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UNIVERSITÉ DE YAOUNDÉ I

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FORMATION DOCTORALE EN SCIENCES
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ÉVALUATION

**PSYCHO-PEDAGOGICAL DISPOSITIONS AND
HETERO-AGGRESSIVENESS OF STUDENTS IN
SECONDARY SCHOOLS IN MFOUNDI: CASE OF
THE GOVERNMENT BILINGUAL HIGH SCHOOL
YAOUNDE**

A Dissertation of a Master's Degree of Education defended on 30th

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DECLARATION

I hereby declare that Psycho-pedagogic dispositions and Hetero-aggressiveness of students in GBHS Yaounde, Cameroon, is my original piece of work which has never been submitted to any university or higher institution of learning and training for an academic award of any nature. Again, all the sources and quotations cited in this work are fully acknowledged by the researcher in the reference list.

August 2023

Signed.....

WAJI ADELINE NGENUI

CERTIFICATION

This is to certify that the present work entitled “Psycho-pedagogic dispositions and hetero-aggressiveness of students in GBHS Yaounde” was conducted by WAJI ADELINE NGENUI under my humble supervision and guidance.

August 2023

Signed.....

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To my lovely husband AZEWO ERIC MBIH

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LIST OF ABBREVIATIONS, SIGLES AND ACRONYMS

CD:	Compact Disc
Dr:	Doctor
GBHS:	Government Bilingual High School
Ha:	Alternative hypothesis
Ho:	Null Hypothesis
IDEAI ACT:	Individuals with Disabilities Education Improvement Act
IV:	Independent Variable
Mr:	Mister
Mrs:	Missus
PhD:	Doctors of Philosophy
Pr:	Professor
RH:	Research Hypotheses
SPSS, 23:	Statistical Package for Service Solution, Version 23
U.S.:	United States
UNESCO:	United nations Education, Scientific and Cultural Organisation
UNICEF:	United Nations Children`s Emergency Fund
VCB:	Violent Criminal Behaviour

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ASBTRACT

The problem of violent and hetero-aggressive behaviour of students in secondary schools and colleges in the developed and less developed countries, has become the major concern of the government, policy makers, educational community and stakeholders. This has led to the adoption of a number of dispositions aimed at cultivating generally accepted behaviours which will help in the attainment of educational objectives. As such, this study sets out to examine the impact of psycho-pedagogic dispositions and hetero-aggressiveness of learners in GBHS Yaounde. With this in mind, the study adopted a quantitative approach based on the deductive research design. A questionnaire of close ended questions constructed basing on the Likert scale was administered to the participants of this study. Thanks to the simple random and stratified sampling techniques, a sample size of 207 participants was retained for this study by using the Krejcie and Morgan (1970) sample estimation table. Content and face validity was used to test the validity of the instrument while a pilot study was conducted to test the reliability of the data collection instrument, using the Cronbach alpha. Four major theories were convoked in this study such as the Bell's disappointment model, Jones' management model, Skinner behaviour modification model and Thibaut and Kelley social exchange theory. The data collected was analysed using the statistical data analysis techniques precisely the descriptive (Frequencies & percentages) and inferential (Spearman rank correlation coefficient) statistics. The following results were obtained per hypothesis. In the first research hypothesis, the p-value is 0.000, alpha = 0.05 and the Spearman rank correlation coefficient $r = 0.727$. In the second Rh, p-value = 0.000, alpha = 0.05 and the Spearman rank correlation coefficient $r = 0.705$. In the third Rh, p-value = 0.000, alpha = 0.05, and Spearman rank correlation coefficient $r = 0.632$. In the fourth Rh, p-value = 0.000, alpha = 0.05 and the Spearman rank correlation coefficient $r = 0.785$. Based on this, the null hypothesis was rejected and the alternative hypothesis accepted which states that psycho-pedagogic dispositions influence the hetero-aggressiveness of students in GBHS Yaounde. It was therefore recommended that educational stakeholders and especially active principals in schools should handle carefully the school infrastructures, the quality of didactic materials, practice both positive and negative behaviour reinforcement and controls teacher's attitudes which are direct causes of hetero-aggression and antisocial behaviour of students in and out of school.

Keywords : Pedagogy, Disposition, Aggression, Hetero-aggressiveness, Psycho-pedagogic.

RESUME

Le problème de violence et de hetero-agressivité des apprenants dans des établissements secondaires et collèges des pays développés et moins développés demeure une préoccupation majeure du gouvernement, des décideurs politiques, de la communauté éducative et des parties prenantes. Cela a conduit à l'adoption d'un certain nombre de dispositions visant à cultiver des comportements généralement acceptés qui contribueront à l'atteinte des objectifs éducatifs. A ce titre, cette étude vise à examiner l'impact des dispositions psychopédagogiques sur l'hetero-agressivité des apprenants du Lycée Bilingue de Yaounde. Dans cette optique, l'étude a adopté une approche de recherche quantitative basée sur la conception de recherche déductive. Un questionnaire constitué de questions fermées construit sur la base de l'échelle de Likert a été administré aux participants de l'étude. Grace aux techniques d'échantillonnage aléatoire simple et stratifié, un échantillon de 207 participants a été retenu pour cette étude en utilisant le tableau d'estimation d'échantillon de Krejcie et Morgan (1970). La validité de contenu et apparente ont été utilisés pour tester la validité de l'instrument de collecte tandis qu'une étude pilote a été menée pour tester la fiabilité de l'instrument de collecte de données, en utilisant l'alpha de Cronbach. Quatre théories majeures ont été convoquées dans cette étude telles que le modèle de déception de Bell, le modèle de gestion de Jones, le modèle de modification du comportement de Skinner et la théorie de l'échange social de Thibaut et Kelley. Les données collectées ont été analysées à l'aide des techniques d'analyse de données statistiques, précisément les statistiques descriptives (fréquences et pourcentages) et inferentielles (coefficient de Corrélation de rang de Spearman). Les résultats suivants ont été obtenus par hypothèse. Dans la première hypothèse de recherche (HR), la valeur $p = 0.000$, L'alpha = 0.05 et le coefficient de corrélation de Spearman = 0.727. Dans la deuxième HR, la valeur $p = 0.000$, l'alpha = 0.05, et le coefficient de corrélation de Spearman = 0.705. Dans la troisième HR, la valeur $p = 0.000$, l'alpha = 0.05 et le coefficient de corrélation de Spearman = 0.632. Dans la quatrième HR, la valeur $p = 0.000$, l'alpha = 0.05, et le coefficient de corrélation de Spearman = 0.785. Il a donc été recommandé aux acteurs éducatifs et en particulier aux directeurs d'école de gérer avec soin les infrastructures scolaires, la qualité du matériel didactique, de pratiquer le renforcement positif et négatif des comportements et de contrôler les attitudes des enseignants qui sont causes directes de l'hetero-aggression et du comportement antisocial des élèves à l'intérieur et à l'extérieur de l'école.

Mots Clés : Pédagogie, Agression, Violence, Hetero-agressivite, dispositifs Psychopédagogiques.

INTRODUCTION

The general provisions of the law of orientation of education of April 1998, in Title I, section 2, states that education is a top priority of the state and private partners contribute to the education offer. The mission of education is therefore to train the child with a view to his intellectual, physical, civic, and moral development and his harmonious integration into the society, individuals enshrined into their culture but open to the external world (Law of orientation, 1998). In today's society, the phenomenon of violence and hetero-aggression has become more and more visible. In chapter two of the title four of the law, it is prescribed in section 34 that the student is entitled to the lessons prescribed by the programs. The intention been to ensure equal chances to all. In the section 35 of the same chapter, it is prescribed that the physical and moral integrity of students is guaranteed in the education system. In section 36 of the same chapter, paragraph one describes the obligations of the pupils in schools. In in paragraph of the section, they include compliance with the texts in force, including internal regulations of the school attended. Children in a number of situations tends to demonstrate violent and antisocial behaviour either on their peers and even on elderly persons as a means of expressing their dislike about a person. This phenomenon is very much observed in secondary schools and colleges where social and ethical norms are fast disappearing. These antisocial behaviours at times leads to destruction of public and private properties, severe wounds and in rare cases loss of life as well as freedom and liberty.

Over the years, the phenomenon of violence and hetero-aggression of students has been at the centre of preoccupations of policy makers and stakeholders. It has been reported by a number of media that hostility and aggression are perhaps the most likely form of interaction between people in today's society. Reports of assault, random aggression, gun fights, juvenile delinquency, violent threats, peer bullying, sexual harassment and other forms of violent and aggression are continually making the headlines of newspapers, magazines, journals, social media platforms, etc. It is thus very clear that people lives in a world which is increasing violent, aggressive, inhuman and out of control. In this sense, adolescent is not immune from this aggressive and violent behaviours for the simple reason that they live in communities characterised by violence and aggression. The adolescents are either seen as perpetrators or victims of violent and aggressive behaviours.

Violence and hetero-aggression is a universal social issue. It is said that the involvement of youth and adolescent in violent behaviour is a prevalent issue in almost all part of the USA communities. Carney (2000) observed that violent and aggressive crime among youth rose at

an alarming rate with juvenile arrests for violent crime index offences such as murder, forcible rape, robbery, aggravated assault has escalated more than 150.000 in 1994.

The background of this study provides the reader with a clear image of the situations in our secondary schools and colleges in Cameroon. The part one of the study therefore dwells on the problematic of the study, where all its articulations are brought to limelight. This part equally expatiates on the literature review of the study. Here, the researcher reviewed all the related works on the studied phenomenon.

CHAPTER ONE: BACKGROUNDS OF THE STUDY

Over the last decades, hetero-aggressiveness of students in public and private secondary schools both in the rural and urban areas have become a consent for policy makers, educationists, governments and educational stakeholders worldwide. These antisocial behaviours and attitudes has led to the deterioration of educational values in most of our schools nowadays. As a result, a number of pedagogic dispositions have been put it place to reduce the rate of aggressive and violent behaviour in schools. This chapter therefore, outlines the problematic of the study. Here, the different articulations of the problematic are discussed. These include; the contextual and conceptual background of the study, the justification, the statement of the problem, the research questions, objectives and hypothesis of the study. This chapter also discuss the interest of the study as well as the delimitation of the study. Here, we equally discuss the layout of the study which of the presentation of the study. This chapter ends with the definition of key concepts which appear to be the last element discussed in this chapter. The background of the study provides the reader with sufficient information required to better understand the studied phenomenon. Here, the background of the study is divided into contextual background, historical background, conceptual background and the theoretical background of the study. It equally includes the justification of the study.

1.1. Contextual background of the study

The phenomenon of hetero-aggression of children in public and private secondary schools in both the urban, semi-urban and rural areas have gradually become a consent for policy makers, governments, educationists and educational stakeholders in both the developed and less developed countries. In Cameroon, hetero-aggression of students is fast becoming a common practice in secondary schools either from students to students or from students to teachers. In the orientation law of education (Law of education, 1998), the school is seen as a place for socialisation where individuals from diverse socio-economic and cultural background are required to socialise between themselves to create a peaceful and harmonious teaching and learning environment. This law prescribed the rules and regulations as well as guiding principles guiding the behaviours of students and pupils in schools. But unfortunately, hetero-aggressiveness of students have become the order of the day in almost all the secondary schools across the national territory. Secondary schools over the past decades are considered as a theatre for act of aggression and violent in the society. As in other workplaces, staff in secondary schools may be victims of aggression and violent actions. This happens in the course of their

work, where they may be verbally abused, threatened and assaulted. This behaviour may come from students, parents, guardians and any other persons.

According to the Safety, Health and Welfare at Work Act of 1989 and the Safety, Health and Welfare at Work (General Application) Regulations, 1993, place a general duty on employees not to endanger themselves or others through their acts or omissions while at work. They must co-operate with their employer to enable him/her comply with health and safety legislation. In the school context, students are required to follow carefully the policies and procedures laid down by the school management authority in order to ensure a peaceful, cohesive and industrious atmosphere for both teachers and students. Cases of hetero-aggression and violence in schools are noticeable despite the existence of these internal rules and legislations governing the schools. This is due to the fact that some students fail to comply to these rules and legislations.

Recent inquiries have found a persistent increase in the act of hetero-aggression and violence in school milieu. Over the last decades, investigations in the social-development literature have revealed that children`s and adolescent`s violent and aggressive behaviour are associated with maladaptive psychological functioning and deleterious developmental consequences (Coie & Dodge, 1998; Parke & Slaby, 1983). Violent behaviours are increasingly becoming an issue for concern among children and youths in both the developed and less developed economies. Some children and adolescents sometimes exhibit violent, aggressive and antisocial behaviours in their process of development, an alarming increase of cases of violence and aggression in a good number of youths and adolescents who confront their parents, teachers, staff and even other children raise a lot of eyebrows. Aggressive and violent tendencies are seen by many as the defining characteristics of most students who possess antisocial behaviours. Antisocial behaviour according to Walker (1993), cited by Robert, Rutherford, and Michael Nelson, (1995), are characterised by aggressive acts that are directed against another person and include verbal or physical assault, oppositional-defiant behaviour used of coercive tactics and humiliation of others. For Bandura (1973), “aggression is learned through the observation of aggression and its consequences and through experiencing the direct consequences of aggressive and nonaggressive behaviours”. Hetero-aggression of students according to Moyer (1976) is an overt behaviour involving intent to inflict noxious stimulation or to behave destructively towards another organism or object. Safer (2009), argue that in psychiatry, it is a behavioural or motor response associated with intent to do harm and it may be self-directed. Dolenc et al., (2015). Argue that several psychiatric disorder, including

affective disorder have been associated with increased rates of hetero-aggression and violent behaviours.

According to a national survey, the prevalence of violence ranges from 0.8 to 34.7% in samples including individuals with mental illness, depending on the psychiatric disorder considered, whilst it is about 2% in the general population (Corrigan & Watson, 2005). Similarly, in a national U.S. survey, Calabrese and colleagues assessed that the 1-year OR for being jailed, arrested and convicted of a crime was 4.87 for Bipolar disorders (Calabrese & al., 2003).

Hetero-aggression has become a day today concern of policymakers and government both in the developed and less developed world. Many children and adolescents sees the need of using violence on their classmate as the only means of expressing dislike and hatred towards one another. The phenomenon of violence and aggression has become so common in secondary schools today that many are obliged to question the roles of parents and teachers in it. In the Cameroonian context, cases of violence and aggression are more noticeable in secondary schools across the national territory. This can either be student-student, teacher-teacher or simply student-teacher. This phenomenon has raised a lot of eyebrows in the society providing the framework for researchers and specialists in the domain to question the role of each and every actor in limiting the rate of violence and aggression in schools.

Following the resurgent acts of hetero-aggressiveness of students in schools nowadays, governments, policy makers, educationists and educational stakeholders have embarked on enacting psycho-pedagogical dispositions seen as a means through which everlasting solutions to the acts of aggressions in school can be eradicated. This has led to the adoption of a number of dispositions among which we have; guidance and counselling, classroom management, reinforcement of disciplinary issues, effective communication, physical safety adoption measures, assertiveness, industrious interpersonal relationships, security measures, parent's involvement, access to school by visitors and many others. Thus, the present study analyses the impact of psycho-pedagogical dispositions on hetero-aggressiveness of students in school milieu.

1.1.1. Historical background of the study

The manifestation of aggressive behaviour is considered to be a major challenge to the social integration of individuals with or without disabilities. These antisocial behaviour affects individual's access to certain residential environments, educational and occupational

programmes, as well as their general social acceptability (Harris, 1993). With regards to growing importance of the aggressive behaviour and the negative consequences it may have on the health and wellbeing of the children or adults involved, it has transcended institutional contexts to become a major public health problem (Shetgiri, 2013). Oyaziwo and Adegoke (2011), argues that in order to maintain a peaceful and safe school environment, educational stakeholders have tended to concern themselves with the problem of violence and antisocial behaviour in our schools. This proves that the problem of hetero-aggression is not a problem of a particular society but simply a world problem which necessitates the attention of all the educational stakeholders irrespective of grades titles and positions occupied.

A number of studies have revealed different perspectives and origins of hetero-aggression and antisocial behaviour. Why Lorenz (2008) and Yorukoglu (2012) argues that people's aggressive behaviour is something that is innate, Bandura (1977) outlined that aggression is as old as humanity and children learn both aggressive and non-aggressive behaviours by observing and modelling others. Maas & al. (2008) emphasised that victimisation and perpetration of aggression and hetero-aggression have been repeatedly linked across multiple types of victimisation. In a number of studies, (McClintock & al., 2003), aggressive behaviour in persons with intellectual disability and its correlates have been examined. These studies reveals that men, persons aged 20 to 35 years (Tyrer & al., 2006), persons with more severe levels of intellectual disability (Crocker & al., 2006), and persons with a history of violence (Davidson & al., 1994; Linaker, 1994), are most likely to practice aggression on their peers. Crocker and Hodgins (1997) are amongst writers who believed that children who are exposed to aggressive behaviour are at increased risk of victimisation and criminalisation. This is because aggressive threats either results in or may have a high likelihood of resulting in severe injury, death, psychological trauma, mal-development in victims or even deprivation (Dodge & al., 2006). For Almeida & al. (2015) the history of aggression can be traced as far back as human history. They perceived this antisocial behaviour as overt, but mostly harmful, social interaction with the intention to inflict damage upon another individual. Wood et al. (2005) embraced this perspective of aggression by emphasising that aggression unlike hetero-aggression is the intentional plan put in place by an individual to harm others either physically, emotionally or psychological. Ferguson and Beaver (2009), corroborated by arguing that aggressive behaviours are those which increase the social dominance of an organism relative dominance position of other organisms.

Hetero-aggression as well as aggression is an old phenomenon that has been observable in the ancient times. Wherever they are human beings, there is violence, aggression and antisocial acts. Hetero-aggression which accounts to the various forms of aggression is something that has since been observed in our society. People in order to make themselves heard by others frequently turn to aggressive behaviour. These types of behaviours as earlier outlines above are intended to harm others and to force them operate as we want. Hetero-aggression provides the reasons why most if not all the educational stakeholders are involved in constructive talks in order to find everlasting solutions to this growing phenomenon which in most secondary schools and colleges, be it public or private have becomes the order of the day. Efforts are directed to bringing an end to these antisocial practices which are ongoing in our schools and society at large. As such, finding everlasting solutions will be seen as a great achievement to educational stakeholders since the issue is not the problem of an ethnic group, a cultural area, a region, a nation or a race but simply a common problem practical visible in all the parts and sub-parts of the globe.

1.1.2. Conceptual background of the study

In all institutions as well as organisations worldwide, providing an environment free from any aggressive incidents favours an industrious relationship among all the actors within the organisations. educational institutions and organisations are therefore entitled to provide a safe working environment for the staff, teachers, students and any other persons involve in schooling activities. Providing a safe, healthy and conducive school atmosphere in secondary schools have become a consent of school authorities over the past decades. This is because gone are those days when the school was seen as a place for socialisation by excellence. The values and norms preached by the school are fast disappearing. Violent and aggression have become the other of the day in almost all secondary school's day in day out. Children tend to adopt aggressive behaviours upon their peers and even on their teachers. These children believe that there are no pacific ways through which differences can be settled apart from violence.

Recent studies have reveal that hetero-aggression of students is a common practice in secondary schools nowadays. Wang & al., (2020), argue that the latest indicators of school crime and safety report shows that, in a particular school year, most schools will record one or more violent and aggression incidents and one-fifth of schools will record one or more serious violent and aggression incidents. It is believed that a significant minority of students are always at fight in schools. In most of the schools nowadays, children tend to bring to school weapons as a means of protecting themselves from others. Longobardi & al., (2019) and Chouhy,

Madero-Hernandez, & Turanovic (2017), argue that recent estimates reveal that over half of youth violent victimisation occurs at school and over half of teachers have experienced student-perpetrated violence and aggression. Violence and aggression is both becoming the order of the day in almost all secondary schools in Cameroon. It is seen by many students as a means through which they can expressed their grievances.

According to Buchacchi, (2005), violence is a phenomenon “where everyone endeavours to destroy or subdue one another, making life solitary, nasty and short”. For Hughes, (2020), violence means “the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group or a community that either result in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation”. This definition takes in account all types of violence and aggressive behaviours in schools and includes the wide range of acts of commission and omission that constitute violence and outcomes beyond death and injuries. Kug, & al., (2002), argue that violence is “present when human beings are being influenced so that their actual somatic and mental realisation are below their potential realisations”. Scheumplug, and Asbrand, (2006), elaborated on this by indicating that psychological child abuse encompasses mental injury ridiculing, the threat of harm, emotional abuse, and emotional and mental neglect. The various act of violence and aggression may not affect the victim physically but may cause long term mental trauma in the victims that are just as damaging as the physical consequences.

According to Roland and Idsoe (2001), “aggression can be defined as an emotion that tends to hurt, harm or destroy something or someone. In the case of persons, the intention of harm can be psychological. Aggression behaviour involves conflict between individuals of equal level”. Nelson (2006) states that there is a conflict of interest between individuals. He believed that there is a chance of aggressive behaviour to be observed. To him the words aggression and aggressive behaviours are used to describe antisocial emotions and attitudes respectively. They are known as antisocial behaviour because they are morally, ethically and legally not welcome in the society in general and school milieu in particular. Tesser (1995) on his part viewed aggression as “anything that can be expressed through both constructive and destructive behaviours. To him, constructive aggression occurs when it is used for individual and collective.

