

INFLUENCE OF DEMOGRAPHIC FACTORS AND PEER RELATIONS ON ADOLESCENTS AGGRESSIVE BEHAVIOUR IN KADUNA STATE

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ABSTRACT: Human growth and development are characterized by stages and one of these is the adolescence. It is based on that this study examined the influence of demographic factors and peer relations on adolescents' aggressive behaviour in Chikun Local Government Area of Kaduna State. Cross sectional survey research method was employed using convenient sampling technique. Two hundred and ten (210) adolescents were selected to participate in the study both male and female from the age of 12-18. Two questionnaire were adopted to collect data from the participants: Index of Peer Relation and Adolescents Aggressive Questionnaires. Three hypotheses were analysed using Multiple Regression Analysis and Correlation Analysis. Hypothesis one result revealed that demographic factors and peer relations vary positively. However, only peer relations (with $p < 0.05$) have significant positive relationship with demographic factors. This means that there is a significant influence of demographic factors and peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State. Hypothesis two shows peer relations on adolescents' aggressive behaviour vary positively. However, only peer relations (with $p < 0.05$) have significant positive relationship with adolescent's aggressive behaviour. This means that there is a significant influence of peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State. Hypothesis three shows demographic factors on adolescents' aggressive behaviour vary positively. However, only demographic factors (with $p < 0.05$) have significant positive relationship with adolescents' aggressive behaviour. This means that there is a significant influence of demographic factors on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State. It was concluded that demographic factors such as age, gender and class do influences peer relation and adolescents' aggressive behaviour since slightly more boys than girls had high levels of vulnerability to peer pressure and recommended that Parents should have effective supervision and should not allow other home environmental factor to distract their children.

Keywords: Demographic Factors, Peer Relations, Adolescents and Aggressive Behaviour.

I. INTRODUCTION

The future of any nation is largely determined by the well-being of adolescents. Dealing with adolescents has always been a challenge for both parents and helping professionals. Adolescence is the time between the beginning of sexual maturation (puberty) and adulthood. It is a time of psychological maturation during which a person becomes "adult-like" in behaviour. Demographic factors that influence peer relations and aggressive behaviour are age, class and gender. According to Forsyth (2009), a variety of factors have been linked with likelihood to conform to peer pressure and one of them is age. Forsyth posits that conformity increases with age until adulthood when people show more independence in decision making.

Aggression is a range of behaviours that can result in both physical and psychological harm to oneself, others or objects in the environment (Kendra, 2013). Aggression can also be defined as the physical or verbal behaviour intended to harm. It may occur either in retaliation or without provocation that is either directed outwardly towards another person or directed inwardly by self-mutilation. The types of aggressive behaviours includes name calling gossiping, mockery, shouting, swearing, abusive phone calls, racial or sexual comments, harassment, emotional abuse, hitting, kicking, threatening gestures among others. Destruction of property is often used interchangeably with vandalism and this is an act of hostility directed at a victim. George (2013) defines vandalism as the intentional and malicious destruction of or damage to the property of another.

Vandalism takes on many forms; it can include slashing someone's tires, salting lawns, cutting trees without permission, egg throwing, spray painting on the side of commercial trucks or buses, as well as spraying graffiti on the walls or signs on a freeway. The pain of destruction of property or vandalism is usually felt by everybody in the society. To repair or replace items or facilities destroyed cost something to individuals whose property got damaged or the society as the case may be.

Peer pressure is a group of people who have similar interests, age, background or social status. These members of the group are likely to influence the person's beliefs and behaviour and this group contain hierarchies and distinct pattern of behaviour. In a school setting for example, 18year old are a peer group with 14 years old because they share similar and parallel life experiences in school together in contrast teachers do not share students as a peer group because teachers and students fall into two different roles and experience. (Peer group/Wikipedia.com) Behavioural problems that occur during infancy and adolescence (particularly external problems, such as substance use and violence behaviours) may continue throughout adulthood, associated to social non-adaptation, substance abuse and conflicts (Bongers, Koot, Vander Ende & Verhulst, 2008). The peer group may on one hand, serve as a model and influence behaviours and attitudes, whilst on the other hand, it may provide easy access, encouragement and an appropriate social setting for consumption (Glaser, Shelton & Bree, 2010).

