



Predictive Roles of Family Cohesion Variables and Aggression Behaviour among Secondary School Students.

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ABSTRACT

This study investigated the predictive roles of family cohesion variables and aggression behaviour among secondary school students. A total of 500 students participated in the study, of whom 282(132 male & 150 female) were from the Ekumenyi Secondary School) and 218 (103male & 115 female) were from Army day secondary school in Ebonyi State. The sample aged range between 14-19 years with mean age of 15.73years. Instruments for data collection includes family cohesion scale and adolescence aggressive behaviour scale. Regression analysis were used for statistical analysis. The results revealed gender ($r = .08$, $P > 0.05$) and age ($r = 0.09$, $P > 0.09$) do not statistically and significantly predicts aggressive behaviour. Also, the results indicated that the four dimensions family cohesion which includes mutual support ($r = -.17$, $p < .001$), sharing, ($r = -.20$, $p < .001$), parental involvement ($r = -.21$, $p > .001$), emotional bonding ($r = -.19$, $p < .05$) statistically and significantly predictor of adolescence aggressive behaviour among secondary school students. It was recommended that parents should always have in mind the need for family attachment and as such provide opportunity for family meeting where they will listen to their children's views and give them corrections and some pieces of advice where necessary. In addition, parents are to visit their children's schools from time to time to meet their teachers who will help them in assessing their behaviours.

Introduction

Researchers and scholars have conceptualised aggressive behaviour from different perspectives: psychological, social and moral perspectives; this suggests that aggression is by no means an unequivocal construct. However, a common theme is that human aggression refers to any behaviour directed towards another individual that is carried out with the immediate intent to cause them harm. Usually, the perpetrator believes that the behaviour will harm the target, and that the target is motivated to avoid the behaviour (Johnson et al., 2021; Osasona et al., 2020).

Aggressive behaviour is a misconduct which is usually expressed in different ways at various stages of development. The issue is today a worrisome phenomenon as many schools, families and job-related settings now seem to have a significant number of people with aggressive behaviour. Thus, the issue has attracted the attention of school counsellors, researchers and other stakeholders within and outside educational settings to find a way of dealing with the aggressive issue

Aggressive behaviour is perceived to be exhibited frequently and more intensely among adolescents and young adults with many serious consequences for both the aggressor and people around them. Injuries to peers, teachers and other staff in school and family members as result of aggressive behaviours are not uncommon. These injuries tend to lead to significant costs to both the school and the family. Also, the social, economic and public health burden created by the perpetration of aggressive acts as noted by Centres of Disease Control and Prevention (2013) is profound. So, based on the nature of aggressive behaviour, especially as it concerns adolescents, the use of effective counselling techniques to modify such maladaptive behaviour represents a crucial step to curbing incidents of aggression and by extension reducing conflict at home, school and the larger society.

The family remains one of the most important relationship systems into early adulthood and provides an important foundation for lifelong mental health (Sitota et al., 2024). Dysfunctional family cohesion can promote adjustment problems in adolescents and might also affect adolescents' self-concept and strategies for coping with emotional distress (Van Eickels et al., 2022). Ufearo et al., (2023) see adolescence as a period of

life in the development of an individual, which is between childhood and adulthood occasioned by physical changes called puberty. Ejedimu (2020) defined adolescence as a period of self-discovery and self-identity characterized with conflict, adventure, peer-ties, exploration and mass media influence within and on the outside. Adolescence can be considered a sensitive period for social development, with psychological and social cognitive changes (Blakemore et al., 2014). During adolescence, the social world and interpersonal interactions become increasingly important. Previous research indicated that family cohesion may help adolescents to overcome the challenges of social interactions by receiving social and emotional support from family members (Johnson et al., 2021)