A number of studies in the last decades have demonstrated that violent and aggressive behaviours are gradually becoming the order of the day among adolescents and teenagers in most of the public and private secondary schools both in the developed and less developed

countries. This is because many children see violence and aggression as the only means to impose their authority. In this light, Kohli and Malik (2009), found that male children scored higher on physical aggression, verbal aggression, hostility and total aggressive behaviours as compared to females. Dasgupta and Ghosh (2012), found that the experience and expression of aggression have been found to have significant relationship with different dimensions of personality such as neuroticism, openness, agreeableness, and conscientiousness. He further insisted that emotional intelligence and the nature of parental upbringing, equally play an important role in the experience and expression of aggression in teenagers and adolescents. Datta & al., (2012), in their study found that higher aggressive attitudes were related to less upstanding behaviour at the school level and less upstanding behaviour and more reinforcing behaviour at the individual level, while controlling for other school and student demographic variables. Powers & al., (2013) indicated in their study that heightened classroom aggressive-disruptive behaviour levels were associated with proximal peer relations, including an increased likelihood of having aggressive friends and lower levels of peer dislike of aggressive-disruptive children. In a similar study conducted by Chamandar & al., (2017) aimed at studying the content analysis of children's stories based on the components of aggression. The results of their study reveal that the narrated stories of aggressive children have more than 50% of children showed aggressive components. For Chaffi (2018), the consumption of illicit drugs and products are at the origin of such behaviour in schools and colleges in Cameroon. More to this, children are susceptible of adopting risky behaviour having an impact not only on their attitudes, their academic performances but also on the school climate characterised by violence, fear and terror within and without the school environment (Debarbieux, 2010, cited by Chaffi, 2018).

Hetero-aggression is defined as an overt behaviour involving intent to inflict noxious stimulation or to practice destructively behaviour towards another organism or object (Moyer, 1976). These are all forms of aggression that an individual practice on another in order to inflict pains on him or her. In psychiatry, it is a behavioural or a motor response associated with intent to do harm and it may be self-directed (Safer, 2009). Today, hetero-aggression has become a dominant form of aggression practiced by aggressive children on their peers. Aggressive children always tend to use violent and aggressive behaviours towards their classmates as a means of making themselves heard.

1.1.3. Theoretical background of the study

According to Thomas (2017), "a theory is an integral part of scholarly research that provides both guidance and exploration of the relationship amongst phenomena". Theoretical

background is thus the various theories convoked by the researcher to address a studied phenomenon. The choice of the theories in a study must be in line or congruence with the research aims and questions. For the present study, four theories were selected to accompany the researcher throughout the study. These theories include; Skinner Behavioural modification model (1992); Jones Model of management (1987); David, Bell's Disappointment model (1985) and the social exchange theory by Thibaut and Kelley (1959).

- **Skinner's behavioural modification model (1992)**

The Skinnerian model is behavioural in nature. It is based on the fact that behaviour that is rewarded through reinforcement tends to be repeated, while behaviour that receives no rewards tends to be eliminated. Phillips (1998) argues that in maintaining discipline, one generally rewards good behaviour and punishes bad behaviour. Duke and Meckel (1980) puts forwards that Skinner has been a major influence behind the adaptation of clinical behaviour techniques to classroom settings. Skinner (1992) believes that consequences (in other words, what happens to the individual after performing an act) shape the behaviour of an individual. He focused his model on reinforcement and reward. Charles (1989) insists that re-inforcers are like rewards; if used in a systematic way, they influence an individual's behaviour in a desired manner.

- **Jones management model (1987)**

Jones (1987) argues that educators lose approximately 50 percent of their instructional or teaching time attending to students who cause disturbances, nuisance and disruption in the classroom. He further insists that effective body language, incentive systems and individual help can be used to redeem the lost teaching time. Jones (1987) in Burden (1995) further confirms that good discipline comes from effective body language which includes posture, eye contact, facial expressions, signal and gestures.

Jones (1987) also holds that the body language is the language of emotions, thus discipline in class is 90 percent effective body language. Jones (1987) cited by Charles (2002) went ahead to insist that most antisocial behaviours occurs away from the educator. This explain why Jones (1987) argues that educators tend to make sure that all learners who are prone to misbehave or express antisocial behaviours are seated in the front of the classroom. Jones continued by stating clearly that incentive systems is one of the strategies which is something out of the individual which make the student to react. It is believed that educators are aware

that well-motivated students always tend to behave themselves and work diligently at school tasks.

- **Bell's disappointment model (1985)**

David Bell's disappointment model (1985) is a psychological theory which focuses on the expectations a person might have about another. Bell (1985) defined disappointment as a psychological reaction to an outcome that does not meet a decision maker's a priori expectation. To him, when a decision maker performs better than expected, the person will therefore experience "elation" which is the opposite of disappointment. Jianmin Jia, James Dyer and John Butler (2001) argued that "the intuition which motivates the disappointment models is that a decision maker will form an expectation when considering a risky prospect, and use that expectation as a reference point when evaluating what is eventually received.

This theory provides an understanding of teacher's attitudes in a classroom. This simply implies that in a class where teachers or students expect more from each other, once the behaviour or the attitude of one does not meet the expectations of the other, the behaviour of the latter automatically changes. This means that teacher's or student's hetero-aggressive behaviour may be the result of failure to meet the expectation of each and every one.

- **Thibaut and Kelley social exchange theory (1959)**

According to Thibaut and Kelley (1959), three basic assumptions make up the social exchange theory. They argue that personal relationships are a function of comparing benefits gained versus costs to achieve those benefits. The second assumptions of the social exchange theory stipulate that people want to make the most of the benefits while minimising the costs required. To Thibaut and Kelley (1959) this is known as the minimax principle. The third and the last assumption of the social exchange theory insisted that, by nature, human beings are selfish.

1.1.4. Justification of the study

Over the past decades, hetero-aggressiveness of children in secondary schools nowadays is fast becoming a challenging issue for school authorities worldwide. In Cameroon, public and private secondary schools and colleges have become a theatre or temple of violent and aggressive behaviour either from teachers and students. Aggressive behaviour is a major issue of present-day society, which is a reason of many socially unacceptable activities happening in our surroundings as well as in school milieu. When we read daily newspapers, it is difficult not to come across a case or cases of aggression in our schools. Aggression is visible

in secondary school children in which they involve themselves in a number of antisocial activities such as misbehave with teachers, peers bullying, peer's rejection, physical and verbal aggression etc. This is because the number of people who are victims of aggression keep on increasing. Earlier research suggests that more exposure to elementary classrooms characterised by high levels of student's aggression at times contribute to the growth of aggressive behaviour. Thomas (2006), in his study found that children with multiple years of exposure showed higher levels of aggressive behaviour after schooling. A similar study quoted by a leading healthcare portal in India found that out of 2,000 class VI students from 11 schools in urban areas as many as 22 percent of the children were involved in bullying, 7% as perpetrators, 9% as victims and 6% as both perpetrators and victims (Sehgal Madhuri, 2004).

These evidences shows that hetero-aggression of children has become a common phenomenon in our surroundings as well as in our schools. Children are involved in antisocial behaviour in schools for one reason or the other. While some children find pleasure in doing so, others see it as a way to express themselves. Thus, Hetero-aggressiveness of children in our surroundings as well as in secondary schools and colleges have become a consent for policy makers, governments, and educational stakeholders.

1.2. The statement of the research problem

Education plays an important role in the development of the society. It works as a vital tool for the modification of the behaviour of people. The school teaches people how to behave according to situations. The school is a place for socialisation by excellence where the aim is to develop ideal behaviour of citizens which leads to ideal society as well as country. Behaviour is a type of reaction which varies from situation to situation. Over the past decades hetero-aggressiveness of children in our surroundings as well as in school milieu has become a common phenomenon in our society. The phenomenon of hetero-aggression in modern day's institutions constitute a problem for public health and an obstacle for the development of education in Cameroon. Kozina Ana (2007) argue that the problem of aggressive behaviour in school is increasing through years and is affecting school work at many different levels. Hetero-aggressive behaviour is a stable personal trait lasting from childhood through adolescence to adulthood (Loeber, Hay, 1997). A number of studies reveal that it is a stable trait and when observed in children, it is a major predictor of later adult criminal behaviour (Ferris, 1996; Carr, 1998; Fossati, Maffei, Acquarini & Ceglie, 2003; Van Lier, 2005). Hetero-aggressiveness of children in schools predict future social, psychological, behavioural and educational problems (Schwartz & al., 2006; Crick, 2006).

In the last decades, Cameroon has been going through a series of school crisis notably poor performances, a considerable decrease of performances in the official and violence and aggression and the consumption of drugs in schools and colleges nationwide. Educationists, policy makers, governments and stakeholders, through national and international conferences and colloquiums has been looking for measures and means through which hetero-aggression and violent behaviour can be completely eradicated in our surroundings in general and in school environments in particular. They have multiplied their effort in view of achieving a safe, peaceful and aggression free environment for learners of all sex. In this light, a number of psycho-pedagogic dispositions has been adopted by the government of Cameroon. These psycho-pedagogical dispositions translate the desire of the government to ensure a more socialised school environment and to limit the occurrence of these antisocial behaviour in our schools. In this move, psycho-pedagogical dispositions such as guidance and counselling, classroom management, limited access to school visitors, reinforcement of disciplinary issues, physical safety adoption measures, assertiveness, interpersonal communication, parental involvement and many others are some of the psycho-pedagogical dispositions enacted by the government of Cameroon in order to fight against recurrent cases of hetero-aggression and antisocial behaviour in schools. These dispositions are in line with the law of orientation of education (1998) which stipulate that the government of the republic is the sole provider of education at all levels. This means that it becomes the responsibility of the government of the republic to ensure a safe and peaceful environment for all learners irrespective of gender, religious beliefs, status and socio-economic and cultural background. The Safety, Health and Welfare at Work Act of 1989 and the Safety, Health and Welfare at Work (General Application) Regulations, 1993, place a general duty on employees not to endanger themselves or others through their acts or omissions while at work. They must co-operate with their employer to enable him/her comply with health and safety legislation. In the school context, students are required to follow carefully the policies and procedures laid down by the school management authority in order to ensure a peaceful, cohesive and industrious atmosphere for both teachers and students.

In spite of the psycho-pedagogical dispositions enacted nationally and internationally as tools to overcome hetero-aggression of students in secondary schools and colleges nowadays, it is difficult to pick up a newspaper or a magazine without seeing a cases or cases of aggression. The aggression can be from student to student, which is the most common, from teacher to teacher, from student to teacher etc. The antisocial behaviour can be in the form of peer

bullying, sexual harassment, verbal aggression, physical aggression, peer rejection, assaults etc. Empirical observation has revealed that a number of cases of antisocial behaviour has been visible in secondary schools and colleges over the last 5 years. It was reported in 2020 by local newspapers and magazines such as “Cameroon Tribune”, “Mutations”, “Guardian post” etc. that a teacher was stabbed by a student while performing his duty in Nkolbisson, Yaounde. The same local newspapers and magazines equally reported a similar case of aggression in Ebolowa where a student stabbed his classmate. Just of recent, it was reported that a principal of a secondary school still in Nkolbisson got stabbed by a student which almost caused his life. For Chaffi (2018), there are cases of where children are caught in possession of drugs every year in the school environment. He noted that on the 24 of April 2012, Agoume, a form four student in G.B.H.S. Essos in Yaounde was caught by the law enforcement officers for possession and drug trafficking. Similarly, on the 13 December 2013, 17 children of four form, form five and upper sixth were dismissed from “College de la Retraite” for possession and consumption of drugs. On the 11 January 2017, in the Government technical and commercial school of Yaounde, four children in upper sixth were dismissed for the consumption of Indian herbs in the school environment (Chaffi, 2018). These various acts considerably lead to cases of hetero-aggression between teachers, students and other persons in the school milieu.

It is the face of this existing state that the present study seeks to examine the impact of psycho-pedagogical dispositions on hetero-aggressiveness of students in the public and private secondary schools and colleges in Cameroon, case of some selected secondary schools in Yaounde. The discussion therefore focusses on the impact of classroom management, guidance and counselling, reinforcement of discipline, interpersonal communication and security measures on hetero-aggressiveness of students of this geographical setting.

1.3. The research questions of the study

A research question is the main issue a study set out to answer. It is the central element on which other elements in a research work are associated. The research questions for the present study is divided into two; that is the general research question and the specific research questions.

1.3.1. The general research question of the study

- To what extent does psycho-pedagogical dispositions influence hetero-aggressiveness of students in some selected secondary schools in Yaounde VI?

1.3.2. The specific research questions of the study

For the present study, we have four specific research questions which are as follows.

- Is there a pertinent relationship between the social interactions and hetero-aggressiveness of learners in some selected secondary schools in Yaounde VI?
- Is there a significant link between the school infrastructures and hetero-aggressiveness of learners in some selected secondary schools in Yaounde VI?
- To what extent does the reinforcement of behaviour influence hetero-aggressiveness of learners in some selected secondary schools in Yaounde VI?
- To what extent does teacher's attitudes influence hetero-aggressiveness of learners in some selected secondary schools in Yaounde VI?

1.4. The research objectives of the study

The research objectives in a scientific study describe in a concise and a precise manner the problem the study want to solve. For the present study, the research objectives are divided into two; that is, the general and the specific research objectives.

1.4.1. The general research objective of the study

- This study seeks to examine the impact of psycho-pedagogical dispositions on hetero-aggressiveness of learners in some selected secondary schools in Yaounde VI.

1.4.2. The specific research objectives of the study

- To examine the impact of social interactions on the hetero-aggressiveness of learners in some selected secondary schools in Yaounde VI.
- To assess the relationship between school infrastructures and learners hetero-aggressiveness in some selected secondary schools in Yaounde VI.
- To analyse the impact of behaviour reinforcement on the hetero-aggressiveness of learners in some selected secondary schools in Yaounde VI.
- To examine the relationship between teacher's attitudes and learners hetero-aggressiveness in secondary schools in Yaounde VI.

1.5. The hypotheses of the study

A hypothesis in a scientific piece of work is an anticipated conclusion or response to the research question which need to be verified so as to be accepted or rejected at the end of the study. The research hypothesis is divided into two, namely; general and specific hypothesis of the study.

1.5.1. The general hypothesis of the study

Ha: There exist a significant relationship between psycho-pedagogical dispositions and learners hetero-aggressiveness in secondary schools in Yaounde VI.

Ho: There exist no significant relationship between psycho-pedagogical dispositions and hetero-aggressiveness of students in secondary schools in Yaounde VI.

1.5.2. The specific hypotheses of the study

Ha1: there exist a relationship between social interactions and the hetero-aggressiveness of learners in secondary schools in Yaounde VI.

Ha2: there exist a link between school infrastructures and hetero-aggressiveness of students in secondary schools in Yaounde VI.

Ha3: the behaviour reinforcement influences the hetero-aggressiveness of learners in secondary schools in Yaounde VI.

Ha4: there exist a link between teacher`s attitudes and learners hetero-aggressiveness in secondary schools in Yaounde VI.

1.6. Significance of the study

Over the last decades, the phenomenon of hetero-aggression has drastically gain ground in our public and private secondary schools and colleges. Hetero-aggression which is seen as the of physical aggression or non-physical aggression on school`s authorities as well as on peers has become the order of the day in many secondary schools. This antisocial behaviour either from learners, staff and teachers has led to the deterioration of the core values of the school environment which was once seen as a place for socialisation by excellence. Today, a number of learners who manifest signs of antisocial behaviour in our surroundings as well as the school environment believe that there is no best way to settle disputes and differences apart from using aggressive acts. This behaviour is visible in childhood through adolescence and adulthood which at times lead to criminal acts from these children. Therefore, the results of the findings of the present study would have both scientific and practical implications.

1.6.1. Scientific implications of the study

The phenomenon of hetero-aggression has become the consent of the different educational stakeholders throughout the world. Hetero-aggression is said to be an antisocial behaviour occurring in our surroundings which has become more and more visible in schools. Today, it is difficult to pick a newspaper or a magazine without seeing a case or case of violence

and aggression in our secondary schools. The moral and ethical values preached by our schools a number of years back has completely disappear. Everybody want to be heard in the society and this by all course. The threats represented by violence and hetero-aggression has led to scholars paying a particular attention to it. A number of studies during the last decades has dwells on the causes, manifestation and consequences of hetero-aggression in school milieu. Similarly, a number of theories has equally been developed so as to help understand this phenomenon which has become the stone in our shoes.

As such, this study will help to enrich the already existing literature on the subject matter with emphasis laid on the Cameroonian context. The study will provide an understanding of the psycho-pedagogical dispositions or measures developed to counteract the phenomenon of hetero-aggression of students in our schools in particular and in our society in general.

1.6.2. Practical implications of the study

Hetero-aggression of learners in public and private secondary schools and colleges in Cameroon in particular and in the world in general has become the preoccupation of all the educational actors and stakeholders. The resurgence of cases of aggression in second level education nowadays has given policy makers, governments and educational communities sleepless night. These antisocial behaviours such as vandalism, sexual harassment, peer bullying, peer rejection, assault, verbal aggression, physical aggression, juvenile delinquency, abuse and drug consumption are on it rise in secondary schools and colleges. These antisocial behaviours also generate a number of consequences such as consistent repletion of classes, poor performance, drug addiction, destruction of properties, severe wounds and even loss of lives.

The present study therefore looks forward to provide everlasting solutions to the phenomenon of hetero-aggression and violent behaviour in our schools and surroundings. The results of the findings of this study also looks forward to provide policy makers, educationists, governments, educational stakeholders and educational community with dispositions, measures and strategies necessary to ensure a safe, peaceful, harmonious, industrious, and violent and aggression free school environments and campuses for all irrespective of the socio-economic and cultural background. In fact, the present study seeks to provide the educational community with practical measures, dispositions and strategies required to provide an everlasting solution to the phenomenon of hetero-aggression of students in school milieu as well as in our surroundings.

1.7. Scope of the study

A research study can never be eternal. It cannot also be conducted everywhere and at end time. Thus a research has a specific geographical setting where the researcher intends to carry out his/her fieldwork, a specific time allocated for this activity and in a specific domain with a particular people known as the sample size. Therefore, the scope of this study is divided into geographical, scientific and temporal delimitations.

1.7.1. Scientific scope of the study

Psycho-pedagogic dispositions and hetero-aggression of learners in school milieu has become a daunting issue to all the educational stakeholders. This study falls under the domain of science of education. According to Chevallard (1985), evoking the term education is evoking the relationship between a teacher, a student and knowledge in a particular discipline. This study addresses the phenomenon of hetero-aggression of learners in schools today. The study seeks to bring to limelight the impact of psycho-pedagogic dispositions on hetero-aggression of learners in secondary schools and colleges in Yaounde in general and Yaounde VI in particular.

1.7.2. Geographical scope of the study

The present study is conducted in Cameroon, Yaounde, the Centre Region of the country. The city has an inhabitant of approximately two million inhabitants according to the national institute of statistics (2010). The city stretches along the small river of Mfoundi which flows throughout the city from the north to the south. The city is located at about 700m above sea level, which is surrounded by hills, swamplands, and small streams. In the north west of the region is the Mbam Minkom mountain (1295m), and the Nkolodom mountain (1221m) and in the south west by the Eloundem mountain (1159m). in a general manner, the climate of the city is Equatorial Guinea type characterised by four different seasons. The annual temperature is about 23.7⁰c. precipitation is about 1747mm each year. In term of administrative organisation, the region is divided into 10 divisions headed by divisional officers. The Mfoundi division is the administrative headquarter of the region. The city is a French metropole, the political headquarter of Cameroon, a cosmopolitan city characterised by the peaceful and pacific living together between the autochtones and the halogens of diverse background. this territorial, cultural and economic association (Park, 1990) play an important role in the preservation of linguistic and cultural heritage. For Simonin (2008), the city follows a socio-historical context, in respect to a well-defined socio-spatial morphology. This study therefore is carried out in the

Mfoundi division, Precisely in the locality of Yaounde VI. The study concern selected secondary schools in Yaounde VI sub-division.

1.7.3. Temporal scope of the study

Time factor is another element of scope in this project. There is no project which is eternal and so too is the present master's dissertation. As such, this study is carried out for a period of approximately one year starting from October 2022, following the registration in masters two. This project runs till July 2023 when they researcher is expected to summit the work for examination and subsequent defence. The research chronogram is therefore frame to facilitate the achievement of the set objective.

1.8. Presentation of the study

This refers to the structure and organisation of the study. The present study is divided into two main parts known as the contextual and theoretical framework of the study and the methodological and empirical framework of the study. Part one of the study consist of two chapters while part two of the study consist of three chapters. The study also includes a general introduction and a general conclusion after which comes the references and the appendices. The different chapters are as follows.

- **Chapter one: the problematic of the study:** here, the different articulations of a problematic are deeply discussed. This include the contextual and the conceptual background of the study, the problem statement of the study, the different research questions, objectives and hypothesis of the study and the significance or implications of the study. Also, the scope of the study as well as the layout of the study are discussed. This chapter ends with the definition of key concepts of the study.
- **Chapter two: Literature review of the study:** the chapter review the related studies to the subject matter of the study. Here, emphasis is laid on concepts such as psycho-pedagogic dispositions, violence, aggression and hetero-aggressiveness of learners. This chapter ends with the theoretical framework which review the pertinent theories that will help us to argue out the results of our findings.
- **Chapter three: Methodological and operational framework of the study:** chapter three thus, entertain the reader on the type of study, the approach, the research design and the research paradigm. The chapter also discussed the population of the study, the sample size and sampling techniques, construction of the instrument of data collection as well as the reliability and validity of the instrument. Also, the mode of administration

of the data collection instrument, the data analysis techniques as well as ethical consideration are equally discussed in this chapter.

- **Chapter four: Data analysis and presentation of results:** this chapter focussed on the data analysis process. It revealed the method or technique used in analysing data. the chapter ends with the presentation of the results of findings in tables and graphs.
- **Chapter five: Interpretation and discussion of the results of the findings:** this is the last chapter in this study. It entertains the reader on the interpretation and discussion of the results of the findings. Here, the various theories convoked are put to evidence in the study.

1.9. Definition of key concepts in the study

This part dwell on the definitions of the various key words which would be seen throughout the study. Here, the definition provided for each concept is what will be used throughout the entire study.

