information

Gender: Male () Female ()

Age: 12-14 () 15-17 () 18-20 ()

Class attended:

Name of school:

Repeater: yes (); No ()

Area of residence.....

With whom do you stay: parents () grandparents () siblings () father () mother () A
Alone ()

SECTION B: Psychosocial Environment and Hetero Aggressiveness.

SA = Strongly Agree

A = Agree

D = Disagree
 SD = Strongly Disagree
 U = Undecided

Please place a tick (✓) on the choice that corresponds to the correct response.

School Environment

no	Items	SA	A	D	SD	U
1	The fence in your school is scattered					
2	There is little or no discipline in your school					
3	The discipline in your school is very poor					
4	Your classmates take drugs in school					
5	Your classmates drink alcohol in school					
6	Students are always afraid to express themselves in school					

Teacher's Attitude

no	Items	SA	A	D	SD	U
7	Teachers actively listen to students' concerns and address them effectively					
8	Teachers create conducive classroom atmosphere and reduces is crimination					
9	Teachers allow students to express themselves in class					
10	Teachers give listening ears to student's worries in class					
11	Teachers bully and harass students in class					
12	Teachers brutally flog students					

Home environment

No	Items	SA	A	D	SD	U
13	Your parents are also flogging you at home					
14	Your parents are always fighting in the house					
15	Your parents are overprotective of you					
16	Peers at home usually bully you					
17	Your parents usually have moral conversations with you					
18	Your parents meet up with your daily needs					

Hetero Aggressiveness

No	Items	SA	A	D	SD	U
19	You have been physically abused by your classmates					
20	Your love watching movies were people fight					
21	Your classmate used to be violent towards teachers					
22	There is always fighting and bullying in your school					
23	Your classmate move around with weapons like knives					
24	Your friends threaten you with sharp objects in school					

THANKS FOR YOUR COLLABORATION