Adolescence is an important yet challenging time for self-development. As cognitive abilities increase, the self becomes more differentiated and abstract. This development process can also be accompanied by uncertainty, which can lead to fluctuations in self-evaluation (e.g., shame), impede emotion regulation, and may ultimately give rise to mental health problems (Parise et al., 2019; van Eickels et al., 2022). Adolescent aggressive behavior is a disturbing phenomenon that has attracted attention worldwide because of its impact on the victims, families, society as well as influencing the perpetrators development in a destructive way since children who are aggressive may grow up to become adults who engage in criminal activities (Yusuf et al., 2019). The short- and long-term negative impact of adolescent aggressive behaviour on the development of the individual in particular and the nation generally has encouraged several researches, aimed at developing effective intervention for prevention and control (Yusuf et al., 2019) these studies have shown that factors responsible for aggressive behavior are heterogeneous including parenting, peer relationship, attachment, family structure and family cohesion (Yusuf et al., 2019). Although quite a number of interventions have also been developed there is still a high rate of adolescent aggressive behavior despite report of a drop particularly in Nigeria.

Aggressiveness in adolescents against family and relative is formed under the influence of various factors. Some affect the behaviour of parents towards their children, the general climate in the family, the relationship between parents, etc. When "boundaries" are crossed and accepted norms of

relationships and behaviours in the family are violated, this is often expressed in the form of aggressiveness. Ografova et al., (2023) writes, “physical abuse implies hitting, punching, throwing things, and any other kind of physical violence; psychological abuse refers to intimidating and humiliating parents by means on many occasions of verbal violence; emotional abuse involves lies, blackmails and other malicious mind games such as manipulative threats; and financial abuse refers to stealing money from parents, selling their possessions or incurring debts that parents must cover. However, there are very few studies on these aspects, and the negative consequences that this type of behaviour has on the family context and on the physical and psychological health of both children and other family members require both scientific research and the creation, on its basis, of practical recommendations for reducing the manifestations of aggression

Osasona et al., (2020) physical aggression includes kicking, fighting, biting, pursuing, torturing, destruction, gangsterism, stabbing and shooting. Verbal aggression includes threatening, intimidation and engaging in malicious teasing and name calling (National Youth Violence Prevention Center, 2002). Moeller (2001) describes warning signs of imminent aggressive behaviour to include physical fight with peer or family member, destruction of properties, severe anger for seemingly minor reasons, self-injurious behaviour or threats of suicide. Risk factors of aggressive behaviour, as well as factors that maintain it have been described by various authors; prominent among these factors are: childhood neglect (Kotch et al., 2008); psychological maltreatment (a repeated pattern of damaging interactions between parent and child, including belittling, rejecting, denying emotional attachment, modeling of inappropriate behaviour, as well as witnessing intimate partner violence (Imhonde et al., 2009); exposure to violence in the media or violent television viewing during childhood (Omoera et al., 2017).

Family cohesion refers to the emotion, support, helpfulness and caring among family members (Deng et al., 2022; Sitota et al., 2024). Goodruma et al. (2020) see family cohesion as emotional bonding and supportiveness among family members. Family cohesion describes relational interactions among family members with demonstrations of shared affection, support, commitment, and helpfulness (Gikandi et al., 2021). Families that have lower levels of cohesiveness

tend to have and model ineffective communication; they are less able to support each other during times of distress and are particularly less effective in decreasing distress in their adolescent (Gikandi et al., 2021). Stronger levels of cohesion are beneficial for youth development of socially appropriate responses and the management of social tensions. Family cohesion helps adolescents with negative emotional reactivity. It helps to learn how to better regulate their state of emotions and to develop more positive perceptions of others, decreasing their negative responses based on anger or fear when threats are perceived (Gikandi et al., 2021).

Family cohesion are well-established indicators of family health that have robust implications for adolescent social, emotional, and behavioural adjustment (Fosco et al., 2020). Family cohesion is marked by strong emotional bonds and feelings of closeness, support, caring, and affection (Olson et al., 2019). Adolescents in cohesive families are less likely to develop internalizing or externalizing problems (Gikandi et al., 2021). Family conflict: anger, hostility, criticism, and tension in the family (Fosco et al., 2012) - is a risk factor for both internalizing and externalizing problems (Gikandi et al., 2021). Moreover, developmental declines in cohesion or increases in conflict during early adolescence place adolescents at risk for depression, antisocial behavior, and substance use (Fosco et al., 2016). Turning to positive indicators of well-being (beyond psychopathology), adolescents in more cohesive families exhibit higher levels of subjective well-being (Fosco et al., 2012) and experience more meaning and purpose in life (Olson et al., 2019). Family conflict is implicated in diminished adolescents' well-being.