Psycho-pedagogic dispositions:

This refers to the measures, strategies and means developed by governments and school heads to counteract violence and aggression in school milieu. These measures and strategies are aimed to eradicate aggression, violent and antisocial behaviours in secondary school learners. These include; guidance/counselling, classroom management, reinforcement of discipline, effective communication, harmonious interpersonal relationships, limit the access of visitors in school, involvement of parents, reinforcement of security measures, assertiveness etc. (Walker, 1993).

Hetero-aggression:

Hetero-aggression is the tendency through which individual used act of aggression on their fellow brothers. In school, hetero-aggression are all forms of antisocial behaviour that a student practice on his or her classmate or on the teachers and any other person with the intention of inflicting pains on him or her (Wang & al., 2020). They are all forms of behaviours directed towards another person aim to harm the person either physically or psychologically.

Antisocial behaviour:

These are all types of behaviours seen to be abnormal, out of norms in the environment. There are the different attitudes which does not respect the social and ethical norms of the

society. These behaviours are more visible in learners more precisely adolescence and adult (Ross-Hill, 2019).

Violence:

It is the intentional use of physical force or power to threatened oneself, another person or a group in order to impose oneself. Violence are both physical and verbal antisocial behaviour practice on another person aim to damage his/her personality as well as self-esteem.

Didactic materials:

Didactic materials refer to the teaching materials made available in school by the management staff in school. They are specially designed instructional materials requires to facilitate the teaching activity. Tomlinson (1998) argues that “didactic materials are anything which is used by teachers or learners to facilitate the learning of a language. For Harmer (2005) didactic material is a “variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole of activity”.

School infrastructures:

School infrastructures refers to educational facilities put in place to enhance the teaching and learning process. Infrastructures are generally seen as a key point in the social development of a community. Stevens (2006) argues school infrastructures is a very influential part of support especially on a number of activities. School infrastructures are therefore the various building facilities constructed to accommodate students. They are the buildings constructed to enhance the teaching and learning process. This can be classrooms, offices, school fences etc.

Behaviour reinforcement:

Reinforcement refers to anything which might increases the likelihood that a response will occur (Skinner, 1937). Behaviour reinforcement is therefore the act of encouraging an individual to persist in doing good things. They are four types of reinforcement which as positive, negative, extinction and punishment. According to Alberto and Troutman (2006), Cooper, Heron and Heward (2007), when a behaviour is followed by a desirable consequence, the likelihood of the behaviour to be performed in the nearest future is very high. The desirable consequence of a behaviour is known as a reinforce.

Social interactions:

Social interactions refer to the relationship which do exist between the different actors in a school environment. It has to do with peer's interactions, teacher's-teacher's relationships and teacher's-student's interactions. Social interactions in school strongly determines the behaviour of the students or the teachers vis-à-vis the others.

Teacher's attitudes:

Teacher's attitudes refers to the way teachers perceive and think which may result to the action they may adopt relating to their teaching practices in the class. Teacher's attitudes can equally be the manner a pedagogue interacts in a class with the students or with his colleagues. A number of study outlines that the attitude of teachers is of great importance for student's motivation to learn (Ross-Hill, 2019). This is why Codina et al. (2018) argues that teacher's approaches to teaching students plays a vital role in their engagement, motivation, behaviour and even academic performance. Thus, teacher's attitudes considerably influence the behaviour of learners since there is a lot of expectation between the two.

Learners:

This refers to the total number of pupils or children enrol in a school. This consist of children under the age of education who are effectively enrol and receiving lectures in one or more domains.

Teachers:

Teachers are known as the knowledge provider in secondary schools. They are the instructors and facilitators. They inculcate knowledge on the future generations. They are in charge of transmitting moral, and societal values to children.

School environment:

The school environment refers to the environmental set up in which the teaching and learning activity take place between the teacher and the student. It constitutes all the elements which characterises the surrounding of a school.

A school:

A school refers to a well organised set up required for transmitting moral and environmental values.

Summary of the chapter

This chapter introduces the reader to the problematic of the study. The chapter provides the understanding of the research problem of the study. The chapter dwells on the different articulations of a problematic. These elements include; the contextual background of the study, the conceptual background of the study, the problem statement of the study, the various research questions, objectives and hypothesis of the study. The chapter also discussed the significance of the study, the delimitation or scope of the study, the study layout as well as the definition of key terms and concepts of the study. This chapter ended with a synoptic table which presents the variables, modalities, indicators, instruments of data collection and techniques of data analysis.

CHAPTER TWO: CRITICAL REVIEW OF THE LITERATURE

This chapter dwells on the existing literature on the subject matter of the study. It introduces the reader to the key concepts of the study. The purpose of this chapter is to review previous works and identify key debates and controversies related to the subject of matter of the study. This literature review does not only allow us to gather works done on the topic but most importantly permit us to identify the strengths and weaknesses of what has been done so far that could propel a meaningful and insightful study. This chapter centres on the conceptual review of literature which consist of thoroughly reviewing the key concepts of the study (violence pedagogy, psycho-pedagogic dispositions, aggression, hetero-aggressiveness, school milieu etc.). this chapter equally discusses the empirical review of the study. The chapter ends with the theoretical framework which consist of identifying the key theories that will help in the discussion of the results of the findings of this study.

2.1. Conceptual Literature Review

The present part focusses on the conceptual review of the literature. This consist of reviewing all the possible existing works on the various key concepts of the study. The conceptual literature review centres around concepts such as violence, aggression, hetero-aggressiveness, psycho-pedagogic dispositions, school infrastructures, social interactions, teacher`s attitudes, behaviour reinforcement etc.

2.1.1. Generalities on violence and hetero-aggression in schools

Over the last decades, investigations in the social-development literature have revealed that children`s and adolescent`s violent and aggressive behaviour are associated with maladaptive psychological functioning and deleterious developmental consequences (Coie & Dodge, 1998; Parke & Slaby, 1983). Violent behaviours are increasingly becoming an issue for concern among children and youths in both the developed and less developed economies. Some children and adolescents sometimes exhibit violent, aggressive and antisocial behaviours in their process of development, an alarming increase of cases of violence and aggression in a good number of youths and adolescents who confront their parents, teachers, staff and even other children raise a lot of eyebrows. Aggressive and violent tendencies are seen by many as the defining characteristics of most students who possess antisocial behaviours. Antisocial behaviour according to Walker (1993), cited by Robert Rutherford, and Michael Nelson, (1995), are characterised by aggressive acts that are directed against another person and include verbal or physical assault, oppositional-defiant behaviour uses of coercive tactics and humiliation of others. For Bandura (1973), “aggression is learned through the observation of

aggression and its consequences and through experiencing the direct consequences of aggressive and nonaggressive behaviours”. Hetero-aggression of students according to Moyer (1976) is an overt behaviour involving intent to inflict noxious stimulation or to behave destructively towards another organism or object. Safer (2009), argue that in psychiatry, it is a behavioural or motor response associated with intent to do harm and it may be self-directed. Dolenc & al., (2015). Argue that several psychiatric disorder, including affective disorder have been associated with increased rates of hetero-aggression and violent behaviours.

Although school violence and hetero-aggression are on a decline, it remains a significant concern for researchers, policymakers and the general public. Wang & al., (2020), argue that the latest indicators of school crime and safety report shows that, in a particular school year, most schools will record one or more violent and aggression incidents and one-fifth of schools will record one or more serious violent and aggression incidents. It is believed that a significant minority of students are always at fight in schools. In most of the schools nowadays, children tend to bring to school weapons as a means of protecting themselves from others. Longobardi & al., (2019) and Chouhy, Madero-Hernandez, & Turanovic (2017), argue that recent estimates reveal that over half of youth violent victimisation occurs at school and over half of teachers have experienced student-perpetrated violence and aggression. Violence and aggression is both becoming the order of the day in almost all secondary schools in Cameroon. It is seen by many students as a means through which they can expressed their grievances.

According to Buchacchi, (2005), violence is a phenomenon “where everyone endeavours to destroy or subdue one another, making life solitary, nasty and short”. For Hughes, (2020), violence means “the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group or a community that either result in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation”. This definition takes in account all types of violence and aggressive behaviours in schools and includes the wide range of acts of commission and omission that constitute violence and outcomes beyond death and injuries. Kug, & al., (2002), argue that violence is “present when human beings are being influenced so that their actual somatic and mental realisation are below their potential realisations”. Scheumplug, and Asbrand, (2006), elaborated on this by indicating that psychological child abuse encompasses mental injury ridiculing, the threat of harm, emotional abuse, and emotional and mental neglect. The various act of violence and aggression may not affect the victim physically but may cause long term mental trauma in the victims that are just as damaging as the physical consequences.

2.1.2. Aggression behaviours in school milieu

The school environment is a place where learners spent majority of their time away from their homes where they acquire a variety of behaviours. The behaviours they acquired throughout their stay in schools are susceptible of lasting for their whole existence. Students express a variety of attitudes in different school environments such as passive, violent, aggressive and antisocial behaviours which at the end influenced the academic or school achievements of these children that have embedded in them aggressive behaviours. Aggression is the act of using force to subdue another. It might be physical (use of dangerous weapons) or mental aggression (bullying, assault, verbal, emotional, sexual harassment etc.). the problem of aggressive behaviour in school milieu is becoming more and more common in the recent decades and is affecting school performance at all levels (Kozina Ana, 2007). Nowadays, aggression has become a common way through which some children express their disagreement with one another. It is said that factors such as mental health conditions and physical damage are more likely to cause aggressive behaviours on the side of the children at their tender age. Aggressive behaviour refers to verbal, nonverbal, and physical behaviour that can cause damage to another either directly or indirectly and can lead to extraneous gains on the side of the perpetrator. It is a reactionary and impulse behaviour from students. Aggression is a stable personal trait lasting from childhood, through adolescence to adulthood (Loeber, & Hay, 1997). Recent studies (Ferris, 1996; Carr, 1998; Fossati & al., 2003; and Van Lier, 2005), argue that aggression is a stable personal trait in most of the children. They went ahead to point out that aggression is a stable trait from children and adolescence and when observed in children, it appears to be a major predictor of later adult criminal behaviour. According to Schwartz & al., (2006) and Crick (2006), it is essential to identify aggressive behaviour in childhood and try to modify it since aggression predict future social, psychological, behavioural and educational problems. The student's body language for all of the aggressive attitudes are clearly communicated by rage, anger, humiliation, frustration and other feelings.

Educational and psychological studies carried out from the 1960 to the 1990 reveals that academic underachievement in the elementary school years is related to the failure to make adequate educational progress in teenagers and young adults. These studies further reveals that early problems with underachievement are directly connected to children's aggressive behaviours in schools. With aggressive behaviour fast becoming the order of the day in most secondary schools during the last three decades of the twentieth century coupled with the prevalence rates of elementary school children suffering from these behaviour disorders,

estimated at about 20 percent in the 1990s, the negative consequences of aggression on children`s educational achievement has become a serious concern for American society in particular and the world at large (Encyclopaedia of education). Aggression is the ability to dominate without considering other people`s rights. Aggressive behaviour from the perpetrators are intended to hurt the victim, either physically, mentally or emotionally.

According to Roland and Idsoe (2001), “aggression can be defined as an emotion that tends to hurt, harm or destroy something or someone. In the case of persons, the intention of harm can be psychological. Aggression behaviour involves conflict between individuals of equal level”. Nelson (2006) states that there is a conflict of interest between individuals. He believed that there is a chance of aggressive behaviour to be observed. To him the words aggression and aggressive behaviours are used to describe antisocial emotions and attitudes respectively. They are known as antisocial behaviour because they are morally, ethically and legally not welcome in the society in general and school milieu in particular. Tesser (1995) on his part viewed aggression as “anything that can be expressed through both constructive and destructive behaviours. To him, constructive aggression occurs when it is used for individual and collective.

Recent studies in the last decades have demonstrated that violent and aggressive behaviours are gradually becoming the order of the day among adolescents and teenagers in most of the public and private secondary schools both in the developed and less developed countries. This is because many children see violence and aggression as the only means to impose their authority. In this light, Kohli and Malik (2009), found that male children scored higher on physical aggression, verbal aggression, hostility and total aggressive behaviours as compared to females. Dasgupta and Ghosh (2012), found that the experience and expression of aggression have been found to have significant relationship with different dimensions of personality such as neuroticism, openness, agreeableness, and conscientiousness. He further insisted that emotional intelligence and the nature of parental upbringing, equally play an important role in the experience and expression of aggression in teenagers and adolescents. Datta & al., (2012), in their study found that higher aggressive attitudes were related to less upstanding behaviour at the school level and less upstanding behaviour and more reinforcing behaviour at the individual level, while controlling for other school and student demographic variables. Powers & al., (2013) indicated in their study that heightened classroom aggressive-disruptive behaviour levels were associated with proximal peer relations, including an increased likelihood of having aggressive friends and lower levels of peer dislike of aggressive-disruptive

children. In a similar study conducted by Chamandar & al., (2017) aimed at studying the content analysis of children's stories based on the components of aggression. The results of their study reveal that the narrated stories of aggressive children have more than 50% of children showed aggressive components.

Aggressive attitude is a major phenomenon of the present society which is as a result of many socially unacceptable activities happening in our surroundings as well as in school milieu. Today, it is hard to pick up a newspaper without seeing a case or cases of violent and aggressive behaviours in our secondary schools. Aggressive attitude is visible in secondary school children where they involve themselves in many antisocial activities like fighting, assault, bullying, sexual harassment etc. recent studies in the domain suggests that more exposure to elementary classrooms characterised by high levels of student's aggression may lead to the development of aggressive behaviour. Thomas (2006), argue that children with multiple years of exposure showed higher levels of aggressive behaviour after schooling. In a study cited by a leading healthcare portal in India, out of 2,000 class VI students from 11 schools in urban areas as many as 22 percent of the children were involved in bullying, 7 percent as perpetrators, 9 percent as victims and 6 percent as both victims and perpetrators. To them, bullying may begin as simple teasing, taunting and childish tiffs in schools but can gradually lead to more severe forms of violence among children (Sehgal Madhuri, 2004). Wood, Cowan and Baker (2002) found that approximately half of the variance in sociometric and teacher ratings of peer rejection was accounted for by aggression and social withdrawal for boys and girls. Aramis and Neto (2005) meanwhile argue that bullying can have immediate as well as long term negative outcomes for children, teenagers and adolescents who are directly or indirectly involved. As such aggression is seen as today's burning issue facing parents, stakeholders, educationists, government and policy makers. Therefore, the measures for the prevention of violence and aggression in the society as a whole and in schools in particular appears to be indispensable.

2.1.3. Hetero-aggression of students

Hetero-aggression is defined as an overt behaviour involving intent to inflict noxious stimulation or to practice destructively behaviour towards another organism or object (Moyer, 1976). These are all forms of aggression that an individual practice on another in order to inflict pains on him or her. In psychiatry, it is a behavioural or a motor response associated with intent to do harm and it may be self-directed (Safer, 2009). Today, hetero-aggression has become a dominant form of aggression practiced by aggressive children on their peers. Aggressive

children always tend to use violent and aggressive behaviours towards their classmates as a means of making themselves heard.

Over the last decades, a good number of studies on hetero-aggressiveness of children and patient suffering from several psychiatric disorders, including affective disorders, are associated to an increased rate of hetero-aggression and violent behaviours in these children (Dolnc & al., 2015). In similar studies conducted by Ballester & al., (2014) and Ng & al., (2017), found that Bipolar disorder patients presented increased risk for aggressive behaviours. For Barlow & al., (2000), manic patients showed the highest odds ratio for aggressive incidents among psychiatric inpatients. Cassidy & al., (1998) went ahead to argue that several factors described the clinical context of hetero-aggression in mania. To them, hetero-aggression was related to paranoia and irritability, loading on the same factor (irritable aggression). Sato and his colleagues on their part argue that in another factor analysis, hetero-aggression loaded on the same factor as irritability, uncooperativeness, impatience and lack of insight, suggest the existence of a distinct subtype of mania defined as “aggressive” (Sato & al., 2002). Violence is an overt aggressive destructive behaviour with the with the intention to inflict harm (Latalova, 2009) resulting in injury, death or psychological harm (World Health Organisation. Health Topics-Violence, 2017). Violence is the basis of violent criminal behaviour (VCB), with deleterious impact on individuals and societies (Krug & al., 2002; Latalova, 2009).

According to a national survey, the prevalence of violence ranges from 0.8 to 34.7% in samples including individuals with mental illness, depending on the psychiatric disorder considered, whilst it is about 2% in the general population (Corrigan & Watson, 2005). Similarly, in a national U.S. survey, Calabrese and colleagues assessed that the 1-year OR for being jailed, arrested and convicted of a crime was 4.87 for Bipolar disorders (Calabrese et al., 2003). Various literature on the topic shows that there are several variables causing hetero-aggression in school. For Archer (2004); Meldrum, Verhoeven, Junger, Van Aken, & Dekovic (2018), gender is one of the variable which influence hetero-aggression. Demographic variable such as age is also responsible for aggressive behaviour in school milieu (Van Prooijen, Hutteman, Mulder, Van Aken, & Laccueille, 2018; Khurana et al. 2019; Crider, Malhortra & Singh, 2018).

Hetero-aggression has become a day today concern of policymakers and government both in the developed and less developed world. Many children and adolescents sees they need of using violence on their classmate as the only means of expressing dislike and hatred towards one another. The phenomenon of violence and aggression has become so common in secondary

schools today that many are obliged to question the roles of parents and teachers in it. In the Cameroonian context, cases of violence and aggression are more noticeable in secondary schools across the national territory. This can either be student-student, teacher-teacher or simply student-teacher. This phenomenon has raised a lot of eyebrows in the society providing the framework for researchers and specialists in the domain to question the role of each and every actor in limiting the rate of violence and aggression in schools. Understanding the causes of violence and hetero-aggressiveness of some children in schools therefore appear to be indispensable.

2.2. Causes of hetero-aggression in children at school

Hetero-aggression is fast becoming a common practice among children and adolescents in schools and in the society in general. A good number of children are fun of turning to violence and aggression as the only means to express themselves. Specialist in the field believe that hetero-aggression and violence in schools nowadays are associated to a certain number of factors. according to Makwetle Aubrey Mabitla (2006), the causes of violence and hetero-aggressiveness of children in schools can be attributed to a good number of factors among which we have; biological factors, family related factors, environmental factors and school related factors. these factors are further examined in the following paragraphs.

2.2.1. Biological causes of hetero-aggression in students at school

Biological causes of hetero-aggressive behaviour in children and adolescents refers to those causes that are hereditary. They are acquired from parents to children from generations to generations. These causes include genetic predisposition, and psychoneorology.

2.2.1.1. Genetic predisposition

Genetic predispositions are those character traits that are passed from parents to their siblings. It is a particular characteristic (gene) present in parents that is likely to be passed on to their children (Groebel & Hinde, 1989). A given number of character traits and behaviour are hereditary. Copps (in Bauer & Shea, 1999) agrees that approximately 30% of fathers and 20% of mothers of children with attention deficit hyperactivity disorder have inherited the disorder themselves. Bauer and Shea (1999) went ahead to insist that schizophrenic parents will give birth to children with schizophrenia. Recent findings have reveal that male children are more aggressive than the female children. This is because of the fact that the male species possess testosterone, which a male hormone that is said to enhance aggressive behaviours in male species. Groebel and Hinde (1989), argue that the genetic element called the “Y” chromosome transmitted from father to son is associated with abnormal tallness and abnormal

aggressiveness in the males comprising the normal “XY” constitution. In this light, male children with “XYY” constitution always manifest a hyper-aggressive behaviour. Thus any child “xyy” chromosome abnormalities is open to aggression since he is exposed to all sort of parental, familial and cultural influences during his development (Groebel & Hinde, 1989).

2.2.1.2. Psychoneurology

Bauer and Shea (1999), argue that children who are hyperactive, inattentive and disruptive could be afflicted with a neurologic disease known as encephalitis. children with this disease are considered to have brain damaged or behaviour disordered. According to Sylvester (1997), it was discovered that an important transmitter called serotonin is an important regulator of self-esteem and aggression as well as one`s position in the social hierarchy. The author further argue that high levels of serotonin are associated with high self-esteem, smooth control and social status and vice versa. Bauer and Shea (1999) pointed out that low levels of serotonin are related to impulsive, reckless, violent or suicidal behaviour. Groebel and Hinde (1989) found that neurochemical researchers discovered that people who use alcohol to deal with depression increase their serotonin levels for a short term. This subsequently depletes stored serotonin and at the end increases their impulsive control.

My researchers are of the view that individual worldwide, irrespective of their age and origin are said to be temperamental. This may generate in an individual withdrawal, poor attention span, insensitive reaction, distractibility and moodiness. According to Martin`s model (Bauer & Shea, 1999) “temperament affects the learner`s behaviour and learning across home and school settings”. He put forwards that in classrooms, temperament affects learner`s attitudes and in return has an additional impact on their educational performance. This forms the genetic dispositions of the causes of aggression and violent behaviour in secondary school children.

2.2.2. Family related causes

Family related causes of aggression in secondary school children are known to be reasons why some children tend to adopt violent and aggressive behaviour as the only means to express themselves. These include; discipline at homes, parental upbringing, aggressive parents, parental substance abuse, and parent`s role models.

2.2.2.1. Discipline at homes

Discipline is one if not the most important factor which determines the aggressive or unaggressive behaviours of children today. it found that children who are from well-disciplined homes always behave in respect to social norms and standards. On the contrary, children from

undisciplined homes are associated with anti-social behaviours both in schools and at homes. According to Szyndrowski (2005), 3,3 to 25 million children throughout the world experience some form of domestic violence and aggression each year. He equally found that the ongoing process of child`s maltreatment may end up causing disturbances in their care-taking. Bauer and Shea (1999) n their part argue that extreme measures of discipline at homes may end up causing child abuse and neglect. Child abuse may come in the form of verbal, physical, mental and even sexual harassment. Child neglect account for the parent`s inability to provide for the physical, medical, emotional or educational needs of the child. The health and welfare of children under such circumstances is harmed.