A study done by Steinberg and Monahan (2007) showed that resistance to peer influence increased linearly during adolescence and particularly between ages 14 and 18. Therefore, it was expected that increasing age would be associated with increasing levels of resistance to peer influence. For deviant, anti-social peer influence, a curvilinear relationship between age and susceptibility was found to be strongest during mid-adolescence. They concluded that mid-adolescents are more susceptible to peer influence than younger (10-14 years old) or older 18-30 years old) adolescents. From age 12, the importance of parents decreased all the more while peers took the center stage in the life of the adolescents. Resistance to peer influence is likely to grow between age 14 and 18 than before or after. This is consistent with the literature on adolescent psychosocial development in several aspects. It has been suggested that the increased orientation to peers in early adolescence may be a correlate of adolescents' developing emotional autonomy from parents and dependence on parents is replaced by dependence on peers. Between ages 10 and 14, adolescents express strivings for emotional autonomy most strongly. They try to develop individuation from parents at the onset of adolescent period and a sense of identity at its conclusion (Steinberg & Monahan, 2007).

Cabezas (2010) cites Ding & Lehrer (2004) who define peer effects in education field as each student influencing his/her classmates not only through knowledge spillovers but also in how he/she affects classroom standards. Peer effects can affect student achievement through different channels, so the definition of peer effects has been one of the main difficulties in the empirical and theoretical studies in education. The main assumption is that students do not only learn from teachers but also from class-and-school-mates too. Peer effects may include a direct and indirect channel (Cabezas, cited in Schneewe & Winter-Ebmer, 2007). Direct channel is where students teach one another in groups and discussions in class. Students also affect each other indirectly through knowledge spillovers, casuals' discussions or when student's ability or socioeconomic background influence classroom standards (Cabezas citing Wilkinson, Warren & Bocci, 2003). Moreover, peers may influence classroom atmospheres, classroom disruption and level of violence (Cabezas, cited in Lavy & Schlosser, 2007) and consequently affecting student learning process.

An assessment of how much pressure peers exerted in numerous areas of high school life and how this pressure influenced teenagers' attitudes and behaviours found that one third of both genders identified peer pressure as one of the hardest things they had to face as teenagers. Generally, peer pressure appeared stronger for females than males and the genders disagreed about areas in which pressure was strongest. Therefore, gender is a factor influencing peer pressure among teenagers (Oni, 2006). According to Howard (2004), research found that 14 and 15-year-old boys, especially those from higher social classes, strongly focused on peer groups while girls of the same age had a stronger preference for dyadic friendships. Boys have more freedom of movement in peer groups than do girls, hence found frequently with their peer groups in public. Howard (2004) seems to point out that there is a difference in gender influence on peer pressure, whereby boys tend to give in to peer pressure than girls. Raising Children Network posit that boys are more likely to give in to peer influence than girls hence corroborating Howard's findings.

Peer relations could be seen as the influence exerted by peer group in encouraging a person to change his or her attitudes, values or behaviour to conform to the group of people who are relatively of the same age and come from same social group such as, school, ethnic, and religion as postulated by Brown (2010). Vigdor (2011) sees peer group as collections of adolescents identified by interests, attitudes, abilities and personal characteristics they have in common. Peer group according to Burion & Mehta (2009), plays a role in the development of negative outcomes such as poor academic adjustment, social anxiety and so on. They also stated that research on peer group has demonstrated that the influence of peers' peaks in middle adolescence and begins a gradual decline in later adolescence.