Family cohesion is characterized by emotional and physical closeness among family members, which manifests as warmth, support, and stable family interactions in which there are strong perceived familial ties embodied within close daily family interactions (Olson et al., 2004). During adolescence, family cohesion and adolescent behavior are particularly intertwined. Adolescence is a period of heightened conflict in the family, in which adolescent aggression and hostility contribute to increases in family conflict and decreases in family cohesion (Rabinowitz et al., 2016). Poor family functioning during adolescence, including low family cohesion and greater disorganization, is associated with greater adolescent drinking and substance use (Gutman et al., 2011). In particular, when families are less cohesive and more conflicted during adolescence

this can lead to greater aggressiveness, drinking in adolescence and into adulthood (Gutman et al., 2011).

Zahra et al. (2021) classified family cohesion into four dimensions which includes mutual support, sharing, parental involvement, and emotional bonding. Mutual supports refer is characterized by support and connectedness between parents and children within their family. If a child receives mutual support from their family, the resultants effect becomes positive outcomes e.g., low emotional-behavioral problems, positive emotion regulation, adjustment, coping, optimism, self-worth, social ability, social skills, social cohesion, educational engagement, and academic performance (Zahra et al., 2021). Mutual support in the family is manifested as having emotional warmth, emotional strength, and sympathy, providing guidance, overcoming grief and sorrows, and solving each other's problems (Zahra et al., 2021)

The second dimension is sharing and indicated the sense of togetherness, helping behaviour, and cooperation with each other's in the family system. It is a practical factors of family cohesion. Sharing is the hallmark of family cohesion that give rise to adolescence social cohesion, enhances academic achievement, personal growth, functioning and psychological well-being. (Zahra et al., 2021)

The third factor of family cohesions is donated by parental involvement in the family. This factor refers to qualities of positive and functional parenting like fairness, equality, justice, and parental involvement in the upbringing of the children. Nigeria is a traditional and religious society in which parents have a distinctive and central role in the training, education, socialization, and development of their children. Therefore, in Nigerian, it is by some means a value and norm for parents to have the right to hinder and interfere with the actions and decisions of children. Parental involvement refers to balanced flexibility, affectionate parenting, and parental emotional warmth and their children in the family settings. This factor is involves the authoritative parenting style which indicated t high levels of parental control and involvement coupled with high levels of emotional bonding and warmth (Zahra et al., 2021).

Finally, the fourth factor is emotional bonding which refers to a sense of togetherness between family members. Emotional bonding is the most

significant and universal component of family cohesion. This factor can be seen as balanced cohesion (Zahra et al., 2021)

Statement of the Problem

Aggression is a serious psychological, behaviour and mental health problem that place the students, and the entire school, home, family or community at risk. Today, in Ebonyi State, increasing high rates of aggressive behaviours is consistently given in to several threats to school safety, with much implication for students 'mental wellbeing and academic achievement. The school is supposed to be a place where students would feel safe and secure and where they can count on being treated with respect and with a good sense of decorum by their peers and others. However, the situation in Ebonyi State secondary schools seems not to be the case. The schools as it is today seemed unsafe, the situation looks so unpleasant such that parents, teachers and counsellors, including this researcher are worried and in dire need of a way out.

Furthermore, most of the study carryout with this psychological variable failed to look into this dimension of family cohesion (mutual support, sharing, parental involvement, and emotional bonding) on adolescence aggressive behaviour among secondary school students aggressive behaviour, there more research are needed in this area for clarification. In response to the worries and the need to curb the occurrence of aggressive behaviours in schools, teachers tend to employ a variety of approaches in addressing cases of aggression, some of these measures are punitive and some, non-punitive. However, none has been able to address the problem. As a consequence of these undesirable outcomes, comes the need for scholars to take appropriate measures to address the lingering problem. This therefore is challenge to counsellors and scholars in the field of education which has necessitated the need for this study to investigate relationship between family cohesion dimensions and aggressive behaviour.