Recent studies have found out that family interaction patterns and parental discipline practices largely influence the development of aggressive behaviour in children (Szyndrowski, 2005). According to the social learning theorists, peers learn and maintain their relations based on some core modelling, a discipline style that promotes certain behaviours in the child and parents-child relationships whose quality affects the development of emotional regulation processes serving as representational models of relationships and parental behaviour (Makwetle Aubrey Mabitla, 2006). Over the past decades, studies have found out that domestic violence and aggression affects children emotionally, socially, physically and behaviourally (Szyndrowski, 2005). For McAdams and Lambie (2003), inadequate child rearing practices, disruptions in the family, antisocial parents, child abuse and aggressive interactions between children are seen as risk factors associated with adolescent aggressive and violent behaviour in secondary schools. This explain why children exposed to coercive disciplinary measures end up developing aggressive attitudes in their social interactions with others. Aggressive outburst is frequent in these children which is a sign of poor anger management. Male children who are maltreated are 1000 times more likely to commit violent and aggressive acts against an adult, partner or children. Their behaviours are always bizarre and they spent more of their learning time fighting than learning. Also, Szyndrowski (2005) found that children who are subjected to a laissez faire discipline are likely lawless, undisciplined, and behave antisocially. Females from such homes are exposed to sexual immorality and get pregnant as teens due to their exposure to lack of scruples.

2.2.2.2. Parent`s upbringing

In the developed and underdeveloped world, the most vulnerable children come from one-parent households, which in some cases are caused by the death of a partner, divorce, or the unmarried status of the parent. Hernandez (1994) argue that children`s vulnerability might

also be due to the fact that they are left on the care of their grandparents or left alone by parents who work in the urban areas. These children are obliged to move from childhood to adulthood on their own. These children always tend to be aggressive because they experience alienation, indifference and antagonism. Bauer and Shea (1999) acknowledge the fact that the absence of the father figure in the family may probably lead to low self-esteem, group influence and juvenile delinquency.

In certain families, parents instil bravery and heroism in their children, more especially with male children. This is because to these parents, being manly is being macho. Biancoli (2000) argue that in certain cultures (Hellenic Greeks) a boy child is trained to be stoical. These parents exposed their male children to severe pain and inspired them hold back their tears because crying is more womanly than manly. King (1992) found that African cultures are much more attached to this maxim. To these parents, a child must always retaliate against perpetrators of aggression instead of crying and running back home to report.

2.2.2.3. Aggressive parents

It is believed that between 50% to 75% of male aggressors also abuse their children (Bauer and Shea, 1999). Male children who witness their father regularly beating the mother each time that they have differences will develop the likelihood of battering his partner or classmate in an attempt to coerce him or her unto submission (Szyndrowski, 2005). In the same way, a female child who always witness her mother using verbal assault on her father will always want to humiliate others verbally when things do not go on her side. Szyndrowski (2005) found that parents who address their children in a vulgar manner may imprint such behaviour in them and subsequently adopt it to their way of life. In this type of situations, children who goes through abusive relationships are likely to exhibit problems relating to authority, psychosomatic complaints, fear and distrust of close relationships or patterns of over compliance and fearfulness (ibid).

2.2.2.4. Parental substance abuse

According to Dodge, Bates & Petit (1990), many learners in rural, disadvantaged schools come from homes where alcohol and other illegal drugs play a significant role. Children from these homes are mostly abandoned to themselves or to their siblings as parents finds it very difficult to perform their functions. These parents become annoyed each time their children seek for attention from them and consequently chase them away. Zehn and Kotter (1995), found that addicted parents are quick to find fault with their children, yelling at them inappropriately for little or no problems. They often blame forces beyond their control as being responsible for

their addiction to drugs. Children from these homes always feel frustrated, neglected and abused, and at the end, they express their frustrations at school on their peers. Thus, they may scream and physically or verbally abuse their peers without a reason (McAdams & Lambie, 2003).

2.2.2.5. Parental role models

Some learners view their parents as role models and everything that they do, they always tend to replicate the behaviour of their parents. In this situation, some learners always one to copy their alcoholic drugs consumption posture of their parents and also how they terrorise their mothers and siblings. In situations whereby these children struggle for recognition, they may rebel against any authority in order to be praised and equally feared. This is the case with most of secondary school learners today who think that copying the bad behaviours of their parents at homes and transposing it on their peers is a good initiative.

2.2.3. Environmental related causes of aggression in school

The environmental causes of aggression in school are those factors that emanate from the environment. These factors include; community related causes, adult role model, peer culture, the media and substance abuse.

2.2.3.1. Community related causes

The secondary schools in the rural areas do not provide the learners with before and after school programmes which prevent them from admiring the antisocial lifestyles which surround them. Some children feel emulated by the fact that they see their models and other people in the community being respected by everyone because of their notorious behaviour. This is why Christie, Jolivetti & Nelson (2000), argue that in instances where learners experience rejection, they may indulge in aggressive behaviour to be accepted by gangster. Children from abusive families mostly think about the possible panaceas to their social problems which make life more and more meaningless to them. These children however, armed with a denial skill, tend to achieve emotional support through antisocial behaviours (Forgatch & Patterson, 1998). Due to the absence of recreational facilities in the community, and also absence of adults playing the role of mentors, these children are left with a huge social void and the only out is diving to alcohol as a solution.

2.2.3.2. Adult role models

Aggressive children and learners always want to emulate their models in the society but may not have the money to maintain their newly acquired lifestyles. In this circumstance, they

may start stealing from their parents (Christie & al., 2000). These role models are known for their dressing code that does not tie with societal and religious norms. This include baggy trousers among boys and mini-skirts among girls. In this situation, those who opposed the dressing codes may be jeered and ridiculed for being barbaric and backward in their way of dressing and doing things.

2.2.3.3. Peer culture

The peer culture is seen to be in contrast with the adult culture. Learners typically turn their peers for advice in matters of dress, identity, social attitudes and acceptable behaviour (Bauer & Shea, 1999). Learners are organised into groups and to be accepted in a group, one has to conform with the norms. Caters (2002), found that groups are always gregarious in nature. By so doing, if aggression is considered an acceptable norm among the members of the group, it is expected of everyone to abide to it. Gable, Arllen and Hendrickson (1995) argue that the use of disruptive behaviours on others in and out of classrooms may be a fitting way to gain peer approval and recognition. The culture therefore aggravates what Haywood in Carter (2002) calls “the often loud and confident banter of others”.

2.2.3.4. The media

According to Berliner and Biddie (1998), the media present a distorted and biased view of public schools. Fields (2002) argue that biased is because only the negative side of the news is reported and distorted because a too simplistic and incomplete view of educational problems and issues are presented to the public. Media influence aggression in adolescent through the coverage of aggressive behaviour as a way to solve problems. Chorry-Assad and Tamborini (2004) found out that increased exposure of learners to verbally aggressive sitcoms is associated with aggressive communications. Hence, the learners acquire the aggression and also adopt the aggressive language of sitcoms when communicating with others in schools (zillman & Weaver, 1999).

2.2.3.5. Substance abuse

According to Breslow and Smothers (2004), alcohol, the most available drug to secondary school students, often produces a psychomotor stimulation effects that lead to increase in sensation-seeking and impulsivity as well as increase confrontational and provocative behaviour. Powell et al. (1995), state that 19% of the secondary school learners use alcohol weekly. Breslow and Smothers (2004), observed that aggressive behaviour associated with stimulation effects includes sexual aggression, family and marital violence, child abuse and suicide. Marijuana is seen as the second most consumed drug by secondary school learners

(Powell et al., 1995). Cocaine meanwhile is the third consumed drug among secondary school learners whereas narcotics also known as opiates are the least drug used by secondary school learners.

In short, drug consumption among secondary school learners will lead to lack of motivation that will relates to disciplinary problems, impaired short-term memory, limited participation in class activities due to reduce attention span, dropping out of the extra-curricular activities, increased depression, isolation and theft.

2.2.4. School related causes of aggression

The school related causes are those causes that emanate away from homes. These factors include; educator role models, educator-learner relationships, educator interaction and instruction.

2.2.4.1. Educator role models

Carter (2004), observed that educators and instructors who terrorise learners into submission for any reason might synchronously incite intolerance and fear, especially if they are further managed with hostility and conflict in lieu of the school ethos. This means that in such a circumstance, male learners adopts the dictatorial model of the male educator while female learners enticed verbal aggression from their female instructors. This simply means that the behaviour of teachers in schools strongly shape the attitude and character of learners. Teachers who are aggressive end up transmitting the aggressive patterns to children in both public and private secondary schools.

2.2.4.2. Educator-learner relationships

According to Ducan (1999), learners react aggressively if their classroom environment continues to further the alienation as opposed to a control classroom milieu. George & al., (1995) argue that unhappy educators show no interest in schooling activities such as poor support to their learners, little allocation of time to develop the curricula, rare completion of their paperwork, and failure to plan ahead. Here, learners who feel abandon to themselves always tend to adopt violent and aggressive behaviour as a means to overcome situations. This is the case with educators who are rigid in class (Ducan, 1999). The reliance on punishment as a means of correcting unbecoming behaviours eventually worsen the aggressiveness of learners in secondary schools. This simply highlight the fact that the nature of teacher-student relationships is strongly responsible for the cases of violence and hetero-aggression of learners in secondary schools today.

2.2.4.3. Educator interaction and instruction

Educator interaction and instruction approach in a classroom is seen as a source of aggressive and violent behaviour on the side of the learners. According to DePaepe, Shores and Denny (1996), learners engage themselves in aggressive behaviour as a way to escape or avoid the educator's aversive instruction. Learners in this situation resort to acts of violence and aggression as the only way out.

2.3. Types of hetero-aggression in secondary school learners

Social psychologists, judges, politicians and lawyers have spent a great deal of time trying to determine what should and should not be considered as hetero-aggression. They have distinguished a number of types of hetero-aggression which are visible in schools today. These include; physical aggression, violence, emotional or impulsive aggression, sexual harassment, peer bullying, instrumental or cognitive aggression, verbal aggression, social aggression, assault, etc.

2.3.1. Physical aggression from learners

Social psychologists agree that physical aggression is the act of harming another person physically. This can consist of hitting, kicking, stabbing or shooting them. physical aggression is one of the frequent types of violence and aggression observed in most of the schools and colleges today. In Cameroon, physical aggression is said to be a persistent type of aggression in secondary school learners. Most of these children has developed the instinct of performing aggressive behaviour on their schoolmates. According to Chaffi (2018), physical aggression in secondary schools and colleges in Cameroon are caused by student's addiction to alcohol, drugs like cocaine, marijuana, India hers, cigarette etc. the consumption of these substances in schools and colleges are said to be at the origin of physical aggression in schools.

2.3.2. Verbal aggression from learners

Social psychologists agree that aggression can be verbal as well as physical. This means that slinging insults at a friend is definitely aggressive. This type of aggression is that aggression which does not involve physical harm such as injuries, murder, stabbing, kicking, and hitting someone. Verbal aggression includes; yelling, screaming, swearing, and name calling. People may decide to use verbal aggression on their peers instead of physical aggression simply because it is subtle (Archer & Coyne, 2005). Verbal aggression is mostly common between female children in schools. They expressed their dislike by verbally aggressing another. This may consist of throwing a range of insults and displaced words at their victims.

2.3.3. Social aggression of learners

Social aggression is another form of nonverbal aggression. This type of aggression is commonly seen among female children in schools. This consists of discriminating others in school. According to Bushman and Anderson (2001), social or relational aggression is defined as intentionally harming another person's social relationships. This can consist of gossiping about another person, excluding others from our friendship or giving others the "silent treatment" (Crick & Grotpeter, 1995). Nonverbal aggression also occurs in the form of sexual, racial, and homophobic jokes and epithets which are aimed to harm individuals.

2.3.4. Peer bullying in schools and colleges

Peer bullying is another type of hetero-aggression which is common in secondary schools and colleges nowadays. This refers to cases in schools or in our surroundings where one or more children intentionally and continuously give a hard time to children whom they consider weaker and more vulnerable (Bushman & Anderson, 2001). Peer bullying can take place at school, on a playground, at home and even through social media. Anyone can be a victim of bullying at any age. Bullying occurs when someone shoves you, hits you, makes fun of you, forcibly seizes or damages your belongings, calls you names, deliberately ignores you, excludes you, or makes fun of you due to your differences (Boa, Arnould, 2018). Bullying can occur in various forms.

- Physical bullying is a type of bullying that involves behaviours such as hitting someone, damaging someone's belongings and properties and hair pulling. Physical bullying is the use of force on others. When a classmate is physically imposing and feels that he can beat others, he always tends to terrify the whole class or the society. This type of bullying is the most harmful.
- Verbal bullying consists of using displaced words on the fellow brother. Verbal bullying involves behaviours such as swearing, threatening, assigning nicknames and also teasing about the physicality and appearance of someone (height, weight, clothing, glasses, background, education level).
- Social bullying has to do with behaviours such as ignoring a person's presence, excluding someone from friend circles, a game or friendship, as well as spreading false rumours about someone. It is believed that friendships are of significant importance to all the children. So attempting to influence relationships negatively, discriminating against a person and making efforts to exclude a person from friend circles are improper and considered to be bullying behaviours.

- Cyber bullying is a most common type of peer bullying practiced by learners and individuals nowadays. Cyber bullying involves sending messages with defamatory intentions to a person, posting pictures and images of a person on social media without his permission, making bad comments on a person's post and spreading fake news and rumours about someone. This is aggression inflicted on someone through the use of computers, cell phones, and other electronic devices (Hinduja & Patchin, 2009). Cyberbullying can be directed at anyone but Lesbian, gay, bisexual, and transgendered (LGBT) students are most likely to be the targets (Potok, 2010). Blumenfeld and Cooper (2010) found that 54% of LGBT youth reported being cyberbullied within the past three months. Hinduja and Patchin (2009), found that youth who report being victims of cyberbullying experience a variety of stresses from it, including psychological disorders, alcohol use, and in extreme cases suicide.

2.3.5. Sexual aggression

According to the Human Rights Code, sexual harassment is “engaging in a course of vexatious comment or conduct that is known or ought to be known to be unwelcome”. Hinduja and Patchin (2009) argue that sexual harassment is a type of discrimination based on sex. It occurs when a person is sexually harassed in school, which can undermine his or her sense of personal dignity and safety, disrupt their education, and interfere with their ability to reach their full potential in life. Student-on-student sexual assault and harassment happens with alarming frequency in school bathrooms, in school playgrounds and even in the backs of the school buses. It is a common phenomenon observed at practical all levels of education in both the developed and less developed countries. The U.S. Department of Education's Office for Civil Right, found that there were 14,938 incidents of sexual violence in K-12 schools in 2017-2018 as compared with 9,649 incidents of sexual assault and harassment in 2015-2016. This represent a 55 percent rise in cases of sexual aggression in secondary schools. Sexual violence includes incidents of rape or attempted rape and sexual assault practiced by either student to student, teacher to student or even student to teacher. This practices create a hostile school environment which in return negatively affect learners learning mental health and wellbeing.

2.4. Manifestation of hetero-aggression in secondary school learners

Hetero-aggressiveness of learners in both public and private secondary schools and colleges is fast becoming a call for consent. Adolescent learners practiced aggressive act on their peers regardless of the consequences that their action might cause. Nowadays hetero-aggressiveness of learners manifest itself in various ways. A number of studies (Diaz & al.,

1996; Hollander & Stein, 1995; Lock, 2002; Marin et al., 1998; and Powell & al., 1995) argue that hetero-aggression of learners can come in the form of hyperactivity, impulsiveness, depression, Tourette's disorder, suicidal ideation verbal aggression, sexual harassment, consistent class repetition, tardiness and absenteeism, vandalism, drug abuse and criminality.

2.4.1. Hyperactivity

A good number of aggressive learners and children hardly stay calm and quiet because they exhibit hyperactivity (Powell & al., 1995). They are always looking for trouble both in the classroom and outside of the classroom. They often find themselves in confrontation with either their peers or with the educators because their energy is not harnessed. They always interfere with the teacher's lessons as well as find ways to distract other students from following up. These aggressive learners become a nuisance in school as they always try to do what they can to change the mood of the class. These children at times stay calm but the next moment they may be temperamental, manifesting a don't care attitude, such that they terrorise other learners although unprovoked (Powell & al., 1995).

2.4.2. Tardiness and absenteeism

Tardiness and absenteeism is one of the ways through which hetero-aggression manifests itself in secondary school learners. According to Powell & al., (1995), "learners who enjoin themselves to a subculture that does not regard the school as an institution through which they can be developed academically and socially, do not attach any value to schools or education". These children are bored by the organised and routine nature of school activities. For this reason, these learners decide to bunk classes and get themselves in illegal activities throughout the day. These learners become apathetic listless in classrooms and prefer to be in those places where they can easily get drugs.

2.4.3. Underachievement and consistent class repetition

Hetero-aggressive learners underperform in schools. They are either below average or average learners. They are preoccupied with things other than school. For these children, school is just a place for socialisation and to past time. Their performance in school is not encouraging simply because they spend most of their time looking for trouble instead of studying their lessons. Powell & al., (1995) argue that at the approach of the exams, they try to catch up but find it very difficult as they do not manage their time effectively. Bemak and Keys (2000), argue that "from experiencing consistent failure due to lack of concentration, the aggressive learners become envious of their peer's success". This further increase their hetero-aggressive

character. These children always have excuses for their failures and therefore misplace their aggression on others.

2.4.4. Drug abuse

In an attempt to escape the reality, aggressive learners always turn their frustration to drugs. This may result to impaired short-term memory problem which causes them not to respond to post-instructional questions aimed at assessing their level of understanding on the lesson thought. The lack of anxiety and motivation from these learners to learn causes disciplinary problems at school. These children rarely participate in class activities and at times resort to fighting, defiance of authority, the use of obscene words in public, and they consequently develop negative attitudes towards their parents, relatives and the school. This eventually cause them to drop out from school. Due to distrust with their parents, they end up isolating themselves and resolve to intoxication as the only alternative. Most of them take some of these drugs home. “their mood swings may lead them to experience serious health depression and anxiety in life” (Powell & al., 1995).

2.4.5. Sexual aggression

Sexual aggression and harassment is expressed in sexualised verbal bantering and sexual abuse of victims (Brown, 1997; Carter, 2002; Ducan, 1999 & Lock, 2002). Males and female’s sexual slurs are used for various purposes. Ducan (1999) argue that the use of slurs by boys are associated to lusty appeals or to elicit salacious details about the girls. For example, “your ass looks sweet”. Male children at times use this expression to embarrass and humiliate them. this happens in instances where the boy is rejected by the girl and thus would send out a barrage of insults and sexual denigration to disguise his feelings. They may use names such as “prossie” (woman going out with many men or getting paid for sexual favours), “slog” (woman who acts bitchy or who sleeps around with many blokes), “cow, dog, whore” and so on (Carter, 2002; Ducan, 1999; Lock, 2002).

2.4.6. Verbal aggression

According to Chorry-Assad and Tamborini (2004), “verbal aggression involves insulting the other’s character, competence, background and physical appearance. For Infante & al. (1990), “verbal aggression can also be expressed as maledictions, teasing, threats, swearing, nonverbal emblems, rejection of others and mocking”. Verbal aggression can be practiced on others after watching films. Thus, the learners frequent exposure to aggressive television language end up activating their mental constructs associated with aggression (Chorry-Assad and Tamborini, 2004).

2.4.7. Vandalism

Stahl (2000) defines vandalism as “wilful or malicious destruction, injury, disfigurement, or defacement of any public or private property, real or personal without the consent of the owner or persons having custody or control”. For Ceason and Wilson (2000), “it is merely described as an injury to property”. De Wet (2004) argue that vandalism is the most serious criminal act that commonly occurs with high frequency at all schools. He further observed that vandalism is mainly perpetrated by learners between 14 to 16 years. Fin and Frone (2003) argue that vandal learners are usually boys because their aggressive nature are always seen and reported. Female vandalism occurs in a subtler way (Virasamy, 2004).

2.4.8. Suicidal ideation

According to O'Connor and Leenaars (2004) suicide is a global problem. It is inspired by the old adage that “suicide is the permanent solution to a temporary problem” (Davis & Sandoval, 1994). Leenaars (1996) argue that suicide is both intrapsychic and interpersonal. It is intrapsychic because it results from psychological pains, helplessness, cognitive constriction, overpowering emotions, contradictory feelings and inability to adjust to life events (O'Connor & Leenaars, 2004). Suicide is interpersonal because it can be caused by rejection, the impact of relationships and aggression (ibid). These interpersonal aspects includes traumatic events such as unmet love, abusive relationship, falling marriages and so on (ibid).

2.5. Consequences of hetero-aggression of student in secondary schools

Hetero-aggression of learners in secondary schools and colleges in both the developed and less developed countries is perceived as a common phenomenon affecting the various educational systems. This antisocial behaviour is both physical or non-physical as well as verbal and non-verbal. Today, this antisocial behaviour is on the rise in our surroundings especially in school milieu. The phenomenon of hetero-aggression of learners has become the concern of governments, policy makers, community and educational stakeholders because of the number of consequences that this phenomenon engender. It is believed that hetero-aggression and violence in school milieu bring about psychological, behavioural, health and social outcomes on the learners.

According to Jilian, Turanovic and Sonja, Siennick (2022), hetero-aggression and violence in school milieu brings about a number of consequences such as;

- Hetero-aggression and violent behaviour of learners generates crime and victimisation among learners such as antisocial behaviour, any form of crime, dating violence

perpetration, dating violence victimisation, property offending, violence, weapon carrying etc.