The influence of peer relation on aggressive behaviour seems to be strong, regardless of ethnic group membership. Many ethnic group comparisons of peer influence on behavior have found that those with peers' group, participating in negative behavior are more likely to engage in this behaviour as well, regardless of ethnicity (Walker Barnes & Mason, 2009; Choi, Harachi, Gillmore & Catalano, 2010). Peer relations provide adolescents with the attitudes, motivation that support aggressive behaviour and they provide opportunities to engage in specific delinquent acts (Cashwell & Vacc, 2010). In ways similar to the community, the peer group becomes an agency of enculturation and learning. Even very young children develop a sense of self from their perceptions of important people in their surroundings, including relatives, teachers, and peers.

Nwokoroku (2001) noted that the nation's institutions of learning have been turned into battle fields by students. She reported that in the campus's students engage in aggressive acts towards one another and even towards teachers and non-teaching staff. Students have been observed to engage in such acts of aggression as violence, rape, extortion, burglary, killing, maiming and sexual harassment. They are also frequently associated with vulgarities, abduction and insults at one time or another. In 2010, students in Afara Technical Secondary School, Umuahia of Abia State were reported to have beaten up a teacher for carrying out his legitimate duty (supervision of examination). According to Haggai (2003), aggression in school intrudes not only on the rights of others, it also impairs the normal operation of classroom interaction, school communal life (hostel living) as well as other social settings; such as sports and other extra curricula activities.

Obasanjo (2006) identifies cultism (an aggressive act) as one of the factors that have compromised the integrity of the education system in Nigeria. Obviously, aggression works against governments desire to inculcate in students and the citizenry, the right types of values and attitudes through education for the survival of the individual and nation at large. This is what provided the impetus for the researcher to carry out this study for the objective of influence of demographic factors and peer relations on adolescents aggressive behaviour in Chikun Local Government Area of Kaduna State.

Statement of the Problem

Adolescents' aggression which leads to violent act in Nigeria has been a thing of concern in our society and Nigeria at large. Over time, the Nigerian government, parents, religious groups and other concerned education stakeholders have made some efforts at curbing the menace of aggression among students. Disciplinary measures based on laws of the land have been applied in checking students' aggressiveness to no avail. There have been cases where students were rusticated to serve as deterrent to others, all in a bid to control students use of aggression as a way of self-expression. In spite of the efforts made to curb aggression, this situation has persisted because these children mingle with their peers in the communities and if they are influence negatively, it will resolve to the menace.

Adolescents spend an increasing amount of time each day in the company of their peers; Omoegun (1995) posited that young people have a tendency to want to associate with members of their own age group. As a result of this association with members of their own age group, the decisions of the age group influence the decisions of individuals who belong to the group. Adolescents experience some physical and physiological changes during the period of development that cause them to encounter numerous risks in their daily lives. The quest for peer acceptance is manifested in the way they dress, speak, walk and in their general interests so that they can fit in with the group. Therefore, peers are often publicly blamed for the onset of risk behaviours ranging from substance use to teen pregnancy (Oetting & Beauvais, cited in Oni, 2010). Research has shown that over the last 50 years peer pressure has emerged as the chief source of values and behavioural influence in adolescence, replacing the influence of adults. Along with this new trend has come a rise in aggressive behaviours.

Some research work has supported and extended this position, showing that friends play an important role in both harmful and positive activities (Gifford-Smith, Dodge, Dishion & McCord, 2004), and that peer relations predisposes adolescents to many forms of deviance, including alcoholism, gangsterism, robbery and violent secret cult activities (Oni, 2006, 2007). This implies that, although adolescents acquire information regarding risk behaviours from parents, teachers, and the media, peers play a crucial role in an adolescent's development by shaping their normative beliefs and interpretations of information regarding risk activities (Cassimejee, 1998). In essence, peer norms help determine whether a behaviour is hip, safe and desirable. Given the foregoing, it can be expected that some of the social vices that are found in Nigerian schools and in society in general are the result of peer group influence on adolescents. It is in view of these concerns that this study was carried out to determine the influence of demographic factors and peer relations on adolescents aggressive behaviour in Chikun Local Government of Kaduna State, so as to come up with the sound solutions to the found problems and providing suitable recommendations to improve behaviour.