Aggression as a variable in a psychological research is an ingrained personality trait. Personality traits are predictors of aggressive behaviour in several studies globally (Bettencourt et al., 2006) and other risk factors such as family cohesion. The increasing number of males and females in aggressive behaviours in Nigeria has either led to incarceration or admission to rehabilitation programs. Studies attribute aggression to early childhood experiences, age, level of education, parenting factors, and

societal influences, there are limited studies in Nigeria on how family cohesion dimension relate with aggressive behaviours. Consequently, this study focused on adolescent students because this is the point where family cohesion interplay with aggressive behaviour. The study aimed to establish the relationship between family cohesion and aggressive behaviour among secondary school student in Ebonyi State.

Research Question

The following research question served as a guide for this study

- 1). Would dimensions of family cohesion (mutual support, sharing, parental involvement, and emotional bonding) predict on adolescence aggressive behaviour among secondary school student's aggressive behaviour?

Purpose of the Study

The purpose of this study is to investigate the relationship between the family cohesion and adolescence aggressive behaviour of secondary school students in Ebonyi State. Specifically, the study sought to determine:

- 1) To examine the dimensions of family cohesion (mutual support, sharing, parental involvement, and emotional bonding) that will predict on adolescence aggressive behaviour among secondary school student's aggressive behaviour

Theoretical Review

General Aggression Model (Anderson et al., 2002).

The General Aggression Model (GAM) provides an integrative and comprehensive framework for examining human aggression (Anderson et al., 2002). The model adopts a dynamic, episodic, and person-in-situation approach to explain aggression. During an episode of aggressive behavior, three phases emerge, namely inputs, routes, and outcomes. The input phases focus on the influence of personal factors and situational variables; the routes phase focuses on how input variables influence affect, cognition, and arousal to create an individual's present internal state, while the outcomes focus on how that present internal state influences appraisal and decision processes that then lead to either thoughtful or impulsive action (DeWall et al., 2011). Allen and Anderson (2017), applying the GAM, postulates that personal factors and situational input variables may increase or

decrease the likelihood of aggressive behavior by influencing a person's present internal state, which includes affect, cognitions, and arousal. In this study, adolescent girls bear personal characteristics or traits that influence how they react to life situations. Even though personal characteristics and traits may be stable across time, situations, or both, the extent to which adolescents may react aggressively may be determined by their context. Thus, the adolescent girls in personality types, especially those in conflict with the law, might predispose them to aggression. Therefore, GAM was considered a practical model that can explain personality determinants of aggression among adolescents in rehabilitation programs in Nigeria. Further, the GAM is currently the most common approach used to explain personality in empirical research, which describes personality as a critical variable for understanding personal factors that influence aggressive behaviour (Allen et al., 2017).

Family Coercion Theory of Childhood Aggression (Patterson et al., 1990)

Family coercion theory posits that the roots of adolescent conduct problems (e.g., aggression) reside in the family (Patterson et al., 1990). According to this theory, negative family interactions lead to or exacerbate adolescent problem behaviors, often times resulting in increased aggression (Long et al., 2009). Poor parental discipline and monitoring lead to adolescent conduct problems and coercive behaviors, which adolescents then use in an attempt to escape additional negative interactions (Patterson et al., 1990). This pattern of behavior results in a bi-directional cycle of coercion between parent and child, which leads to increased deviant behavior (Crosswhite et al., 2009). The consistent presence of dysfunction in the home, such as parent-adolescent conflict or marital discord, normalizes this behaviour and thus aggression becomes part of the behavioural repertoire of many youth from families with high levels of aggressive behaviour.