- Hetero-aggression and violent behaviour from learners in secondary schools and colleges in Sub-Saharan countries including Cameroon also led to school related consequences. These school related consequences includes; academic underachievement, school dropout, school performance and function. Antisocial behaviour in school surroundings affects the overall performance of the school.
- In the light, hetero-aggression and violent behaviour of learners in secondary schools and colleges significantly affect the psychological and emotional behaviour of students who are victims of this act. Psychological and emotional consequences of antisocial behaviour generate outcomes on learners such as anxiety, depression, empathy, fear, helplessness, powerlessness, internalizing problems, irritability, loneliness, low self-esteem, mental health problems, nervousness, worry, personality disorder, psychotic symptoms, sadness, suicidality etc.
- Hetero-aggression and violence in school surroundings brings about behavioural problems on the side of children who are victims of this antisocial act. This lead to consequences such as bullying perpetration, externalising problems, self-harm, sexual behaviour problems, substance use such as drugs, tramadol, cocaine, marijuana, India herbs etc.
- Hetero-aggression in school milieu in most secondary schools and colleges nowadays also generate health consequences on the side of the victims. These health problems include eating/weight problem, headache, medication, health services, poor general health condition, sleep problems and somatic symptoms.
- Finally, hetero-aggression of learners in both the developed and less developed world including Cameroon leads to social consequences on the side of the victims as well as the perpetrators. This antisocial behaviour generates low social support, poor financial/occupational functioning, quality of life/life satisfaction.

2.6. Psycho-pedagogical dispositions (An overview)

In a world where the educational environment has become a theatre for violence and hetero-aggression of learners vis-à-vis their peers, ensuring a safe, prosperous and harmonious school environment free from all acts of violence and hetero-aggression has become the concern of all the governments, associations, policy makers and educational communities. Since the year 2000, a number of pedagogical conferences and seminars has been held both nationally

and internationally, all aimed to outline dispositions capable of limiting the act of violence and aggression in schools nowadays. Psycho-pedagogical dispositions are therefore the basic conditions which can considerably solve the outlined problem of violence and aggression in school by creating a special environment for development, a space for mutual support and corporation, providing a real subject-subjective relations aimed to build student`s own professional development, a prevention against destructive professional and personal events and upgrading internally personal potential (Lesia, Vasylenko & Igor, Vasylenko, 2016).

The concept of psychological support or disposition is perceived in modern psychology and pedagogy in the context of an innovation in education (Lesia, & Igor, 2016). According to Zeyer (2003a), psychology support as well as disposition is a set of measures, practices, and dispositions designed to create conditions for successful learning and personal development activities in our schools. Krinchik (2005) on his part perceived psychological support as a set of dispositions intended to facilitate the teaching and learning as well as to provide a safe schooling atmosphere and also to maintain industrious relationships between the various actors in school (teachers, students, administrative staff, support staff and any others). Antilogova (2005), on his part argue that the outcome of the psychological support and dispositions consist of the full implementation of the mental capacity of the individual, the formation of the psychological knowledge necessary for making appropriate choices as well as developing strategies to overcome challenges and difficulties in the personal and professional life. This implies that psycho-pedagogical measures, supports or dispositions refers to the various efforts made by the educational communities to limit the acts of aggression and violence both in school and out of the school environment. This is because, aggression is a social ill and an antisocial behaviour which must be eradicated due to it negative effects. A good number of psychologists are of the view that violence and aggression leads to mental and psychological trauma, stress, poor performance, peer bullying, peer assault, suicide, and many more. For this reason, these practices must be completely banished in the school environment in particular and the society at large. Providing a safe and aggression free school environment have been at the centre of most of the educational talks, conferences, seminars and medias worldwide. This is so because education is seen as a vital tool for economic development as re-iterated by the United Nations Organisations, the UNESCO and the Declaration of Human Rights.

In Cameroon, the Law of Orientation of Education of 1998 (98/004 of 4th April 1998) forms the basis for educational activities in Cameroon. The law provides the guidelines for the acceptable behaviours in school. A school is seen as the first place for socialisation since the

children spent majority of their time there. This law defines the behaviour which are generally acceptable in schools. As such, ensuring a safe and free school environment appears to be the responsibility of each and every one.

2.7. Types of psycho-pedagogic dispositions in schools

Psycho-pedagogical dispositions are a set of measures and strategies clearly define to reduce the rate of the occurrence of acts of violence and aggression in the school environment. These dispositions are considered to be indispensable for the achievement of educational goals and objectives. This is so because a number of studies on the causes of violence and aggression in school has arrived at the conclusion the insufficient or even lack of the implementation of the various pedagogical measures adopted account for the frequent cases of violence and aggression in the school environment in particular and the society at large. This part therefore, focuses on the various types of psycho-pedagogic dispositions drafted by governments, policy makers, and educationists as a means to reduce substantially the acts of violence and aggression in the school environment.

2.7.1. School Infrastructures

Buhr (2003) argued that “infra” stems from the Latin language, meaning infrastructure can be taken to express foundation. Nijkamp (2000) sees infrastructures as material public capital (roads, railways, airports, pipelines etc.) and superstructure as material public capital (knowledge networks, communication, education, culture etc.). infrastructures are all the material immaterial elements. Jochimsen (1966) defined infrastructure as the sum of material, institutional and personal facilities and data which are available to the economic agent and which contribute to realising the equalisation of the remuneration of corporate inputs in the case of suitable allocation of resources. For the Oxford Dictionary (2002) infrastructures are basic physical and organisational structures and facilities such as buildings, roads, electricity, needed for the operation of something. Infrastructures has become an important aspect in the success and the economic growth of every nation (Tambo, & Endeley, 2006). This is because countries require good and quality infrastructures to spark up the development of the country. According to Atkinson (2016) infrastructure is seen as a wide array of physical assets while.

In a study by Gladun & al., (2009) infrastructure can be classified into hard and soft infrastructures. For the soft infrastructures, these are facilities which provides services that are necessary to boost the productivity of individuals and at the same time achieving social goals. Bouyle (2022) argues that soft infrastructure represents the human capital and institutions that are necessary to maintain an economy that delivers certain services to the population. Soft

infrastructures include elements like relationships, safe spaces, trust and hope self-efficacy, and world view (Kavanagh & al., 2022). Hard infrastructure on the other hand refers to the tangible physical assembly of structures such as roads, bridges, tunnels, railways and buildings. Bouyle (2022) pointed out that hard infrastructures are the physical systems needed to run a modern industrialised nation or economy. For Kapur (2019) school infrastructures constitutes an important part of hard infrastructures. To him, school infrastructures as part of hard infrastructures include school buildings, clean water, library facilities, provision of classrooms, etc. School infrastructures therefore plays an important role in the achievement of educational outcomes. The nature of the buildings, the state of the classrooms, the quality of the school library are all important elements which determine the success or failure of a school. School infrastructures go a long way to condition the state of hetero-aggression of learners in most of the secondary schools and colleges across the entire territory.

2.7.2. Provision of didactic materials

Didactic or teaching materials are considered to be indispensable in the teaching and learning process. Didactic materials are all forms of materials which guarantees a successful teaching. According to Morales (2012), didactic materials are “a set of material means which intervene in and facilitate the process of teaching and learning. Didactic material helps to facilitate the interaction between the teacher and the student either through access to technological resources such as computer, projector, a CD player, video equipment, and others. In a school milieu, teachers select, develop and adapt teaching materials depending on the objective of the lesson taught, learning strategies and student`s learning styles. The use of proper and quality teaching materials can go as far as motivating students in their learning process. The aim of didactic material is to facilitate teaching and learning, its development and adaptation should be based on a set of principles which ensure that they are successful. This is because teaching materials must help students to feel at ease and develop confidence.

Tomlinson (1998) argues that didactic materials “anything which is used by teachers or learners to facilitate the learning of a language”. Harmer (2005) on his own defined didactic material as “a variety of teaching tools and aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity”. For Ogalde and Bardavid (2003) didactic materials are “all those means and resources to facilitate the teaching/learning process within a global and systematic educational context, and stimulate the senses to facilitate the acquisition of concepts, abilities, and skills as well as formation of attitudes and values”.

As far as Didactic materials are concern, they can come from a variety of places including textbooks, educationally produced teaching material or handouts, online sites, and even from teachers themselves. For Tomlinson (1998), the development and adaptation of teaching materials relies on a number of principles amongst which we have; materials should be attractive, help learners to feel at ease, help learners to develop confidence, what is taught should be perceived by learners as relevant and useful, help in learner's self-investment, learners should be ready to acquire the point being taught, expose the learners to language authentic use etc.

For Tomlinson (1998) teaching materials achieve impact through the following;

- Novelty: that is the topics, illustrations and activities are unusual.
- Variety; this refers not only to activities but also o types of readings, different voices and accents on the listening program etc.
- Attractive presentation: which is usually achieved through the use of colour and illustrations or pictures;
- Appealing content: topics should not be limited to those of interest to the learners.

This demonstrates that the nature and type of didactic materials have a significant impact on the behaviour of the students. This implies that the types and nature of didactic material used by a teacher can make a student aggressive or not aggressive.

2.7.3. Reinforcement of behaviour

Alberto and Troutman (2006) and Cooper, Heron and Heward (2007) argued that when a behaviour is followed by a desirable consequence, there is more likelihood for the behaviour to be performed in the future and even more frequently. The desirable consequence is known as reinforcement. The desirable effect is therefore the reinforcer. For Skinner (1992) behaviour needs to be reinforce for it to persist. In the work of Skinner, operant conditioning is essentially the process use to determine and make use of consequences of behaviour to affect change in behaviour (Cooper & al., 2007). Reinforcement should be therefore the first strategies used in the modification of behaviour of persons. Reinforcement is seen as a powerful tool for school disciplines as it helps to modify individual's behaviour.

There exist two types of reinforcement. This include positive and negative reinforcement. Reinforcement can involve adding something desirable upon a desirable behaviour (praise, free time, congratulations, a toy). This is known as positive reinforcement. Reinforcement can equally involve taking away something that was undesirable (reduce

homework, getting out of assignment, cancelling a quiz, etc). this is known as negative reinforcement.

In a classroom, a teacher can decide to use positive or negative reinforcement on the students. The positive reinforcement will therefore be directed towards encouraging a good behaviour and vice versa. Reinforcement of student's behaviour in school will considerably modify possible behaviours from students which may lead to violent and aggressive acts.

2.7.4. Teacher's attitudes

Teacher's attitudes refers to the image that a propound in a classroom. The teacher is considered as an important figure in a class. Many students considered a teacher as a role model and often tends to copy everything that the teacher does (Tambo, 2003). Past research indicates that a teacher is the most influential factor that can significantly impact student's motivation and behaviour (Yadav & Bani Ata, 2013). This means that when a teacher possesses a discouraging attitudes, either towards a student or a subject, this attitude in return affects the behaviour of the students. The students believed that the teacher is the incarnation of supremacy and that whatever a teacher does is very logical and in line with the norms and standards. This is why some students grow up with the idea of imitating a teaching in everything. Consequently, student's behaviour in larger part is determined by the behaviour of the teachers. Teacher's attitudes equally involves teaching approaches used by teachers in classrooms. It is the individuals preferred style to teach (Visser & al., 2006). Trigwell (2012) categorised teaching approaches into student-focused approaches and content-focused approaches. Teachers approaches to teaching the student play a major role in their engagement, motivation, and academic performance (Codina & al., 2018).

Teachers attitudes is a strong predictor of student's behaviour. This is because teachers are seen by students as role models. They grow up with the intention of imitating their teachers. This means that if a teacher demonstrates aggressive behaviour in class, the students will in turn replicate the same behaviour on their classmates. Teachers attitudes therefore influence the hetero-aggressive nature of students in secondary schools and colleges in Cameroon.

2.7.5. Guidance and counselling

The principal mission of education is to answer to the needs in education and professional training of individuals but also to the needs of social and economic development of the community Limbe: Anucam Press (Tambo, 2012). By so doing, the role of guidance and counselling is therefore to facilitate and prepare the transition toward the job market, thereby

contributing in making education more effective. According to Iuliana Barna and Dragu Mircea (2014), “counselling, carefully analysed from its particular aspects, and considering the activities employed in the process, presupposes: relationship, conversation, and intervention”. For Iucu, & Panisoara, (2000), “educational counselling represents a whole, efficient process structured on objectives, procedures, and specific contents. It is in fact an art, since it acts upon a sensitive field (educational matter), applies methods, techniques, and procedures for shaping the subject`s personality creatively and differentially, adapting the (educational) subject`s behaviour to the reality of the educational environment”. Guidance and counselling is thus, seen as an important measure or disposition through which violence, aggression and antisocial behaviours can be eradicated in schools. This is because guidance and counselling provide some sort of support to victims and perpetrators of violent, aggressive and antisocial acts in school. Here, guidance and counsellors provide psychological support to all those who are victims of violence and aggression from their peers. It is worthy to note that guidance and counselling as a disposition to eradicate violent and aggressive acts in schools does not only react once a case of violence and aggression is identified. They keep on advising the students, teachers and staff how to behave or handle violent students whenever they come across act of antisocial behaviour. Guidance and counselling thus has proven to be an important disposition indispensable for the eradication of violence and hetero-aggression of student`s in schools nowadays.

2.7.6. Classroom management

Classroom management is a concept which have gone viral over the last decades because of its role in enhancing student behaviour and academic as well as school performance. Classroom management is the ability of teachers to organise classrooms and manage student`s behaviour which is a strong determinant for achieving positive educational results. Emmer and Stough (2001) argue that sound behaviour management does not guarantee effective instruction, but it establishes the environmental context that makes good instruction possible. In the same way, highly effective instruction reduces, but does not completely eliminate classroom management problems. A number of studies on the topic reveals that classroom organisation and management abilities significantly influence the persistence of new teachers in their teaching careers (Ingersoll & Smith, 2003). Similarly, it is believed that new teachers always find it difficult to significantly handle disruptive behaviour and attitude from students (Browers & Tomic, 2000). in the same light, Berliner (1986), Browers and Tomic (2000) and Espin and Yell, (1994) found that “teachers who have problems with behaviour management

and classroom discipline are frequently ineffective in the classroom and they often report high levels of stress and symptoms of burnout”. The inability of teachers to handle disruptive behaviour in the classrooms account for the reason why their cases of hetero-aggression in schools as well as why some teachers decide to abandon their profession (Ingersoll & Smith, 2003). Kellam & al., (1998) argues that disruptive behaviour is a particular problem in classrooms of economically disadvantaged students. As such, the ability of teachers to handle disruptive behaviour in classrooms becomes absolutely important in the context of No Child Left Behind (NCLB) Act of 2001 as well as the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. Classrooms management therefore considerably influence the rate of violence, aggression and antisocial behaviours in schools. Managing classrooms thus, requires the teachers to;

- Understand your students;
- Practice patience with rational detachment;
- Set effective limits;
- Keep to the schedule you set;
- Be aware of the causes of behaviour;
- Engage with students; and
- More classroom management resources.

All these techniques employed by teachers and any other actors in a classroom will considerably reduce the rate of violence, hetero-aggression and antisocial behaviour in classrooms in particular and in schools in general.

2.7.7. Reinforcement of Disciplinary issues

School discipline as a pedagogical element has not been studied until the 1970s. it is believed that school discipline and school indiscipline constitute one of the most important issues in pedagogy. Discipline is a process which consist of making sure the students and other actors in the school behave according to the internal rules and regulations of the school. In trying to define discipline, two approaches of definitions are identified basing on the meanings and understanding given by scientists and specialists in the domain. According to the first approach of defining discipline, the pioneers are focused on the “learning process”, which entails that students must learn how to express their feelings and emotions in accordance to some expected “right” behaviour. Morrison and Skiba (2001) argue this first approach of definition is based on the Latin origin of the word discipline which means “to learn”. This

implies that the word discipline is from the Latin words “disco” which means “to learn” and “disciplina” which means “learning” (Adams, 1974). Dupper (2010), argue that discipline is the “development of self-control through the teaching of problem-solving skills and learning more productive ways to express feelings”. Fontana (1985) and Gasic-Paviscic (2005), argue that basing on the understanding and explanation, school discipline has positive meanings.

The second approach of the definition of school discipline is related to the negative meanings of the school discipline. This second definition of discipline perceived discipline as an act of controlling, punishing, submissive to rules and authority, suspending and expelling. According to Trnavac (1996), Morrison and Skiba, (2001), Kohn (2006), Gasic-Paviscic (2005), Lundau (2009), Dupper (2010) and Nesic & Popovic Citic (2018), these are often intervention practices in cases of school indiscipline and misbehaviour. In discussing the concept of discipline, Trnavac (1996) provides an explanation that these opinions can be divided into three groups,

- a) These are only educational means that are compulsory, providing educational work and respect for the agreed norms of behavioural strikes, remarks, criticisms, requests, bans and penalties.*
- b) these are programs, i.e. tasks for the formation of certain habits and personality traits, such as work habits: accuracy, order, accountability, fulfilment of obligations, postponements, respect for teaching and school curriculum rules and regulations, respect for teachers, attitude towards friends, behaviour in public places, the relationship to the social property, minding their own and other people`s affairs, opposing fraud, thefts and of the like.*
- c) it is a form of interpersonal relationships that emerge within and during the realisation of the educational process (Trnavac, 1996, p. 18).*

Indiscipline as a word is the opposite of discipline. Timothy (2008) defines indiscipline as the direct opposite of discipline, i.e. lack of discipline. Indiscipline from the definitions is seen as the misbehaviours or antisocial behaviours from students of all age groups. According to Kuloheri (2016), “indiscipline is seen as a state of lacking standards and principles of controlled behaviour, or limited ability for self-control, threat to educator’s authority, dominance and class work or an impediment to learning and a cause of distress”. In this light, reinforcing disciplinary issues has become an important disposition adopted by government

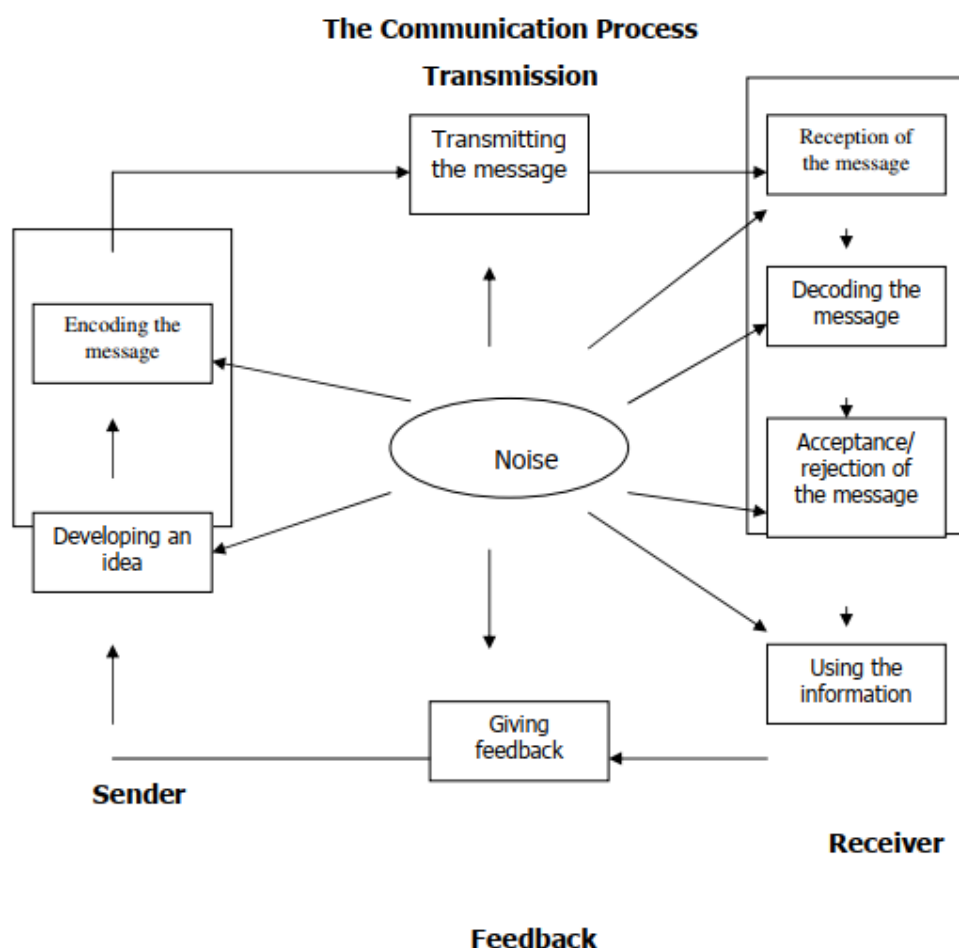
officials and private individuals and organisations as a means to limit frequent act of violence and hetero-aggression of students in schools today.

2.7.8. Effective Interpersonal communication

Communication is seen as one of the basic functions of management. This is because communication permit managers to make good decision, think out well conceived plans, put in place a sound organisational structure, and also create an industrious relationship between the managers and the subordinates. It is believed that communication is essential for achieving managerial and organisational effectiveness Nesic & Popovic Citic (2018). Effective communication helps workers to understand their jobs and also make them become more involved in their work. Communication is therefore the sharing of ideas, facts opinions, information and understanding from one person to another. Communication is a process which involve understanding the emotions and the intentions behind the information. Communication is more than just exchanging words. Effective communication is not only the manner an individual conveys a message so that it is received and understood by the receiver in a way you intended but it is also how an individual listen to gain the full meaning of what is being said and to make the other person feel heard and understood Morrison and Skiba, (2001). A good number of people shares the view that effective communication is the glue which helps to deepen your connections to others and improve teamwork, decision-making and problem solving. Effective communication skills help to ensure an industrious interpersonal relationship and also enables an individual to communicate even negative or difficult messages without creating conflict, suspicion or destroy trust and loyalty. Communication have a number of functions among which we have; the information function, the command and instructive function, the influence and persuasive function, and the integrative function.