Objectives of the Study

The main purpose of this study is to determine the influence of demographic factors and peer relations on

adolescents' aggressive behaviour in Chikun Local Government of Kaduna State. This general aim is expressed in the following specific objectives which are:

- i. To examine the influence of demographic factors and peer relations on adolescents aggressive behaviour in Chikun L.G.A of Kaduna State.
- ii. To ascertain the influence of peer relations on adolescents aggressive behaviour in Chikun L.G.A of Kaduna State.
- iii. To examine the joint influence of demographic factors on adolescents aggressive behaviour in Chikun L.G.A of Kaduna State.

Research Questions

The following research questions guided the study:

- i. What is the influence of demographic factors and peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State?
- ii. What is the influence of peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State?
- iii. Will there be influence of demographic factors on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State.

II. METHOD

Design

This research study requires qualitative analysis because of the phenomena under study. Due to this fact, the researcher therefore employed the survey research design to analyze the data for the research. The cross sectional survey research method was employed. In other words, this research work adopted the cross sectional survey method which uses questionnaires to capture the case study and seek opinions from its targeted population, so that one can draw conclusions and formulate policies on the subject matter.

Participants

The participants of the study comprised some adolescents located in some selected communities of Chikun Local Government Areas of Kaduna State. However, only three communities were selected for the study. Two hundred and ten (210) adolescents were selected to participate in the study both male and female. Their demographic characteristics were described respectively from the age of 12-18.

Sample Size/Sampling Technique

A sample of two hundred and ten (210) participants from three communities in Chikun local government area of Kaduna State formed the sample of this study. The convenient sampling technique was used for the selection of the sample who participated in the study. Purposeful sampling technique was adopted in selecting (3) communities from Chikun Local Government Areas in Kaduna State.

Instruments

Two instruments were used in this study which geared towards collection of data from the participants. **Index of Peer Relation and Adolescents Aggressive Questionnaires** were adopted. The questionnaire was divided into three parts; Section A, Section B and Section C. Section A contained information on demographic data of the respondents such as age, gender etc.; while Section B contained items or statements on peer relations. Index of Peer Relation (IPR) was developed by Hudson et al. (1982), who provided the psychometric properties for American samples while Anumba (1995) provide the properties for Nigerian samples with an concurrent validity coefficient of .73. It is a 15-item inventory questions to measure or assess the extent, severity or magnitude of the problems of personal relationship a client is experiencing in the course of social interaction with peers who include neighborhood kids, school mates, club members and other social groups with 1-5 response options which are stated on how you feel about your peers. While the Section C contained information on adolescents aggressive behaviours as captured in the research hypotheses. **The Aggressive Behaviour Scale** developed by (Little, Henrich, Jones, & Hawley; 2003). This scale consists of 11 items about participation in aggressive peer behaviour in school population, rated on a four-point Likert-type scale ranging from 1 (0 times) to 7 (6 or more times). The scale measures two types of aggressive behaviour -overt or direct, and relational or indirect-and three functions of violence -pure, reactive, and instrumental leading to six dimensions of aggression. Psychometric property was found by (Buss & Perry, 1992) internal consistency for the two subscales and total score range from .72 (Verbal Aggression) to .89 (Total BPAQ score). Retest reliability for the BPAQ over nine weeks is also satisfactory (correlations ranged from .72 for Anger to .80 for Physical Aggression and for the total score.

Procedure

A letter of introduction was taken to the communities Chiefs that the research was conducted to obtain permission of the Chiefs to conduct the study. Thereafter, the researcher employed the services of research assistant to assist in administering of the questionnaire to the participants using accidental technique after a

detail explanation of the objectives of the study. The participants were asked to fill an inform consent form to ascertain their willingness to participate. Seventy participants (male and female) were selected in each community to participate in the study from the age range of 12-18 respectively.