Empirical Review

Ufearo et al., (2023) examined relationship between parental availability and aggression in the twenty-first century among adolescents in Nnewi North Local Government Area (LGA) Anambra State, Nigeria was investigated. Two research questions guided the study. The researchers adopted a correlation research design. The sample for study comprised of 800 respondents randomly selected from eight (8) secondary schools in the LGA. The instruments for data collection were adopted

questionnaire on aggression and questionnaire for parental availability designed by the researchers and validated by two experts in test construction. The reliability of the instrument was determined using Cronbach alpha statistics with an index of 0.78 for parental availability and 0.85 for aggression. Pearson correlation was used to analyse the collected data. The results of the study revealed that parental availability (communication and supervision) reduced aggression among adolescents. It was therefore concluded that establishing a strong parent adolescent relationship in the families could be an immeasurable help in raising well-adjusted and successful adolescents

Goodruma et al., (2020) examine family cohesion as a moderator in the relation between risk behaviour (substance use and delinquency) and violence exposure, and to explore longitudinal associations among cohesion, violence exposure, and subsequent mental health outcomes (PTSD and depression). Participants comprised 3,604 adolescents and findings revealed that high family cohesion attenuated the relation between risk behaviour and subsequent violence exposure. Wave 2 violence exposure was associated with more Wave 3 mental health problems, but high family cohesion was related to fewer subsequent symptoms. Follow-up analyses revealed that family cohesion moderated the relation between risk behavior and experiencing, but not witnessing, violence.

Sitota et al., (2024) examining how family cohesion impacts adolescents' disruptive behaviour using adolescents' self-regulation as a mediating variable. The participants comprised of 304 adolescent students (155 males, 149 females) using 'the Problem Behavior Frequency Questionnaire, Family Cohesion Scale and the adolescents' self-regulation inventory'. Correlational analysis, path analysis, and t-test were employed to examine relationships and differences. Result revealed that disruptive behaviour negatively correlated with family cohesion and self-regulation. Additionally, the path analysis showed insignificant direct and indirect impacts of family cohesion on adolescents' disruptive behavior.

Deng et al., (2022) examined the relations between family cohesion and adolescent-parent's neural synchrony in response to emotional stimulations using the electroencephalograph (EEG) hyper scanning. The findings revealed that simultaneously electroencephalograph (EEG) was

recorded while 15 low family cohesion parent-adolescent dyads (LFCs) and 14 high family cohesion parent-adolescent dyads (HFCs) received different emotional induction when viewing film clips. Interbrain phase-locking-value (PLV) in gamma band was used to calculate parent-adolescent dyads' interbrain synchrony. Results also showed that higher gamma interbrain synchrony was observed in the HFCs than the LFCs in the positive conditions. However, there was no significant difference between the HFCs and LFCs in other conditions. Furthermore, the HFCs had significantly higher gamma interbrain synchrony in the positive conditions than in the negative conditions. van Eickels et al., (2022) investigated family cohesion, shame proneness, expressive suppression, and adolescent mental health: A path model approach. A total of 526 German-speaking adolescents aged 14 to 18 years from Austria, Germany, and Switzerland participated in the study through online self-report survey encompassing questionnaires on family cohesion, shame proneness, expressive suppression, and psychological problems. Results revealed that a significant dual mediation of the associations between family cohesion and internalizing and externalizing problems by shame proneness and expressive suppression. Also, indirect pathways were all significant, except for the indirect pathway from family cohesion to externalizing problems via shame-proneness.

Fosco et al., (2020) examined the implications of family cohesion and conflict for adolescent mood and well-being: examining within- and between-family processes on a daily timescale. The participants comprised of 151 care-givers (95.3% female) and their adolescent child (61.5% female) in two-caregiver families to test whether daily changes in family functioning are associated with daily changes in adolescent well-being and whether adolescent well-being depends on average levels of family functioning. We examined family cohesion and conflict in relation to adolescent angry, depressed, and anxious mood, as well as happiness, life satisfaction, and meaning and purpose in life in multilevel models. Both cohesion and conflict exhibited meaningful daily variation. Adolescent-reported cohesion and conflict had unique within-family associations with all six adolescent outcomes. Models using parent reports of family functioning yielded fewer associations than models with adolescent reports; however, several findings remained. Cross-level interactions indicated that within-family variations in cohesion were only

associated with adolescent depression in families with lower average levels of cohesion across days. In sum, this study provides compelling evidence that families exhibit meaningful variability from day to day and that daily variation has important implications for adolescent well-being.