Effective communication is a two-way process which involves the transmission of a message from a sender to a receiver and back. All communication involves eight steps regardless of the form of communication used (National Institute of Agricultural Extension Management).

Figure 1: The process of communication transmission



Source: Training program on effective communication (National Institute of Agricultural Extension Management)

Effective communication is divided into downward communication, upward communication, lateral communication and interactive communication (Kuloheri, 2016).

2.7.9. Frequent Invitation of parents to schools

A good number of Psychologists believed that parents have a vital role to play in the education of their peers. Parents are in charge of children upbringing and therefore have the responsibility to educate and manage the behaviour of their children. As such, the frequent act of violence and aggression in our schools nowadays is simply because some parents tend to forgo their role and responsibility to teachers. They believe that their responsibility ends at paying school fees and buying of didactic materials for their children. As such, it is advisable for teachers to constantly invite parents to school. This will go a long way to reduce the rate of violence and aggression from students in schools.

2.7.10. Limiting the access of strangers in the school environment

The school environment is a sacred place since children spent majority of their time there. The act of violence and aggression in schools at times are not perpetrated by students themselves but strangers who illegally get access to the school environment on the invitation of their friends. These strangers in most cases are said to be at the origin of cases of violence and aggression in school. It becomes very instrumental to school heads and other authorities to make sure that they limit access of strangers to the school environment. This disposition will go a long way to reduce the rate of violent, aggressive and antisocial behaviours in schools and out of the schools.

2.7.11. Sensitising students on the consequences of hetero-aggression

Sensitising the school population in general and the students in particular on the repercussions of violent and aggressive behaviour and attitude in school is always an alternative to reduce the rate of these antisocial behaviours in school in particular and in our society in general. This is because violence and hetero-aggression is a social ill which have become the order of the day in most of the secondary schools and colleges nowadays. Sensitising the population is one of the dispositions and measures through which violence and hetero-aggression can be eliminated in schools in particular and the society at large.

2.8. Importance of psycho-pedagogical dispositions in schools

The literature on dispositions is grounded in the fields of philosophy and psychology. In Goleman's (1995) model of emotional intelligence and Perkin's (1993) connections between neurological, experiential and reflective intelligence acknowledge the impact of dispositions on people's thinking, reasoning and judgments. Ritchhart (2001) argue that there is a proliferation of terms associated with dispositions, such as tendencies, values, attitudes, habits, and behaviours which make it difficult to trace the importance of the concept of dispositions. In trying to define the concept of dispositions, Katz (1993) defines dispositions as behaviour patterns that are exhibited frequently and intentionally in the absence of coercion, representing a habit of mind. With regards to Dewey's works (1922, 1933), which discusses the building of habits of mind necessary for effective teaching, Ritchhart (2001), cited by Holly Thornton (2006), defines dispositions as a collection of cognitive tendencies that capture one's patterns of thinking. Dispositions concern not only what one can do, one's abilities, but also what one is disposed to do. Thus dispositions address the often-noticed gap between our abilities and our actions (Ritchhart, 2001), cited by Holly Thornton (2006).

Basing on the following definitions of dispositions, psycho-pedagogical dispositions is therefore measures taking by school authorities and other actors to eradicate the acts of violence and aggression in schools. These dispositions are being put in place as a result of frequent acts of violence and aggression in schools. A school which was once seen as a place for socialisation by excellence has gradually become a theatre for violent and aggressive actions both from students and teachers. As such, it becomes very imperative for school authorities to draft measures which will help to counteract the spread of violence and aggression in secondary schools and colleges nowadays. Psycho-pedagogical dispositions thus, appear as a must needed solution to put an end to cases of violence and hetero-aggression of a good number of students. The importance of the psycho-pedagogical dispositions lies in the fact the it ensures effective classrooms management, enhance student`s guidance and counselling, reinforce disciplinary issues, ensures effective interpersonal communication, ensures an industrious relationship between teachers and students, involves parents in the education of their peers by frequently inviting them to schools, adopt positive and negative punishment as a means to eradicate violent and aggressive behaviours from students and teachers, limit access to strangers in the school environment, constantly sensitise the entire educational population on the consequences of violence and aggressive behaviours in schools. These dispositions are very much important as they serve in the reduction violent and hetero-aggressive actions and behaviours from students and teachers.

2.9. Theoretical Framework of the Study

This section explores the various theories that are convoked in the framework of this study. Our discussion here is focused on the various theories selected, cutting across the authors, the problems, the principles, possible limitations and the implications of each theory to the present study. Four theories are convoked for this basing on the modalities of the study.

2.9.1. David Bell`s Disappointment model, 1985

Disappointment is an emotional experience that can lead to various negative outcomes (Rainey & al., 2009). David Bell developed the theory of disappointment in 1985 to explain why at times individuals changes radically at one point in their lives. According to Bell, the disappointment model advocates that student`s disappointment referred to as “unpleasant feeling arises when certain expectations are not realised” (Levering, 2000). this is because teachers and students always expect from each other (Wubbels & Brekelmans, 2005). Therefore, when the expectations are not meet either by the teacher or the students, disappointment may appear (Zhukov, 2013). This implies that when a student or a teacher

experience discouraging attitudes and behaviour from any of them, they experience feelings of disappointment, which in turn leads to adoption of harmful and undesirable behaviour either in class or out of the class. This therefore suggests that disappointment is an important mediating mechanism that can increase our insights into how different factors transmit their impact on student`s attitudes.

According to Bell (1985) people have expectations from each other and their emotional, attitudinal and behavioural responses are based on the fulfilment of those expectations. Teachers and students both have expectations from each other. Bell (1985) advocated that the more valuable the hoped for the outcome, and the more unexpected the actual negative outcome, the greater the disappointment would be. Van Dijk and Zeelenberg (2002) further revealed that disappointment is more likely to occur when the people are pursuing something pleasurable, when they feel they have a moral right to their goal, when the failure to obtain the goal is unexpected, and when the failure is caused by circumstances beyond their control. Takase & al., (2019) argues that students expect their teacher to be competent and teach in a way that would be interesting, logical, reason-based, easy to follow, and less demanding. In a class where all these traits are visible, it meets the expectations of the students thereby sparking good behaviour on the side of the students. In situations where these expectations are not met, this will spark frustration among the students and make them adopt aggressive behaviour as a means to express themselves. When a teacher has negative attitudes, this will cause feelings of disappointment among the students, who expected a more informed behaviour from the teacher which in turn pushes them to adopt antisocial behaviour.

Ivanova and Korostelev (2019) argued that students expect their teachers to come into classrooms with full knowledge of the subject, teach the contents of the subject easily, and understandably, involve the students in different learning activities and give them feedback and advice. In such situations, students are happy and express desirable behaviours. In contrast, when the students realised that their teacher`s approaches are discouraging and their expectations are not met, they experience disappointment which at the end of the day demotivates them and affects their behaviour negatively.

Disappointment is a prominent part of human experience. In a study carried out by Schimmack and Diener (1997) on 150 college students, it was revealed that disappointment was rated as the most intense and third most frequent of negative emotions, with only anxiety and anger occurring more frequently. TenHouten (2007) argues that disappointment is the opposite

of delight, which is a combination of surprise and joy. This theory highlights the importance of being disappointed.

2.9.1.1. The implications of the Bell's disappointment theory to the study

Based on the disappointment theory (Bell, 1985) we argue that students are very sensitive to teacher's behaviour and always want to be like them. Both student and teachers expect a lot from each and every one. While the teacher expects the students to behave normally, to be attentive, to follow the lessons, and be interactive in class, the students on the other hand expect teachers to be understanding, and a model. When the teacher's behaviour is not exemplary and does not meet the expectations of the students, they do not feel good and experience disappointment. As a result, they tend to adopt aggressive and violent behaviour as a means to express their dislike and dissatisfaction. Bell's disappointment model will therefore permit us to interpret how the failure to meet the expectations either by a student or a teacher can drastically modify the behaviour of individuals leading to the adoption of aggression and antisocial behaviour as the only way for one to express his/her dislike and dissatisfaction.

2.9.2. Jones's management model (1987)

The theory of classroom management model developed by Jones in 1987 is one of the Hybrid theories of school discipline. Jones's model of classroom management training programme acknowledges that there is no single "best" way of dealing with discipline in the classroom. Jones argues that classroom situations differ and they will therefore require different approaches in managing them. This theory combines insights from the behaviourist and cognitivist approaches. This management model according to Jones (1987) helped to reduce classroom disruption and increase productivity. He also argues that the model of management as a classroom management theory can either fail if they are abused or succeed if they are appropriately used. Jones (1987) suggests the use of body language and incentive system (behaviourist elements) and efficient individual help for students (cognitivist approach).

2.9.2.1. Basic assumptions of Jones's management model

Jones (1987) argues that educators lose approximately 50 percent of their instructional or teaching time attending to students who cause disturbances, nuisance and disruption in the classroom. He further insists that effective body language, incentive systems and individual help can be used to redeem the lost teaching time. Jones (1987) in Burden (1995) further confirms that good discipline comes from effective body language which includes posture, eye contact, facial expressions, signal and gestures.

Jones (1987) also holds that the body language is the language of emotions, thus discipline in class is 90 percent effective body language. Jones (1987) cited by Charles (2002) went ahead to insist that most antisocial behaviours occurs away from the educator. This explain why Jones (1987) argues that educators tend to make sure that all learners who are prone to misbehave or express antisocial behaviours are seated in the front of the classroom. Jones continued by stating clearly that incentive systems is one of the strategies which is something out of the individual which make the student to react. It is believed that educators are aware that well-motivated students always tend to behave themselves and work diligently at school tasks. These students in return learn more and cause fewer disciplinary problems.

A major concern of the management model by Jones (1987) lies in the fact that there is the need for a long-term commitment for instructors. As it is the case with reality therapy, considerable time is needed to achieve this goal. The model assumes that incentives make learners to behave well in school and this in return enables motivated teachers to be in a position to motivate learners with incentives capable of making them behave well. This is why Jones (1987) insisted that techniques for handling learner`s misbehaviour are commonly visible in the most effective and motivated educators. Jones (1987) ends his discussion by insisting that the underlying belief of the management model includes making rules that will be quickly enforced, learning and implementing the body language and procedures for stopping antisocial behaviour. This require instructors to remain unemotional and firm in correcting behaviour consider to be out of norms and developing incentives systems to encourage students for good behaviour.

2.9.2.2. Implications of Jones`s management model to the present study

Classroom management is a strong determinant of the school performance. Jones classroom management model is based on the assumptions that there is no single best way to handle discipline in class but the various approaches and techniques differs basing on the situations at hand. Classroom management is a pedagogic disposition put in place in schools and colleges as a panacea to school violence and aggression. Thus, Jones model of classroom management will be vital for this study. This theory will permit us to understand how the use of body language such as postures, gestures, eye contact, facial expressions, and signal can help in managing classrooms as well as modified students behaviour in schools and colleges in Cameroon. Jones also insisted on the use of an incentive system to modify behaviour of students and effectively handle classrooms. He equally emphasised that the use of individual help to learners have a strong impact on classroom management and modification of the learner`s behaviour. As such, this theory will help us to better get the insights on how body language

(gestures, postures, signals, eye contact and facial expression), a system of incentive and a system of individual help can help management classrooms as well as modified behaviours of learners in secondary schools and colleges in Cameroon.

2.9.3. B. F. Skinner's Behavioural Modification Model (1992)

The Skinnerian model is behavioural in nature. It is based on the fact that behaviour that is rewarded through reinforcement tends to be repeated, while behaviour that receives no rewards tends to be eliminated. Phillips (1998) argues that in maintaining discipline, one generally rewards good behaviour and punishes bad behaviour. Duke and Meckel (1980) puts forwards that Skinner has been a major influence behind the adaptation of clinical behaviour techniques to classroom settings. Skinner (1992) believes that consequences (in other words, what happens to the individual after performing an act) shape the behaviour of an individual. He focused his model on reinforcement and reward. Charles (1989) insists that re-inforcers are like rewards; if used in a systematic way, they influence an individual's behaviour in a desired manner. Skinner make use of terms such as operant behaviour, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcement (Charles, 1989).

2.9.3.1. Principles of Skinnerian behavioural modification model

Operant behaviour according to Skinner is a purposeful, voluntary action. reinforcing stimuli are rewards that the individual receives directly after performing a good behaviour. He believes that receiving rewards pleases the learners which makes them likely to repeat a good behaviour pattern in the hope of obtaining further rewards. Van Wyk (2000) argues that schedules of reinforcement occur when reinforcement is produced on an ongoing basis. Skinner also insists that positive reinforcement is the process of providing rewards which the learner appreciates. Negative reinforcement on the other hand consist of taking away something that a learner like.

The Skinnerian model assumes that behaviour is learnt and that reinforcement contribute to the achievement of desirable behaviours while reinforcement strategies are used to shape learners' behaviour in a desired manner. Skinner went ahead to insist that teachers reward desired behaviour in school with praise and enjoyable prizes meanwhile they punish undesirable behaviour by withholding all rewards. He believes that teachers who use behaviour modification consider their own behaviour and how it can be utilised to reinforce good behaviour in the side of the students in schools. In his argument, Skinner describes freedom as escape and avoidance. According to O'Donohue and Ferguson (2001) escape is doing whatever

it takes to remove contact with an aversive stimulus that is already present. This can be done by removing, stopping or reducing the intensity of the stimulus or by simply moving away from it. Avoidance on the other hand is doing everything possible to avoid contact with the aversive stimulus not yet present.

According to Tuckman (1992) Skinner's behavioural model is known as operant conditioning. He explains operant conditioning as learning to perform a specific behaviour based on the occurrence that immediately follows it. This is because behaviours which are followed by positive rewards increase the frequency and the probability of the occurrence of the behaviour. Also, people learn to operate in their environment to attain positive consequences.

2.9.3.2. Implications of the Skinnerian Behavioural modification model to the present study

According to behaviourist thinkers, the effective use of reinforcement must make the use of punishment unnecessary in schools. They stipulate that the most effective way for disrupting negative behaviour is to use non-reinforcement; i.e. simply ignoring it. They also argue that punishment is not the best way to change behaviour or maintain discipline in school. According to Skinner (1992), cited by Tuckman (1992) when bad behaviour is punished, it may merely be suppressed and may reappear later under different circumstances. Ironically, the punisher may serve as a model for future aggressive behaviour on the part of the person being punished. This means that teachers who happens to be suppressed as a child may as an adult tend to use corporal punishment to suppress others. For Tuckman (1992) punishment is only advisable in two circumstances; i.e. when bad behaviour is so frequent that there is virtually no desirable behaviour to reinforce and also punishment may be used when the problem of behaviour is so intense that someone including the child himself may get hurt. The Skinnerian model of behaviour modification will therefore help us to understand how the reinforcement of discipline in school can be used to eradicate violent, antisocial and hetero-aggression of learners in secondary schools and colleges in Cameroon.

2.9.4. Social Exchange Theory by Thibaut and Kelley (1959)

The social exchange theory according to the pioneers of the theory is a broad approach used to explain as well as predict the maintenance of relationships between individuals in an organisation or an association. The social exchange theory put in place by Thibaut and Kelley in 1959, emphasises on when and why individuals continue and develop some personal relationships while ending others. The social exchange theory also takes into consideration the

degree of satisfaction one achieved from a relationship that he or she choose to maintain. This theory suggests an exchange approach to social relationships is much like an economic theory based on the comparison of rewards and costs. Thibaut and Kelley's (1959) theory thus, looks at personal relationships in terms of costs versus benefits.

2.9.4.1. Basic assumptions of the social exchange theory

According to Thibaut and Kelley (1959), three basic assumptions make up the social exchange theory. They argue that personal relationships are a function of comparing benefits gained versus costs to achieve those benefits. The second assumptions of the social exchange theory stipulate that people want to make the most of the benefits while minimising the costs required. To Thibaut and Kelley (1959) this is known as the minimax principle. The third and the last assumption of the social exchange theory insisted that, by nature, human beings are selfish. Thus, as a human being, an individual always tend to look after his or herself first. These assumptions are better explained by the three core components of the social exchange theory.

2.9.4.2. Core components of the social exchange theory

According to Thibaut and Kelley (1959) there are three core components which constitute the social exchange theory. These core components include; the outcomes, the comparison level and the comparison level of alternatives.

a) Outcome: Thibaut and Kelley (1959) put forward that the outcome of a relationship is the ratio of rewards and costs in a given relationship. This is demonstrated mathematically as: $\text{Rewards} - \text{Costs} = \text{Outcome}$ (Thibaut and Kelley, 1959).

b) Level of comparison: Thibaut and Kelley (1959) argue that the level of comparison represents the rewards a person expects to receive in a particular relationship.

c) The level of comparison of alternatives: Thibaut and Kelley (1959) argue that for any relationship to continue or end, individuals must analyse their comparison level of alternatives. That is, it ending the relationship better than continue? The social exchange theory explains and predicts an individual's decision to maintain a particular relationship.

2.9.4.3. Implications of the social exchange theory to the present study

The social exchange theory is a relationship theory which dwells on the interaction among individuals in an organisation or in a school. This theory emphasises why there is the need for interpersonal communication among the various actors in a school environment. Here, interpersonal communication or relationship is perceived as a disposition intended to eradicate

or reduce the rate of violence and aggression in schools. This is because effective communication in school enhance understanding among the teachers, students and staff. With effective communication and interpersonal relationships, learners are able to socialise among themselves and behave responsibly. Therefore, the social exchange theory of Thibaut and Kelley (1959) will provide a framework for us to understand how interpersonal communication amongst the students, the teachers and the administrative staff can go a long way to eradicate or reduce the rate of violence and hetero-aggression among learners in both public and private secondary schools and colleges in Cameroon.

Summary of the chapter

This chapter dwells on the review of related works to the topic. The various existing literature on the topic have been critical explored in this chapter. Concepts such as violence, aggression, antisocial behaviours and hetero-aggression are carefully reviewed. The essence of this critical review was to have a good mastery of the literature on the topic. Here, causes, types, manifestations and consequences of hetero-aggression are critically reviewed. This chapter also proceeded by exploring the concepts of psycho-pedagogic dispositions. It also explores the various dispositions adopted in schools as a means to eradicate violence and hetero-aggression of students and even teachers. This chapter ended with the theoretical framework of the study in which four theories are convoked. This include; psychoanalytical theory, the management model, the Skinner behaviour modification model and the social exchange theory. Each of these theories addresses a unique modality in the study. This chapter open the way for the next chapter in this study which is the methodology of the study.

CHAPTER THREE: RESEARCH METHODOLOGY

The previous chapter focused on the critical review of the literature, whose concern was to explore all the related materials and artefacts on the studied phenomenon. The review of the existing works in relation to our research problem permitted us to be able of identifying the gap in the existing literature and also to position our study. The present chapter presents the research methodology, its preparation and organisation of the study. The chapter equally discuss the research type, method/approach, research design, the procedures of data collection, the mechanism for the selection of participants in the study, the mechanism of data analysis, the population of the study, sources of data. the chapter ends with the reliability and validity of data collection instruments and tools as well as the ethical consideration of the study.

3.1. Research methodology

According to Crotty (1998) a better understanding of the research methodology process is all about making the choice of the research approaches before taking any practical decision. The choice may concern the theory of knowledge, the strategies, the philosophical stance as well as the techniques of data collection and data analysis in a study. Creswell (2013) argued that a better choice of the research method, personal experiences should play a significant role. This implies that for a research to make a better choice, he/she must be familiar with one of the three research approaches (Qualitative, Quantitative and Mixed methods). As such, the researcher opted for the quantitative approach/method.

3.2. Research approach/method

For the present study, the research opted for the quantitative research approach to get an insight on the studied phenomenon. Aliaga and Gunderson (2000) quantitative research is the explanation of a studied phenomenon by collecting numerical data which are analysed through the use of mathematically-based methods especially statistics. The emphasis on the collection of numerical data is simply because the researcher needs to reach a large population and only a quantitative data collection instrument can do that. This explains why Maree and Pietersen (2013) argued that quantitative researchers require three most important elements: objectivity, numerical data and generalisability.

The choice of the quantitative approach as a research method was because the researcher intended to cover a larger population of study. The researcher also wanted to be objective in her judgement so as to avoid any bias. Also, the choice of the quantitative approach as a research

method was in order to allow the generalisation of the results of the findings on the total population.

3.3. Research design

A research design is the strategy use by a researcher to collect data so as to make more informed decisions and judgements. The present study chooses the experimental research design as a strategy of data collection. This research design permitted us to be able to collect data on the impact of the psycho-pedagogical dispositions on the hetero-aggressiveness of learners in the Government Bilingual High school of Yaounde. The experimental research design gave us the opportunity to collect data which assisted us in making better judgements and also to avoid the bias of the results of the findings. This experimental approach provided us with the influence of the independent variable (psycho-pedagogical dispositions) on the dependent variable (hetero-aggression of students).

3.4. Sources of data

Data are considered as raw information which has not been processed. The data remains meaningless until they are processed. The present study made use of the primary and secondary data.

The primary data consisted of first-hand information collected by the researcher from the participants in the field. They are referred to as first-hand data gotten from the field because they permit the researcher to be able to provide answers to the research questions.

The secondary data were information gotten from text books, articles, journals, newspaper, artefacts, master's dissertations, PhD thesis, and magazines. According to Glaser and Strauss (1967) "when someone stands in the library stacks, he is, metaphorically, surrounded by voices begging to be heard. Every book, every magazine article represents at least one person who is equivalent to the anthropologist's informant or sociologist's interviewee". In the various books, journals, newspaper and articles, people converse, announce positions, argue with a range of eloquence, as well as describe events and scenes in ways entirely comparable to what is seen and heard during fieldwork. As such, both the primary and the secondary data were indispensable in the realisation of this research work.