Statistics Used

After the collating the data from the field, the instruments were edited for errors before computing. The bio-data collected from the selected respondents were analyzed using simple percentage and frequency counts while the stated hypotheses were tested using multiple regression analysis, descriptive statistics and correlation analysis.

Ethical Considerations

Participants were briefed on the nature and purpose of the study prior to administering the questionnaire. Participants consents to participate in the study were sought before they were administered with the questionnaire after which were informed that they were free to discontinue from participating in the study at any time or stage they so desire to. Finally, participants were informed that the study was meant for educational purpose only, hence their response were kept confidential and used only for the purpose it was meant for. They were asked not to include their names or phone numbers.

III. RESULTS

This chapter contains data presentation, respondents' demographic data, data analysis, summary of the finding and discussion of the findings. This effort is made to validate the opinions of different writers expressed in the literature review. The researcher's view point with regards to each finding is also highlighted. The respondents' demographic data generated was analyzed using simple percentage and frequency counts while the stated hypotheses were tested using multiple regression analysis, descriptive statistics and correlation analysis

Data Presentation

Table 1: Frequency and Percentages of the Characteristics of Participants

Demographics		Frequency	Percentages
Gender	Male	138	65.7
	Female	72	34.3
	Total	210	100%
Age	12 - 15yrs	58	27.7
	16 - 18yrs	152	72.3
	Total	210	100%
Marital Status	Single Parent	31	14.8
	Divorced	17	8.1
	Separated	58	27.6
	Intact	104	49.5
Religion	Total	210	100%
	Muslims	89	42.2
	Christians	121	57.6
	Total	210	100%
Family Type	Monogamy	118	56.2
	Polygamy	92	43.8
	Total	210	100%
Family Status	One room	89	42.4
	Room & Parlour	102	48.6
	Flat	19	9.0
	Duplex	0	0
	Total	210	100%

Tables 1 reveals that the male respondents were 138 (65.7%), while the remaining 72 (34.3%) were female respondents. This implies that the research used all the gender. More still, since both boys and girls were represented in the study, the findings can easily be trusted by the population as unbiased. Also, from the table above, the number of respondents that falls between 12-15 years was 58 respondents representing 27.7% while the remaining number that falls between 16-18 years were 152 respondents representing 72.3%. The study findings show that the biggest percentage of respondents is quite young. More so, the table above shows that 31 (14.8%) of the respondents were from single parents; 17 (8.1%) of the respondents were from divorced families; 58 (27.6%) of the respondents were from separated families while 104 (49.5%) of the respondents were from intact homes. Table above reveals that 121 (57.6%) of the respondents were Christians, while the remaining 89 (42.2%) of the respondents were Muslims. Also, the table above reveals that 118 (56.2%) of the respondents were from monogamy families while the remaining 89 (43.8%) were from polygamy families. Finally, the table above shows that 89 (42.4%) of the respondents live in a one room; 102 (48.6%) of the respondents live in a room & parlour apartments while 19 (9.0%) live in flats.

Hypothesis One: There will be a significant influence of demographic factors and peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State.

Table 2: Analysis showing Demographic factors and Peer Relations. Regressions analysis was used to analyze this. The result of the analysis is presented in table 2:

Variables	B	Std. Error	T	Sig
Constant	22.939	1.82	5.299	0.000
Demographic factors	0.386	0.702	0.440	0.661
Peer relations	2.12	0.561	3.780	0.001
R	0.538			
R ²	0.29			
Adj R ²	0.24			
F	6.322			

Table 2 shows the quality of prediction of the dependent variable as represented by R with the value 53.8%. This represents a good prediction of peer relations through the independent variables. The proportion of variance in the extent of significant influence of demographic factors and peer relations on adolescents aggressive behaviour in Chikun L.G.A of Kaduna State that can be explained by the independent variables was 29%. The overall regression model as represented by F-ration 6.322 is good for the data. The table also shows the significant influence of demographic factors and peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State with demographic factors (0.386), and peer relations (0.101). This shows demographic factors and peer relations vary positively. However, only peer relations (with $p < 0.05$) has significant positive relationship with demographic factors. This means that there is a significant influence of demographic factors and peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State.