Osasona et al., (2020) examined aggressive behaviour among secondary school students in Ibadan, Nigeria: relationship with family functioning and parenting styles using four hundred senior secondary II (SS 2) students, selected from four secondary schools in Ibadan participated in it. Aggressive behaviour, family functioning and parenting styles were measured by the Aggression Questionnaire (AGQ), the McMaster Family Assessment Device (FAD- GD) and the Parenting Style Inventory (PSI-II) respectively. Data were analyzed using SPSS version 16, and the level of significance was set at $p < 0.05$. Students who perceived their family to be healthy had significantly, lower mean scores on the measure of aggression than students who perceived their family as unhealthy. Responsiveness and autonomy granting parenting styles had negative influence on aggressive behaviour in the students, while demandingness parenting style was positively related to aggression. The mean score on aggression scale was significantly higher in male than female students. Perceived healthy family, responsive parenting, and autonomy granting had significant negative relationship with aggressive behaviour in students, while demandingness and male gender predicted aggressive behaviour in them. Henneberger et al., (2016) examined 364 inner city adolescent boys (54% African American & 40% Hispanic) and it was inconsistent with other findings on family cohesion being a protective factor as a strong relationship was established between highly cohesive families and peer violence and delinquency. A possible explanation to this outcome was perhaps that parents with intentions to protect their child via family cohesiveness left their adolescent without the critical refusal skills needed to avoid the influence of violent peers.

Obikeze et al., (2015) carried investigation into the prevalence and incidence of aggressive behaviours among adolescents in senior secondary schools in Anambra State. The participants comprised 500 (280 females & 220 males) secondary school adolescents randomly selected from 10 secondary schools in Awka metropolis of Anambra State. Their ages range from 12 to 18 years with a mean age of 14.7 and standard deviation of 1.73. The

study adopted description survey design. Two main scales were employed to assess participants' aggressive behaviours and violence experiences. The former was violent behaviour scale while the later was one with multiple scales —Exposure to violent scales (EVS). The data generated were subjected to analysis using percentages, mean, standard deviation and z-test statistics. The result of the analysis showed that adolescents frequently manifest aggressive behaviour such as arson, bullying, beating, hitting, speaking, and knife attack among others, with the males exceeding the females at the rate of manifestation of aggressive behaviours. The study further revealed that television viewing, stressful situation, use of internet, environmental factors, learning styles among others were the major causes of aggression. The study also showed that there is significant difference between males and females adolescents in the exhibition of aggression. However, the males were found to be more aggressive than their female counterparts. The study recommends that counsellors should consider the prevalence and incidence of aggressive behaviour of adolescents while designing techniques to handle the situation. The study also recommends that the school should join hand, with law enforcement agents in stemming the rate at which adolescents exhibit violent behaviours. Findings from the study are related to the current study having revealed the types of aggressive behaviours manifesting among students and the medium through which the maladaptive behaviour is learnt in the state. The study however did not test the effectiveness of any treatment techniques but this present study will test the effectiveness of psychological treatments on aggressive behaviours.

Fatima et al., (2015) investigated the causes of aggressive behaviours among secondary school students in Islamabad, Pakistan. The study was a descriptive study and qualitative approach adopted for the study. Data for the study was collected from secondary school teachers through structured interviews. Findings reveal that boys use abusive and foul language and involve in destructive activities as compare to girls who were rarely observed in abusive language or physical fight. Negative home and family environment (broken and divorced parents and family problems), unfriendly parents' behaviour, authoritative and dishonest behaviour of teachers, poor teacher-student interaction, pressure of studies, unfriendly relationships with peers, injustice in society are the major causes of aggressive behaviour of students at secondary level in students. Finding depicts no

freedom of choice in subject selection makes boys aggressive and gender baseness in society makes girls aggressive. There is need to address the aggressive behaviour among students at schools on top priority basis by arranging counselling services for students at school level to provide them psychotherapy for relaxation from aggressive behaviour. The role of parents at home, and parents-teacher interaction, strong teacher- student interaction, cooperative learning activities for students and their moral and religious training, scrutiny of presenting movies on promotion of aggression, and need of teachers 'training for providing counselling to aggressive students are some measures which can improve the situation. Strict rules may be implemented to keep check and balance on media for presenting material through various means of media. Findings from the study are related to the current study. This is because the causes of aggression which the study investigated will be taken note of in treating aggressive adolescents. The study nevertheless differs from the study since the current study adopted an experimental method in carrying out the research.