3.5. Population of study

Gilbert (2008) defined a population of study as the totality of objects in the real world in which the researchers are interested. Meriam (2009) argued that in a research, there may be a number of people to interview, a number of sites to visit, and a number of materials to consult.

Thus, clearly defining the population in a study is said to be very important as it provide the opportunity to researchers to select a population from which important information can be collected on the studied phenomenon. The selection of the population of the study all started with the identification of the total, targeted, accessible and the sample population. The move from the total population to the sample population was because the researcher wanted to respect the criteria of selecting the population, one of which was making sure that the sample had the same characteristics as the total population. However, the total number of the population in GBHS Yaounde is 13000 individuals. This population include the principal, the vice principals, the discipline masters, the teachers and the students both English speaking and French speaking. From this population, the researcher selected an accessible population for the study.

3.5.1. Accessible population of the study

Accessible population is the subset of the targeted population from which the sample size is drawn. The accessible population are those participants whom the researcher actually has access to in the field. The reason why the researcher had to define the accessible population was simple because of overloaded schedules of some of the participants, absenteeism, lack of interest in the study and even the time frame. As such, a total of 440 participants were retained as our accessible population. This choice was guided by the fact that the researcher chooses only to include those participants who were present in school during the fieldwork and who equalling expressed their willingness and desire to participate in the study. The table below presents the accessible population both male and female.

Table 1: Accessible population of the study

Category of participants	Population		Total
	Male	Female	
Vice Principals (VP)	5	6	11
Discipline Masters (DM)	11	13	24
Teachers	59	46	105
Students	177	123	300
Total	252	188	440

Source: fieldwork, (2023)

3.5. Sample size and sampling techniques of the study

The sample size refers to the total number of the participants drawn from the targeted population who actually took part in the study. The sampling techniques refers to the method of selection of participants in the study.

3.5.1. Sample size of the study

Cohen & al., (2010) defined a population sample as a smaller group or subset of the total population carefully selected by a researcher making sure that all the characteristics of the total population are represented in the sample population. For the present study, the researcher assured herself that the sample size selected has the same characteristics as the broader population (Gilbert, 2008). As such, the researcher selected a total sample size of 20 participants 7 thanks to the Krejcie and Morgan (1970) table of sample estimation. This consisted of nine (9) vice principal, twelve (12) discipline masters, fifty-three (53) teachers, and one hundred and thirty-three (133) students, making a total of 207, both male and female.

Table 2: Sample size of the study

Category of the participants	Population	Effective participants
Vice principal	9	7
Discipline masters	12	11
Teachers	53	51
Students	133	131
Total	207	200

Source: Field work, (2023).

3.5.2. Sampling techniques of the study

Ross (2005) argued that the selection of sample from a define/target population necessitates a careful construction of a sample frame. Sampling technique is therefore a method used by researchers for the selection of the sample population in a study. Ross (2005) continued **by insisting that this process helps the researcher to be aware of the target population without** any need to worry about the contamination with incorrect entries or with elements related to the excluded population. The procedure for the selection of sampling techniques in this study involved the probability sampling techniques. The choice of the probability sampling techniques by the researcher in this study was deemed appropriate since we had to give equal

chances to the participants to take part in the study. The sampling technique adopted for the selection of participants was the simple random sampling and stratified sampling techniques.

3.5.2.1. Simple random sampling technique

Simple random sampling technique is a probability sampling technique which consist of hap-hazard selection of participants from the sample population. This sampling technique was deemed appropriate by the researcher since it permitted the researcher to give the same chance for the participants to participate in the study. This sampling technique was essential for the present study simply because the researcher could not work with everybody, and as such there was the to give a chance for all the participants to participate in the study.

3.5.2.2. Stratified sampling technique

The stratified sampling technique was equally used by the researcher to select participants for the present. The use of the stratified sampling technique in the present study accounts for the fact that the researcher was dealing with population from different social class or population stratum. The sample size comprises of the vice principal, discipline masters, teachers and students making it practically impossible to mix the participants. As such, in order to be objective and also to avoid data bias, the researcher had to stratify the population depending on the social class.

3.6. Data collection strategies and techniques

The data collection strategies and techniques in the present study consisted of identifying the strategies of data collection and techniques. Here, the researcher adopted the quantitative data collection method to collect the data. as such, the quantitative data collection was chosen as the technique of data collection with the questionnaire used as the principal instrument of data collection beside observation.

3.6.1. Data collection instruments and tools

In order to collect valid and reliable data for the present study, the researcher opted for a questionnaire as instrument and tool of data collection. As such, the researcher distributed a questionnaire made up of close-ended questions to collect data on participant's views on how school infrastructures, didactic materials, reinforcement of behaviour and teacher's attitudes influences the hetero-aggressive of learners in the GBHS Yaounde. The questionnaire was constructed paying attention to the Linkert scale. The questionnaire was equally used as the tool of data collection since the participants had to tick their degree of agreement or disagreement to the various items of the questionnaire.

3.6.1.1. Questionnaire as data collection instrument

For the present study, a questionnaire was chosen as instrument of data collection. The questionnaire was deemed appropriate as data collection instrument since it permitted the researcher to reach a large number of participants. The choice of the questionnaire instrument of data collection was due to the fact that it permitted the research to be objective, collect numerical data, indispensable in quantitative studies and be able to generalise the results at the end of the study.

➤ Presentation of the questionnaire

The researcher uses the Linkert scale to construct the questionnaire which ranges from Strongly disagree, (SD), disagree (D), strongly agree (SA) and agree (A).

- **Construction of the questionnaire**

The questionnaire was constructed by the researcher. The construction of the questionnaire makes use of the various indicators, indices and modalities of the independent variable in relation to the dependent variable of the study. The questionnaire was made up of three parts which includes the preamble, the body of the questionnaire and the socio-demographic variables.

- **The preamble of the questionnaire**

The preamble serves as the introduction to the questionnaire. It presents the researcher, the aim/objective of the study, and the nature of the study. The introductory part of the questionnaire ensures the participants to participate in the study without any fear. This part equally guarantees the confidentiality of the data and the anonymity of respondent's identity. This part ends with instructions on how the respondents should answer the questionnaire.

- **The body of the questionnaire**

The present questionnaire is composed of 30 items (close-ended questions) divided into six parts. The first segment of the body of the questionnaire is reserved to school infrastructures which ranges from question one to seven (Q1 – Q7). The second segment interrogates the provision of didactic materials which ranges from question eight to question thirteen (Q8– Q13). Part three of the body of the questionnaire interrogates the reinforcement of behaviour which ranges from items eleven to fifteen (Q14 – Q19). Part four focusses on the teacher's attitudes which ranges from question twenty to twenty-six (Q20 – Q26). Part five of the

questionnaire poses questions on the hetero-aggressiveness of students which ranges from question twenty-seven to thirty-three (Q27 – Q33).

- **Socio-demographic variables**

The last part of the questionnaire focusses on the identification of the respondents which range from question thirty-four to thirty-eight (Q34 – Q38). The socio-demographic variables addressed here by the researcher are; age, sex, level of education, profession, status.

➤ **Administration of the questionnaire**

The questionnaire was administered to the sample population of the GBHS Yaounde in June 2023. The method of administration of the questionnaire was direct delivery. Here, the researcher distributed the questionnaire to all the participants retained for the study. After explaining all the essential steps in the answering of the questionnaire, the participants were given the go ahead to personally answer the questionnaire basing on his or her opinion about the studied phenomenon. This method of delivery of the questionnaire was very appropriate since it gave room for the respondents not to be influenced by the presence of a third party.

3.6.2. Validity of data collection instrument

The validity of the data collection instrument entails that the researcher should proceed by testing how reliable the data collection instrument is. The validity in this study consisted of knowing whether all the necessary formalities and conditions were respected in the questionnaire. As such, the researcher used the internal validity and external validity to test the validity of the instrument. The researcher equally carried out a pre-test to test the validity of the data collection instrument.

3.6.2.1. Internal validity

The internal validity of the questionnaire is the congruence of the elements/items of the questionnaire in relation to the research problem. The internal validity of the present study assures that all the variables, modalities, indicators and indices of the problem are thoroughly explored. It is as a result of this that the researcher made sure that the contents of the questionnaire reflect the object of the study

3.6.2.2. Pilot study

A pre-test was used to test the validity of the data collection instrument. According to Ghigloine and Matalon (1978) a pre-test is defined as a series of empirical verifications with the aim of assuring one`s self that the instrument of measurement is applicable. the pre-test

consisted of conducting the first field work which was to become familiar with the field. This initiative consisted of testing the correctness of the instrument of data collection and also to detect any errors or mistakes related to the instrument.

Concretely, the researcher chooses a sample population with similar characteristics as the sample population of the main study but with small size. This was done during the period of March to April when the researcher was carrying out the academic internship. A total of 50 questionnaires was administered to 50 participants. The results gotten from the pre-test permitted us to carry out corrections on the data collection instrument.

Table 3: Results of the pilot study

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

Source: Pilot study, (2023).

Table 4: Reliability statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.923	50

Source: Pilot study, (2023).

3.7. Strategies of data analysis techniques and methods

Data analysis is an indispensable step in research. The data analysis permits the researcher to be able to provide meanings to the raw data collected from the field. According to Hellerstein (2008) the presence of incorrect or inconsistent data can significantly affect the results of analysis in a study. As such, the initial data analysis consisted of data screening and data cleaning. Fitrianto and Midi (2011) argued that data screening is very important in a quantitative study as it helps in the isolation of strange data to be adjusted in advance for further analysis. The present study used the Microsoft Excel and the Statistical Package for Service

Solution (SPSS 23) to carry out the data screening. This consisted of cleaning the data, checking for sources of errors and accuracy, treating missing data and evaluation of the underlying hypothesis.

3.7.1. Statistical test

In the present study, the researcher used both the descriptive statistics and the inferential statistics as statistical test to test the various research hypothesis.

3.7.1.1. Descriptive statistics

In the present study, the descriptive statistics were the preliminarily assessed to analyse the data sets for practically all the variables. This process consisted of the frequencies distribution in order to determine the possible assumptions. The purpose of the descriptive statistics in this study was to calculate the mean (M), standard deviation (SD), ranges of scores (Max, Min) of the school infrastructures, didactic materials, reinforcement of behaviour, teacher's attitudes and hetero-aggression of learners in GBHS Yaounde. In short, the descriptive statistics in this study involved the computation of the total number of participants who responded to the questions in this study.

3.7.1.2. Inferential statistics

The testing of the hypothesis in the present study was done through the use of a statistical test more precisely the Spearman Rank correlation.

➤ Spearman rank correlation

The present study used the Spearman rank-order correlation in the SPSS to explore the relationship among the variables (school infrastructures, didactic materials, reinforcement of behaviour, and teacher's attitudes) and hetero-aggressiveness of learners in GBHS Yaounde. The Spearman rank correlation was carried out in four steps as follows:

- Step 1: Formulation of the H_0 (Null hypothesis) and the H_a (alternative hypothesis).

The H_0 , which is the null hypothesis was formulated to be ideally rejected why the H_a , which correspond the alternative hypothesis was formulated to be ideally accepted.

- Step 2: The choice and explanation of the level of significance

In the case of our study, we choose Alpha to 0.05, since we are in the social and the level of significance is always 0.05. this implies that the probability for our results to be exact is 95%.

This means that we might have 5% of chances of results bias and that the relationship between the dependent and the independent variable is not a pure coincidence.

- Step 3: choice and justification of appropriate test.

In the present study, we used the coefficient of correlation to test our research hypothesis. Correlational study consists of establishing the intensity of the link which do exist between the variables. There exists a link between two variables whenever the attribution of the modality X and Y depends on each other. In order words, it is not the fruit of coincidence. They are two types of correlation coefficient; that is Pearson coefficient correlation and Spearman rank correlation. This study therefore used the spearman rank correlation coefficient to test the hypothesis of the study.

Test of normality of variables.

The test of normality is used to verify if a given sample is normally distributed or not. As such, the normality test was carried out following the stated hypothesis.

- H_a = the data of the sample are not normally distributed.
- H_o = the data of the sample is normally distributed.

The principal remark here is that we test the H_a which stipulates that the data is not normally distributed. As such, if the degree of significance is greater than 0.05, this means that we reject H_a and accept H_o . Thus the data is normally distributed. And if the degree of significance is less than 0.05, this means that the data is not normally distributed. In conclusion, we reject H_o and accept H_a , meaning that data of the sample is not normally distributed.

- Step 4: Calculation of the Spearman rank correlation coefficient

3.7.2. Decision rule

In Spearman rank correlation, the decision rule has to do with the acceptance or the rejection of the alternative or null hypothesis. The decision therefore stipulates that:

- When the degree of significance or the p value is less than 0.05, the alternative hypothesis should be accepted and the null rejected.
- When the degree of significance is or p value is greater than 0.05, the null hypothesis should be accepted and the alternative rejected.

The alternative hypothesis therefore advocates for a correlation or link between the independent and the dependent variables. The null on the other hand stands for no correlation or link between the independent and the dependent variables.

3.8. Identification of the variables, modalities and indicators

According to Depelteau (2015) a variable is an element of the hypothesis to which we can attribute diverse values and which, as the name implies varies. A variable is therefore a component of a research problem that is measurable. For the present study, we have two principal variables; the dependent and the independent variables.

3.8.1. The independent variable

The dependent variable is the variable the researcher wants to explain. Yao (2005, p.89) defined the dependent variable as the variable the researcher wants to explain by the relationship which it established. The dependent variable is equally known as the effect variable. For the present study, the dependent variable is the hetero-aggressiveness of learners. The demographic variable is GBHS Yaounde.

3.8.2. The Independent variable of the study

The independent variable is the cause of the phenomenon under study. It is the independent variable that the researcher measures and manipulates. In the present study, the independent variable is the Psycho-pedagogical dispositions.

The operationalisation of the independent variable permitted us to come out with the modalities and indicators as seen in the table below.

Table 5: The operationalisation of the independent variable

Variable	Modalities	Indicators
Psycho-pedagogical dispositions	School infrastructures	- School buildings
		- Classrooms
		- Offices
		- School gates
		- Playgrounds
	Social interactions	- Peer`s interactions
		- Organisational climate
		- Team spirit
		- Teacher/teacher relations
		- Teacher/student relation
	Reinforcement of behaviour	- Praises
		- Encouragement

Teacher`s attitudes

- Positive reinforcement
 - Negative reinforcement
 - Incentives
 - Peer interaction
 - Teaching methods
 - Collaborative
 - Abusive
 - Discrimination
 - Disrespectful
-

3.9. Ethical considerations

The ethical considerations in the present study had to do with meeting all the necessary ethical requirements prescribed to carry out research of any kind. The ethical considerations had to do with the respect of the principles of confidentiality and anonymity. In the present study, the research obtained an authorisation of research from the University of Yaounde I. the researcher equally obtained an authorisation from the principal of GBHS Yaounde to collect data from the participants of the study. In relation to confidentiality, the researcher assures the participants that their answers were to remain confidential. The researcher equally assures the participants of the anonymity of their identity. That is in any case their identity won't be disclose. The researcher also informs the participants to withdraw from the study whenever they felt dissatisfied. The participants were also protected from any harm. The data collected was stored in a secret file known only by the researcher after analysis.

Table 6: A synoptic table

General research objective	General research hypothesis	Independent variable	Modalities	Indicators	Dependent variable	indicators	Instrument of data collection	Technique of data analysis
This study seeks to examine the impact of Psycho-pedagogical dispositions on hetero-aggressiveness of learners in some selected secondary schools in Yaounde VI.	There exist a significant relationship between psycho-pedagogic dispositions and hetero-aggressiveness of students in some selected secondary schools in Yaounde VI.	IV1	School Infrastructures	Class size School gate Playground School buildings Equipment of classes and offices	Hetero-aggression of students.	Strongly disagree Disagree Strongly Agree Agree	Self-completed questionnaire and observation grid.	Statistical data analysis techniques using SPSS (Statistical Package for Solution Solving)
		IV2		Textbooks Peers interactions,				

	Social interactions	social climate, teachers- teachers relationships, social climate.
IV3	Reinforcement of behaviour	Internal rules and regulation, positive punishment, negative punishment, recognition, Group work.
IV 4	Teacher`s attitudes	Equal treatment, <i>Discriminatory</i> , collaborative

Summary of the chapter

The objective of this chapter was to discuss the methodology selected in the case of the present study. This chapter discusses the research type, the design, the data sources, the population, the sample size and sampling techniques. We also discussed the strategies of data collection, the instrument of data collection, the tool, the questionnaire, the description of the questionnaire and the validity of the data collection instrument. The chapter ended with the strategies of data collection, the statistical test, the descriptive and inferential statistics, the spearman rank correlation, the decision, the identification of variables and the ethical considerations of the study. This chapter take us to the operatory framework, which is part three, divided into two chapters; that is chapter four and five.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE RESULTS

The above chapter discusses the methodological framework of the study in which the researcher outlines the mechanisms and procedures of data collection methods and data analysis methods. The present chapter thus focus on the presentation of the results of the findings of this study. Here, the first part of the presentation focuses on the descriptive statistics of the various variables of the study. The descriptive statistics begins with the demographic variables such as age, gender, level of education, status etc., followed by the various modalities of the independent variable and ends with the dependent variable. The second part focuses on the inferential statistics which has to with the testing of hypothesis. Here, the various hypotheses are tested through the Spearman rank correlation to verify the relationship between the independent and the dependent variables.

4.1. Descriptive statistics

This section presents the findings of the descriptive statistics of the study. Here, the descriptive statistics are presented basing on the demographic variables of the study (age, gender, level of education, professional qualification), the independent variable (teacher`s attitudes, school infrastructures, didactic materials and behaviour reinforcement) and the dependent variable (Hetero-aggressiveness of learners).

4.1.1. Descriptive statistics on the background information of the respondents

This section focuses on presenting the descriptive statistics on the background information of the participants. Here, variables such as age, gender, level of education, professional qualifications, and working experiences as well as the status of the respondents are discussed.

Table 7: Age of the respondents

		Frequency	Percentage
Valid	15-20	127	63.5
	21-25	10	5
	26-30	7	3.5
	31-40	16	8
	41+	40	20
	Total	200	100.0

Source: fieldwork, (2023).

The table above presents the background information on the respondents age. The age range varies from 15-20 years, 21-25 years, 26-30 years, 31-40 years and 40 and years. The table show that a considerable number of the respondents (127) are aged between 15-20 years with a percentage of 63.5%. This implies that most of the respondents were in between 15 to 20 years. The table also reveal that 10 respondents (5%) are aged between 21 to 25 years, 7 participants (3.5%) are aged between 26 to 30 years old, 16 of the participants (8%) are aged between 31 to 40 years old and 40 of the respondents (20%) are aged 40 and above years.

Table 8: Sex of participants

		Frequency	Percent
Valid	Male	109	54.5
	Female	91	45.5
	Total	200	100.0

Source: fieldwork, (2023).

The table above reveal the findings on the respondent`s background information in relation to the gender. The result show that a considerable number of the participants (109) were male, which account to a percentage of 54.5%. on the other hand, a total of 91 participants took part in the survey which account for the 45.5%. In all, 109 of the participants were male while 91 of the participants were female.

Table 9: Level of education

	Frequency	Percent
Master	12	6
Bachelors	57	28.5
A/L	70	35
O/L	61	30.5
Total	200	100.0

Source: fieldwork, (2023).

The table above reveal the findings on the participant`s background information in regards to the educational level. The result of the findings reveals that majority of the participants (70) are Advanced Level (A/L) holders and students. This occupies the greater percentage (35%). Also, 61 of the participants are Ordinary Level (O/L) students which account to the 30.5%. again, 57 of the participants are holders of Bachelor degree accounting to 28.5%

meanwhile 12 of the participants are holders of Master degree which account for 6%. In all, the highest percentage are holders of A/L while the least percentage are holders of Master degree.

Table 10: status of the respondents

		Frequency	Percentage
Valid	Married	62	31
	Divorce	7	3.5
	Single	131	65.5
	Total	200	100.0

Source: fieldwork, (2023).

The table above reveal the findings on the background information of the participants in relation to their marital status. A greater portion of the participants (131) are singled, which correspond to 65.5%. This was mostly students. This is followed by the number of participants married participants (62) which correspond to 31% and the number of participants who are divorced (7) which correspond to 3.5% of the participants. The status of the participants has an influence on the aggressive nature of the participants. Some participants argued that students who tend to be aggressive is because of the transition from adolescent to adulthood. Others said that teachers and staffs who perpetuates aggressive actions is probably because of stress at home, and some said that participants who are aggressive in school is simply because they are alone and abandon to themselves.

4.1.2. Descriptive statistics on the independent variable of the study

This section presents the descriptive statistics on the independent variable. Here, sub variables of the independent variable such as school infrastructures, didactic materials, 5teacher's attitudes and behaviour reinforcement are presented.

Table 11: Presentation of the descriptive statistics on school infrastructures

N0	Items	SA		A		D		SD		Mean	Std deviation
		F	%	F	%	F	%	f	%		
1	Your school possesses modern buildings and classrooms	49	24.5	92	46	31	15.5	28	14	3.7596	.62845
2	Classrooms and offices in your school respect the norms of class size	51	25.5	133	66.5	10	5	6	3	2.8420	.78854
3	There is a well-constructed gate/fence surrounding the school.	137	68.5	61	30.5	1	0.5	1	0.5	2.2015	.83620
4	The school have a playground for student`s distraction.	69	34.5	131	65.5	0	0	0	0	3.8552	.75240
5	Buildings and classrooms are well equipped in the school.	57	28.5	77	38.5	43	21.5	23	11.5	2.1107	.74567
6	There are overcrowded classes in your school	139	69.5	53	26.5	5	2.5	3	1.5	3.0312	.75342
7	The discipline masters and gatemen performs regular checks of students before letting them into the school	67	33.5	103	51.5	17	8.5	13	6.5	2.2817	.85651
N valid (listwise)		200									

Source: fieldwork, (2023).