Hypothesis Two: There will be a significant influence of peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State.

Table 3: Analysis showing peer relations on adolescents' aggressive behaviour. Regressions analysis was used to analyze this. The result of the analysis is presented in table 3:

Variables	B	Std. Error	T	Sig
Constant	19.910	1.74	5.134	0.000
Aggressive behaviour	0.301	0.681	0.429	0.647
Peer relations	2.12	0.561	3.780	0.001
R	0.329			
R ²	0.21			
Adj R ²	0.17			
F	6.319			

Table 3 shows the quality of prediction of the dependent variable as represented by R with the value 32.9%. This represents a good prediction of peer relations on adolescents aggressive behaviour through the independent variables. The proportion of variance in the significant influence of peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State that can be explained by the independent variables was 21%. The overall regression model as represented by F-ration 6.319 is a good for the data. The table also shows significant influence of peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State with adolescents' aggressive behaviour (0.301), and peer relations (0.101). This shows peer relations on

adolescents' aggressive behaviour vary positively. However, only peer relations (with $p < 0.05$) have significant positive relationship with adolescent's aggressive behaviour. This means that there is a significant influence of peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State.

Hypothesis Three: There will be a significant influence of demographic factors on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State.

Table 4: Analysis showing demographic factors on adolescents' aggressive behaviour. Regression analysis was used to analyze this. The result of the analysis is presented in table 4:

Variables	B	Std. Error	T	Sig
Constant	16.960	1.59	4.859	0.000
Aggressive behaviour	0.301	0.681	0.429	0.647
Demographic factors	0.386	0.702	0.440	0.661
R	0.899			
R ²	0.84			
Adj R ²	0.74			
F	6.291			

Table 4 shows the quality of prediction of the dependent variable as represented by R with the value 89.9%. This represents a good prediction of demographic factors on adolescents' aggressive behaviour through the independent variables. The proportion of variance in the significant influence of demographic factors on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State that can be explained by the independent variables was 74%. The overall regression model as represented by F-ratio 6.291 is a good for the data. The table also shows the significant effect between demographic factors on adolescents' aggressive behaviour with and adolescents' aggressive behaviour (0.301), and demographic factors (0.386). This shows demographic factors on adolescents' aggressive behaviour vary positively. However, only demographic factors (with $p < 0.05$) have significant positive relationship with adolescents' aggressive behaviour. This means that there is a significant influence of demographic factors on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State.

Table 5: Descriptive Statistics of the Study Variables

Source of variation	N	Min	Max	Mean	Std. Dev	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Demographic factors	210	0.66	2.703	1.569	1.5987	0.38607	0.702	0.369	-0.374
Peer relations	210	0.247	1.09	20.54	4.0358	0.30195	0.681	.369	10.145
Adolescents aggressive behaviour	210	1.079	21.619	4.087	0.9293	0.30826	0.674	.369	0.364

The results in Table 5 showed that demographic factors had a minimum, maximum and mean score of 0.66, 2.703 and 1.569 respectively and a standard deviation of 1.5987, peer relations had a minimum, maximum and mean score of 0.247, 1.09 and 20.54 respectively and a standard deviation of 4.0358, and adolescents aggressive behaviour had a minimum, maximum and mean score of 1.079, 21.61965 and 4.087 respectively. Analysis of skewness shows that demographic factors, peer relations and adolescents aggressive behaviour are asymmetrical to the right around their mean as shown by 0.38607, 0.30195 and 0.30826 respectively. Demographic factors, peer relations and adolescents' aggressive behaviour are nearly normally

distributions since their kurtosis values close are 0.369, .369, and 369 which are closer to zero.