The following hypotheses are stated to guide the study

Hypotheses

- 1). There would be a significant prediction of dimensions of family cohesion (mutual support, sharing, parental involvement, and emotional bonding) on adolescence aggressive behaviour among secondary school student's aggressive behaviour

Method

Participants

A total of 500 students participated in the study, of whom 282(132 male & 150 female) were from the Ekumenyi Secondary School) and 218 (103male & 115 female) were from Army day secondary school in Ebonyi State. The sample aged range between 14-19 years with mean age of 15.73years. The sample size of the participants selected from each school was determined based on the respective schools' total number of students. However, of the 521 students surveyed, 21 either did not return the questionnaire or responded incorrectly or inappropriately. Therefore, the data analysis was based on 500 respondents, of whom 235were male and 247 were female.

Instrument

A self-report instrument was used to collect data on three important issues. Part one dealt with Participants' demographic information (Part I). Part two dealt with Family Cohesion scale (Part II) that was employed to measure family relationship, and the final section (Part III) was sacrificed for Self-Regulation Inventory- used to measure self-regulation behaviours in adolescents.

The family Cohesion Scale (Barberet al., 1996).

The measure was adapted from the Brief Family Relationship Scale. There were eight components on the scale used to gauge family cohesiveness. Participants are needed to rate how much they agree with each of the statements on a scale using a 5-point Likert scale. A high score on the scale indicates greater interactions and bonds among family members and vice versa. "There is a feeling of oneness in our family," is an example item on the scale. High internal consistency Cronbach alpha (=0.92) was reported with reference to the scale's internal consistency.

The Adolescence Aggressive Questionnaire (AAQ; Amato et al., 2006).

Adolescence aggressive questionnaire is a standardized psychological instrument used to assess adolescent's aggressive behaviour. AQ is a 29 items self-report measure divided into four subscales; physical aggression, verbal aggression, anger and hostility. Respondents responses are rated on a 5-point scale ranging from 1= extremely uncharacteristic of me to 5= extremely characteristic of me. The reported Cronbach's alpha for overall AQ = .72. In the current study, alpha = .71. Obtainable score for each respondent ranges from a minimum of 29 points to a maximum of 145 points with higher score indicating more aggressiveness than lower score. Prior to completing the scale, the participants completed a demographic questionnaire that included items on age, gender, family type and parental education.

Procedures

After all the participants were in their respective classrooms, the researchers introduced themselves to the participants. The purpose of the study was then explained to the students in order to secure their consent to take part in it. Following the acquisition of the students' consent to participate in the study, a mutually convenient time for the students to complete the survey questionnaire was established. Then, survey questionnaire was

administered and collected back accordingly with the aid of trained research assistants.

Design/Statistics

The study adopted cross sectional survey design because of high external validity and high number of participants were sampled for the study. Data collected were analyzed using regression analysis because the

researcher want to established the linear relationship between dependent variable (aggressive behaviour) and independent variables family cohesion) among secondary school student in Ebonyi State

Results

Table 1: Correlations of demographic variables (gender and Age), Family cohesion dimension (mutual support, sharing, parental involvement, and emotional bonding) on adolescence aggressive behaviour among secondary school students.