IV. CORRELATION ANALYSIS

Table 6: Correlation Matrix

		Demographic factors	Peer relations	Adolescents aggressive behaviour
Demographic factors	Pearson Correlation	1		
	Sig. (2-tailed)			
Peer relations	Pearson Correlation	.059	1	
	Sig. (2-tailed)	.452		
Adolescents aggressive behaviour	Pearson Correlation	.030	.055	1
	Sig. (2-tailed)	.706	.485	

Demographic factors, peer relations and adolescents' aggressive behaviour were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table above indicates the correlation matrix between the factors (Demographic factors, peer relations and adolescents aggressive behaviour). According to the table, there is a positive influence of demographic factors on peer relations and adolescents aggressive behaviour .072, .318 and .085 respectively. The positive effect indicates that there is a correlation between demographic factors, peer relations and adolescents' aggressive behaviour.

Table 7: Regression Coefficients of the Relationship Between demographic factors and the two predictive variables.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.12	0.561		3.780	0.001
Demographic factors	0.386	0.702	0.008	0.440	0.661
Peer relations	0.101	0.681	0.273	0.429	0.647
Adolescents aggressive behaviour	0.301	0.674	0.130	0.421	0.644

The coefficient of regression in table 2, 3, and 4 respectively were used in coming up with the model below as $Y = 2.12 + 0.386 X_1 + 0.301 X_2 + 0.101 X_3$

From the model, taking all factors (demographic factors, peer relations and adolescents' aggressive behaviour) constant at 2.12. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in demographic factors lead to a 0.386 increase in peer relations; unit increase in peer relations will lead to a 0.101 increase in adolescents aggressive behaviour; a unit increase in demographic factors will lead to a 0.301 increase in adolescents aggressive behaviour. According to the model, all the variables were significant as their P- value was less than 0.05. All the variables were positively correlated with demographic

factors.

Discussion of the Findings

The following are the discussion of the findings based on the research hypotheses formulated for the study: This study examined the influence of demographic factors and peer relations on adolescents aggressive behaviour in Chikun Local Government Area of Kaduna State. Three hypotheses and three research questions were formulated to guide in the study. The survey research method was used to conduct the study. This target participants of this study comprised of all adolescents located in some selected communities of Chikun Local Government Areas of Kaduna State. However, only three communities were selected for the study.

Hypothesis One: There will be a significant influence of demographic factors and peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State. The findings indicated that although only a small proportion of the adolescents were highly susceptible to peer pressure, quite a significant number of them were susceptible and those who had low vulnerability levels could become more vulnerable. This is because, as Jessor and Jessor (1977) notes, during early adolescence, persons exhibit heightened self-consciousness, greater instability of self-image, and a reduction of favourable self-opinions, disturbances that for many abate in later adolescence. As adolescents advance in age, peers' opinions of oneself seem to be more important and for some surpasses the importance of parental opinions. Kaplan (1996) states that a number of investigators looked at the relationship between peer pressure and age in youths seven to twelve years old and found that yielding onto peer pressure was significantly related to age although not in a straight forward way. In the work cited by Kaplan (1996), children aged between 4 and 9 years chose a relatively low amount of conformity to peer pressure, while those aged between 11 and 13 years showed the most conformity. Kaplan observed that after the age of 13 years, sensitivity to peer pressure gradually decreased.

Hypothesis Two: There will be a significant influence of peer relations on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State. According to the data from Federal Ministry of Education (2011, 2013), a total of 6, 580 (68%) secondary school students were involved in 2,996 violence incidents in the 257 public secondary schools in Nigeria. The report showed that occasional harm was bullying/ threatening/ interference, gossiping/ nicknaming. In another study (Obi & Obikeze, 2013), observed that the act of getting involved in at least one physical fight was 27% among boys and 27% among girls in South-East, Nigeria. While previous studies tend to indicate that there is no gender difference in aggressive behavior as manifested by both boys and girls, recent ones tend to present a differing view, hence knowing that boys present more aggressive behaviours and engage in fighting, stealing, bullying and other criminal activities than the girls who's aggressive behaviours are more like verbal (Nwoke, 2014).

Society has seen an increase in the incidents of aggression/violence among youth. The result is also in line with the findings by Sekuku, Rimfat, & Ogbonna (2009) who opined that peer pressure is one of the determinants of adolescence's behaviours. The behaviour could be positive or negative depending on where these determinants swing. Research has supported the notion that friendship becomes increasingly important in early to middle adolescence, supplementing and perhaps exceeding the role that parents play (Brown, 2014). The research clearly reported increasing perceived importance and prevalence of cliques within their school over the parent's opinion. The finding of the study also supports the findings of Johnson & Fennell (2008), which indicated that research has linked the peer pressure to the development of individual delinquency in the late childhood and adolescence. The peer group representation in this case constructed using the social cognitive map procedure which asks all participants to report on the peer pressure on themselves as well as the rest of their class. Youth that were linked by their peers more were less influenced by their peer groups than were youth that disliked by their peers. The authors concluded that this study demonstrated the socialization influence of the peer group on future deviant behaviour.

Hypothesis Three: There will be a significant influence of demographic factors on adolescents' aggressive behaviour in Chikun L.G.A of Kaduna State. These findings support the result of Silverman (2007) who stated that, extended family type where high levels of parental negativity and/or the absence of parental warmth, and frequent parental attempts at rigidly controlling the child's behavior have been frequently linked to child anxiety symptomatology and display of aggression. Higher levels of familial conflict and lower parental expectations regarding their adolescent's ability to cope with stressful situations have also been linked to symptoms of anxiety and consequently, the manifestation of aggressive behaviour. Conclusively, although a growing body of literature suggests that, to understand aggressive behavior, researchers must study the distinct influences of personality, much research on these issues is needed. Because problems with aggression and violence continue to plague people's interpersonal lives, their inter-group interactions, and society in general, it is incumbent on social scientists to develop a better understanding of the complex dynamics among personality variables, situational variables, and aggressive behavior. Doing so not only will enrich the field' of theoretical understanding of human aggression but also promises to refine therapeutic and policy interventions aimed at

reducing aggression and violence among adolescents.

V. CONCLUSION

Human growth and development are characterized by stages and one of these is the adolescence. The adolescence is the period that occurs after childhood and before adulthood, from ages 10-19 years. Adolescence is the transitional period of physical and psychological development between childhood and maturity. It is a crucial period as adolescents can be easily swayed by their close relationships. Demographic factors such as age, gender and class do influences peer relation and adolescents' aggressive behaviour since slightly more boys than girls had high levels of vulnerability to peer pressure. Slightly more girls than boys had very low levels of vulnerability to peer pressure. Therefore, boys are most likely to yield to peer pressure than girls. Teacher-counselors should therefore try to help boys with ways of avoiding negative peer pressure and encourage positive peer pressure. Peer pressure vulnerability across class of students reveals that form two students had high levels of vulnerability to peer pressure followed by form three, then form four and least form one. Students in form two and three being the most volatile, tend to conform to peer groups which engage in risky behaviours such as smoking, alcohol and drug abuse. These behaviours are very common in secondary schools in the study area, causing indiscipline problems.

VI. RECOMMENDATIONS

In view of the finding of this study, the following recommendations are here by presented:

- i. Parents should have effective supervision and should not allow other home environmental factor to distract their children.
- ii. Parents should be watchful of the types of friends kept by their adolescent children.
- iii. The parent-child relationship should be cordial enough to permit adolescents to discuss their problems with their parents.
- iv. Adolescents should be occupied especially during the holidays in positive and constructive activities such as games, athletics, cleaning up the environment, and church or religious activities like singing or music and drama. These engagements can help divert their attention from negative peer influence.
- v. The counseling psychologist should assist the students to adjust to challenging and threatening situations and reduce high stress level which may expose them to aggression.
- vi. Additional area that can be addressed to help reduce aggressive behaviour would be goal setting and rewarding active learning among public school students. Finally, parents should as matter of urgent importance check the type of parenting style they are using in raising their wards and monitor closely the type of friends their children relate with both in school and at home and possibly know them and their parents.

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