Variables	M	SD	1	2	3	4	5	6	7
Gender	3.62	.49	-						
Age	5.55	6.89	.04	-					
Mutual support	57.82	5.41	.09	.10*	-				
Sharing	77.55	6.48	.06	.02	.16**	-			
Parental Involvement	57.74	7.17	.08	.14	-.16	.33*	-		
Emotional Bonding	66.02	7.74	.07	.02	-.13**	.35*	.76*	-	
Aggressive behaviour	72.67	7.69	.08	.09	.17***	.20***	.21***	.19*	-

**p < .01, *p < .05

Result of table one above showed that the gender ($r = .08$, $P > 0.05$) and age ($r = 0.09$, $P > 0.09$) do not statistically and significantly predicts aggressive behaviour. Also, the results indicated that the four dimensions family cohesion which includes mutual support ($r = -.17$, $p < .001$), sharing, ($r = -.20$, $p < .001$), parental involvement ($r = -.21$, $p > .001$), emotional bonding ($r = -.19$, $p < .05$) statistically and significantly predictor of adolescence aggressive behaviour among secondary school students

Discussion

The present study investigated the relationship between family cohesion and adolescence aggressive behaviour among secondary school students in Ebonyi State Nigeria. The researcher hypothesized that there would be a significant prediction of dimensions of family cohesion (mutual support, sharing, parental involvement, and emotional bonding) on adolescence aggressive behaviour among secondary school students in Ebonyi State Nigeria. In support of this hypothesis, predicted all the dimension family cohesion predicted adolescence aggressive behaviour in the negative direction. Which implies that increase in family cohesion actually gave rise to reduction in adolescence aggression behaviour. among secondary school students. This outcome is in-line with previous literature showing that family contributes to decreases in cohesion adolescent aggression (Ufearo et al., 2023; Rabinowitz, 2016).

Furthermore, Ojedokun et al. (2013) find that students who perceived that their parents manifested more family cohesion through love, care and attention on them are less likely to perpetrate aggression behaviour as compared to those who low family cohesion. Additionall Gikandi et al., (2021).) reported strong family cohesion and nurturing parent-adolescent relation reduces aggressive behaviour and increases academic among adolescence

Implication of the Study

The current findings have important implications for family-based interventions focused on adolescent aggressive behaviour. In particular, it may be beneficial to intervene early in developmental cascades associated with genetic risk through the family. One way this could be accomplished is by improving family cohesion in culturally-informed interventions. Since it reduced

adolescent aggressive behaviour. In-line with the current results, it could be helpful to also focus on maintaining a cohesive family environment in the presence of adolescent aggression as a way to decrease risk for violence later in life.

Conclusion

The study explores the relationship between family cohesion and adolescence aggressive behaviour among secondary school students in Ebonyi State. The study revealed significant negative relationship between family cohesion and aggression among adolescents. Based on the results of this study, the researchers are of the opinion that parents should adhere to family cohesion since it reduced aggressive behaviours among the adolescents. Using family coercion theory as a lens, results revealed that family has a significant relationship with aggressive behavior in Nigerian adolescent aggression behaviour. Also, prevention and intervention program designers should integrate family risk and protective factors in their plans for decreasing aggressive behaviour in Nigerian adolescents

Recommendations

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

- family cohesion is vital in shielding adolescents from engaging in various aggressive behaviours, it may be ineffective if other family environment processes including family communication, control, and conflict resolution skills do not accompany it.
- Interventions with adolescents should target family relationships as a protective factor to reduce risk of violence exposure and mental health problems, particularly for adolescents who are engaging in high-risk behaviors.
- Parents should be sensitized by government on the process of adolescents' development to enable them provide adequate environment and counsels for proper adjustment and smooth transition of adolescent into adult hood.
- They should always have in mind the need for strong family cohesion and provide opportunity for family meetings, where children would be free to lay their views and receive some piece of advice concerning their behaviours.
- It is necessary that parents should visit their children 'schools from time to time to liaise with their teachers in assessing their

behaviours, to prevent them from being influenced negatively by their peers

Limitations of the Study

The study is limited by lack of inclusion of adolescents in junior secondary school as the schools may not have permitted due to perceived possible disruption of school activities.

Suggestions for further Study

In particular, future research could integrate more explicit measures of culture in examining family processes common to different groups. It would be useful to examine levels of acculturation relative to family cohesion in explaining the current results. Future research could also examine children's genetic predispositions in evocative gene-culture correlations and how they may evoke culture-specific behaviors. In addition, cultural orientations towards family cohesion, although different, are present in all groups. More research is therefore needed to examine how these cultural processes unfold among Nigerian families as well.

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