The table above presents the descriptive statistics on the effects of school infrastructures on the hetero-aggressive behaviours of students in school. A total of seven items were designed to measure the effects of the independent variable (school infrastructures) on the dependent variable (hetero-aggressiveness of students). In the first item, 49 (24.5%) of the participants strongly agree to the statement, 92 (46%) of the participants agree, 31 (15.5%) disagree while 28 (14%) of the participants strongly disagree. In the second item, a total of 51 (25.5%) participants strongly agree, 133 (66.5%) agree, 10 (5%) disagree while 6 (3%) of the participants strongly disagree. In the third item, 137 (68.5%) strongly agree, 61 (30.5%) agree, 1 (0.5%) disagree and 1 (0.5%) of the participants strongly disagree. In the fourth item, a 69 (34.5%) of the participants strongly agree to the statement, while 131 (65.5%) of the participants agree to the statement. None of the participants either disagree or strongly disagree to this statement. In the fifth item, 57 (28.5%) of the participants strongly agree, 77 (38.5%) agree, 43 (21.5%) disagree while 23 (11.5%) of the participants strongly disagree to the statement. In the sixth item, 139 (69.5%) of the participants strongly agree to the statement, 53 (26.5%) agree, 5 (2.5%) disagree while 3 (1.5%) of the participants strongly disagree to the statement. In the seventh item, 67 (33.5%) of the participants strongly agree, 103 (51.5%) agree, 17 (8.5%) disagree while 13 (6.5%) strongly disagree as to whether the discipline masters and

the gatemen performs regular checking of students before letting them in. among all the mean, none of the mean was 4 which is the cut off mean, meaning that school infrastructures is a predictor of hetero-aggressive behaviour of learners in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Table 12: Presentation of descriptive statistics on social interactions

N°	Items	SA		A		D		SD		Mean	Std deviation
		F	%	f	%	f	%	F	%		
8	The school provide conducive atmosphere for peers interactions.	37	18.5	53	26.5	93	46.5	17	8.5	2.1107	.77434
9	Peers interaction is a common practice in your school.	83	41.5	97	48.5	15	7.5	5	2.5	2.4320	.85272
10	There is a favorable organizational climate in your school	90	45	107	53.5	2	1	1	0.5	2.1048	.72536
11	The school have modern tables, chairs and bench in all the classes	35	17.5	55	27.5	89	44.5	21	10.5	3.9751	.71850
12	The school encourages team spirit and group work.	80	40	113	56.5	7	3.5	10	5	2.2754	.64650
13	Teachers and students entertain harmonious relationships in school.	83	41.5	115	57.5	2	1	0	0	2.7254	.76962
N valid (listwise)		200									

Source: fieldwork, (2023).

The table above presents the descriptive statistics on the effects of social interactions on the hetero-aggressive behaviours of students in school. A total of seven items were designed to measure the effects of the independent variable (social interactions) on the dependent variable (hetero-aggressiveness of students). In the first item, 37 (18.5%) of the participants strongly agree to the statement, 53 (26.5%) of the participants agree, 93 (46.5%) disagree while 17 (8.5%) of the participants strongly disagree. In the second item, a total of 83 (41.5%) participants strongly agree, 97 (48.5%) agree, 15 (7.5%) disagree while 6 (2.5%) of the participants strongly disagree. In the third item, 90 (45%) strongly agree, 107 (53.5%) agree, 2 (1%) disagree and 1 (0.5%) of the participants strongly disagree. In the fourth item, a 35 (17.5%) of the participants strongly agree to the statement, while 55 (27.5%) of the participants agree to the statement, 89 (44.5%) disagree while 21 (10.5%) of the participants strongly disagree to the statement. In the fifth item, 80 (40%) of the participants strongly agree, 113 (56.5%) agree, 7 (3.5%) disagree while 10 (5%) of the participants strongly disagree to the statement. In the sixth item, 83 (41.5%) of the participants strongly agree to the statement, 115 (57.5%)

agree, 2 (1%) disagree while none of the participants strongly disagree to the statement as to whether team spirit and group work is a common practice in school. Among all the mean, none of the mean was 4 which is the cut off mean, meaning that social interaction is a predictor of hetero-aggressive behaviour of learners in secondary schools and colleges in Cameroon in general and GBHS Yaounde in particular.

Table 13: Presentation of the descriptive statistics on Behaviour reinforcement

N°	Items	SA		A		D		SD		Mean	Std deviation
		F	%	f	%	F	%	f	%		
14	Students are temporary dismiss each time they misbehave	67	33.5	93	46.5	19	9.5	21	10.5	3.8341	.81735
15	The teachers and staff frequently praises their students	130	65	68	34	2	1	0	0	3.2351	.82355
16	Teachers and staff insist on the importance of peer interaction school	97	48.5	100	50	3	1.5	0	0	3.8356	.77654
17	Teachers and staff practice negative reinforcement to eradicate antisocial behavior from students	50	25	147	73.5	0	0	3	1.5	2.3581	.76926
18	Teachers and staff practice positive reinforcement to encourage students in doing good	98	49	100	50	2	1	0	0	3.2370	.82365
19	Parents are constantly invited to school whenever a child misbehave in school	90	45	107	53.5	3	1.5	0	0	3.3802	.87313
N valid (listwise)		200									

Source: fieldwork, (2023).

The table above presents the descriptive statistics on the effects of behaviour reinforcement on the hetero-aggressive behaviours of students in school. A total of seven items were designed to measure the effects of the independent variable (behaviour reinforcement) on the dependent variable (hetero-aggressiveness of students). In the first item, 67 (33.5%) of the participants strongly agree to the statement, 93 (46.5%) of the participants agree, 19 (9.5%) disagree while 21 (10.5%) of the participants strongly disagree. In the second item, a total of 130 (65%) participants strongly agree, 68 (34%) agree, 2 (1%) disagree while none of the participants strongly disagree to the statement. In the third item, 97 (48.5%) strongly agree, 100 (50%) agree, 3 (1.5%) disagree and none of the participants strongly disagree to the statement. In the fourth item, a 50 (25%) of the participants strongly agree to the statement, while 147 (73.5%)

of the participants agree to the statement, none of the participants disagree while 3 (1.5%) Of the participants strongly disagree to the statement. In the fifth item, 98 (49%) of the participants strongly agree, 100 (50%) agree, 2 (1%) disagree while none of the participants strongly disagree to the statement. In the sixth item, 90 (45%) of the participants strongly agree to the statement, 107 (53.5%) agree, 3 (1.5%) disagree while none of the participants strongly disagree to the statement as to whether parents are constantly invited to school whenever a student misbehave. Among all the mean, none of the mean was 4 which is the cut off mean, meaning that behaviour reinforcement is a predictor of hetero-aggressive behaviour of learners in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Table 14: Presentation of descriptive statistics on the Teacher`s attitudes

N ⁰	Items	SA		A		D		SD		Mean	Std Deviation
		f	%	F	%	f	%	f	%		
20	Teachers uses good teaching methods in classrooms	75	37.5	83	41.5	23	11.5	19	9.5	2.7321	.77735
21	Teachers frequently uses pejorative languages on students	53	26.5	81	40.5	37	18.5	29	14.5	2.7356	.77654
22	Teachers discriminate and marginalise some of their students	49	24.5	63	31.5	45	22.5	43	21.5	3.2441	.82355
23	Teachers are abusive and disrespectful towards students	47	23.5	51	25.5	77	38.5	25	12.5	1.3581	.87827
24	Students tend to be aggressive to imitate their teachers	27	13.5	40	20	91	45.5	42	21	2.2370	.82365
25	Teachers` attitudes determines the behavior of learners in school	57	28.5	93	46.5	33	16.5	17	8.5	3.3802	.87313
26	Aggressive students comes from aggressive homes	63	31.5	87	43.5	35	17.5	15	7.5	3.1121	.86657
N valid (listwise)		200									

Source: fieldwork, (2023).

The table above presents the descriptive statistics on the effects of teacher`s attitudes on the hetero-aggressive behaviours of students in school. A total of seven items were designed to measure the effects of the independent variable (teacher`s attitudes) on the dependent variable (hetero-aggressiveness of students). In the first item, 75 (37.5%) of the participants strongly agree to the statement, 83 (41.5%) of the participants agree, 32 (11.5%) disagree while 19 (9.5%) of the participants strongly disagree. In the second item, a total of 53 (26.5%) participants strongly agree, 81 (40.5%) agree, 37 (18.5%) disagree while 29 (14.5%) of the participants strongly disagree. In the third item, 49 (24.5%) strongly agree, 63 (31.5%) agree,

45 (22.5%) disagree and 43 (21.5%) of the participants strongly disagree. In the fourth item, a 47 (23.5%) of the participants strongly agree to the statement, while 51 (25.5%) of the participants agree to the statement, 77 (38.5%) disagree while 25 (12.5%) of the participants strongly disagree to the statement. In the fifth item, 27 (13.5%) of the participants strongly agree, 40 (20%) agree, 91 (45.5%) disagree while 42 (21%) of the participants strongly disagree to the statement. In the sixth item, 57 (28.5%) of the participants strongly agree to the statement, 93 (46.5%) agree, 33 (16.5%) disagree while 17 (8.5%) of the participants strongly disagree to the statement. In the seventh item, 63 (31.5%) of the participants strongly agree, 87 (43.5%) agree, 35 (17.5%) disagree while 15 (7.5%) strongly disagree as to whether aggressive students come from aggressive homes. Among all the mean, none of the mean was 4 which is the cut off mean, meaning that teacher`s attitudes is a predictor of hetero-aggressive behaviour of learners in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Table 15: Presentation of the descriptive statistics on the dependent variable (Hetero-aggressiveness)

N ⁰	Items	SA		A		D		SD		Mean	Std Deviation
		F	%	F	%	f	%	f	%		
27	You have been a victim of hetero-aggression from your classmate or teacher	57	28.5	77	38.5	43	21.5	23	11.5	2.0142	.62588
28	Students consumes dangerous substances like marijuana in your school	63	31.5	99	49.5	33	16.5	5	2.5	2.8653	.73154
29	The aggression resulted to the destruction of properties, severe wounds and/or loss of life	107	53.5	90	45	2	1	1	0.5	3.2765	.83660
30	Aggressive students are dismissed from school either temporarily or permanently	93	46.5	103	51.5	2	1	2	1	2.7437	.60278
31	Students tends to be aggressive because of peers influence	83	41.5	97	48.5	13	6.5	7	3.5	2.7254	.77762
32	Students are aggressive because of their aggressive antecedent	70	35	101	50.5	20	10	9	4.5	3.1427	.87223
33	Most students comes to school with dangerous weapons like knife, needles, razor blade etc.	62	31	71	35.5	36	18	31	15.5	3.3655	.78845
N valid (listwise(		200									

Source: fieldwork, (2023).

The table above presents the descriptive statistics on the dependent variable hetero-aggressive behaviours of students in school. A total of seven items were designed to measure the dependent

variable (hetero-aggressiveness of students). In the first item, 57 (28.5%) of the participants strongly agree to the statement, 77 (38.5%) of the participants agree, 43 (21.5%) disagree while 23 (11.5%) of the participants strongly disagree. In the second item, a total of 63 (31.5%) participants strongly agree, 99 (49.5%) agree, 33 (16.5%) disagree while 5 (2.5%) of the participants strongly disagree. In the third item, 107 (53.5%) strongly agree, 90 (4.5%) agree, 2 (1%) disagree and 1 (0.5%) of the participants strongly disagree. In the fourth item, a 93 (46.5%) of the participants strongly agree to the statement, while 103 (51.5%) of the participants agree to the statement, 2 (1%) disagree while 2 (1%) of the participants strongly disagree to the statement. In the fifth item, 83 (41.5%) of the participants strongly agree, 97 (48.5%) agree, 13 (6.5%) disagree while 7 (3.5%) of the participants strongly disagree to the statement. In the sixth item, 70 (35%) of the participants strongly agree to the statement, 101 (51.5%) agree, 20 (10%) disagree while 9 (4.5%) of the participants strongly disagree to the statement. In the seventh item, 62 (31%) of the participants strongly agree, 71 (35.5%) agree, 36 (18%) disagree while 31 (15.5%) strongly disagree as to whether aggressive students come from aggressive homes. Among all the mean, none of the mean was 4 which is the cut off mean, meaning that hetero-aggressive behaviour of learners in secondary schools and colleges in Cameroon in general and Yaounde in particular is influence by psycho-pedagogical dispositions.

4.2. Inferential Statistics

This section focuses on the inferential statistics of the study. This involves the hypothesis testing. As such, the Spearman Rank correlation was used to test and verify the various research hypotheses of the study.

4.2.1. Hypothesis one

Ha1: There exist a link between school infrastructures and hetero-aggressiveness of students in GBHS Yaounde.

Ho1: There exist no relationship between school infrastructures and hetero-aggressiveness of learner's in the GBHS Yaounde.

Table 16: Correlations on school infrastructures and student`s hetero-aggressiveness

			School infrastructures	Student`s hetero-aggressiveness
Spearman's rho	School infrastructures	Correlation Coefficient	1.000	.727**
		Sig. (2-tailed)		.000
		N	200	200
	Hetero-aggressiveness of students	Correlation Coefficient	.727**	1.000
		Sig. (2-tailed)	.000	.
		N	200	200

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

The table above presents the correlations on school infrastructures and hetero-aggressiveness of learners in GBHS Yaounde. It is found out that the p-value (0.00) is less than 0.05, which is the alpha level in social sciences. In regards to this, we deduce that school infrastructures have a significant effect on the hetero-aggressive behaviours of students in school. The correlation coefficient is 0.727, which shows that school infrastructures (independent variable) affects student`s hetero-aggressive behaviours by 72.7 percent. the correlation coefficient is positive and strong meaning that school infrastructure is a positive and strong predictor of student`s hetero-aggressive behaviours in secondary schools in Cameroon in general and Yaounde in particular. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which states that school infrastructures has a significant effect on student`s hetero-aggressive behaviour in secondary schools.

4.2.2. Hypothesis two

Ha2: There is a link between social interactions and hetero-aggressiveness of students in GBHS Yaounde.

Ho2: There is no link between social interactions and hetero-aggressiveness of students in GBHS Yaounde.

Table 17: Correlations on social interactions and hetero-aggressiveness of students

		Social interactions	Student`s hetero-aggressiveness
Spearman's rho	Social interactions	Correlation Coefficient	1.000
		Sig. (2-tailed)	.705**
		N	.000
	Hetero-aggressiveness of students		200
		Correlation Coefficient	200
		Sig. (2-tailed)	.705**
		N	1.000
			.000
		N	.
			200
			200

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

The table above presents the correlation value between social interactions and hetero-aggressiveness of students. The p-value (0.00) is less than 0.05 which stands for the alpha. Based on this, we can conclude that social interactions have a significant influence on the hetero-aggressive behaviours of students in GBHS Yaounde. The correlation coefficient is 0.705, which indicates that social interactions (independent variable) influences student's hetero-aggressive behaviours (dependent variable) in school by 70.5 percent. the correlation coefficient is positive and strong. The null hypothesis rejected and the alternative hypothesis accepted which stipulates that there is a significant relationship between social interactions and the hetero-aggressive behaviours of students.

4.2.3. Hypothesis three

Ha3: There exist a significant relationship between the reinforcement of behaviour and the hetero-aggressiveness of students in GBHS Yaounde.

Ho3: There exist no significant relationship between behaviour reinforcement and the hetero-aggressiveness of students in GBHS Yaounde.

Table 18: Correlations on behaviour reinforcement and hetero-aggressiveness of students

			Behaviour reinforcement	Student`s hetero-aggressiveness
Spearman's rho	Behaviour reinforcement	Correlation Coefficient	1.000	.632**
		Sig. (2-tailed)		.001
		N	200	200
	Hetero-aggressiveness of students	Correlation Coefficient	.632**	1.000
		Sig. (2-tailed)	.001	.
		N	200	200

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

The table above presents the correlations on the reinforcement of behaviour and the hetero-aggressiveness of students in GBHS Yaounde. It is observed that the p-value (0.01) is less than the alpha (0.05). based on this, we conclude that behaviour reinforcement (independent variable) significantly affects student`s hetero-aggressive behaviour (dependent variable). The correlation coefficient is 0.632, indicating that behaviour reinforcement affects hetero-aggressive behaviour of students by 63.2 percent. The correlation coefficient is positive and strong. This means that behaviour reinforcement has a significant influence on student`s hetero-aggressive behaviour in schools. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which states that behaviour reinforcement significantly influences the hetero-aggressive behaviours of students in secondary schools in Cameroon.

4.2.4. Hypothesis four

Ha4: There exist a significant relationship between teacher`s attitudes and the hetero-aggressiveness of students in GBHS Yaounde.

Ho4: There exist no significant relationship between teacher`s attitudes and the hetero-aggressiveness of students in GBHS Yaounde.

Table 19: Correlations on teacher`s attitudes and hetero-aggressiveness of students

			Teacher`s attitudes	Student`s hetero-aggressiveness
Spearman's rho	Teacher`s attitudes	Correlation Coefficient	1.000	.785**
		Sig. (2-tailed)		.000
		N	200	200
	Hetero-aggressiveness of students	Correlation Coefficient	.785**	1.000
		Sig. (2-tailed)	.000	.
		N	200	200

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

The table above presents the correlations on teacher`s attitudes and hetero-aggressiveness of students in GBHS Yaounde. It is found that the p-value (0.00) is less than 0.05, which correspond to the alpha in social sciences. Based on this, we can therefore conclude that teacher`s attitudes (independent variable) significantly influences student` hetero-aggressiveness (dependent variable) in schools. The Spearman rank correlation coefficient is 0.785, which indicates that teacher`s attitudes influences hetero-aggressiveness of students by 78.5 percent. This has the highest correlation coefficient value. The correlation coefficient is positive and strong, thus, the null hypothesis rejected and the alternative accepted which states that teacher`s attitudes significantly affects student`s hetero-aggressive behaviours in secondary schools in Cameroon.

Table 20: Recapitulation of the results of the findings

Hypotheses	Alpha	Degree of significance	Correlation coefficient	Decision
RH ₁	0.05	0.000	0.727**	H _a retained and H _o rejected
RH ₂		0.001	0.705**	H _a retained and H _o rejected
RH ₃		0.000	0.632**	H _a retained and H _o rejected
RH ₄		0.000	0.785**	H _a retained and H _o rejected

By conclusion, since all four specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the disturbing hetero-aggressive situation in schools is strongly blamed on the psycho-pedagogical dispositions in GBHS Yaounde.

4.3. Interpretation of the results of the findings

Interpreting the results consist of given meanings to our findings. It is all about commenting the results in relation to the researcher's point of view, understanding and experiences about the studied phenomenon. In this study, the researcher made use of the research objectives of the study to carefully interpret the results of the findings.

4.3.1. Research hypothesis one

The first research objective goes as follows; to examine the effect of school infrastructures on the hetero-aggressiveness of students in GBHS Yaounde.

After the data was analysed, it revealed that H_a is retained and H_o rejected. The correlation coefficient table shows that the spearman's correlation value $r = 0.727$, which indicates a strong and positive correlation between the school infrastructures and hetero-aggressive behaviour of students in secondary schools in Yaounde, precisely the GBHS Yaounde. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.727$, $P = 0.000 < 0.05$. The correlation falls within the range of a strong and positive correlation. Basing on the results of the findings of the research hypothesis one, the null hypothesis was rejected and the alternative hypothesis accepted which

states that school infrastructure is a correlates of the hetero-aggressive behaviour of students in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Basing on the findings of this research hypothesis, it is crystal clear that school infrastructures has a strong and positive relationship with the hetero-aggressive behaviour of students in schools. Whether in public or private schools, the phenomenon of aggression has gradually gain ground. Most students see the need of using violent and aggressive behaviours on their peers and even on teachers and personnel as the only means of expressing themselves. As such, infrastructures go a long way to cause aggressive and violent behaviours on the side of the pupils or students. School infrastructure is therefore a strong determinant of violent and aggressive behaviours in schools. For this reason, school administrators are thus, advice to handle the various school infrastructures diligently so as to avoid or minimise the cases of violence and hetero-aggression in schools.

To do this, school administrators, personnel, and teachers are tasked with the responsibility of ensuring a save school environment which is violent and aggression free. For this to be possible, school administrators must be able to control everything which happens in the school milieu. Ensures the maintenance of buildings, classrooms and offices. By doing this, they will considerably reduce the rate of aggressive and violent behaviour in school which has dangerous effects on the student's mental, psychological, physical, moral, and emotional behaviour both in school and out of the school.

4.3.2. Research hypothesis two

In the research objective two, we wanted to investigate the influence of social interactions on the hetero-aggressiveness of students in GBHS Yaounde.

After the data was analysed, it is revealed that H_a is retained and H_o rejected. The correlation coefficient table shows that the spearman's correlation value $r = 0.705$ is positive and strong, which indicates a strong and positive correlation between the social interactions and hetero-aggressive behaviour of students in secondary schools in Yaounde, precisely the GBHS Yaounde. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (α) which is the standard error margin in social sciences: the findings thus revealed that the Spearman rank correlation coefficient, $r = 0.705$, $P\text{-value} = 0.000 < 0,05$ (α). The correlation falls within the range of a strong and positive correlation. Basing on the results of the findings of the research hypothesis one, the null hypothesis was rejected and the alternative hypothesis accepted which states that social interaction is a correlate of the

hetero-aggressive behaviour of students in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Social interactions are indispensable in the teaching and learning process. Considering the importance of didactic materials in schools, school administrators are required to control all the social interactions that are been used in schools. This is intended to avoid any misuse of these materials. In this light, teachers, personnel, and school administrators has the obligation to constantly control all the learning materials bring by students in school. Equally, all the sharp objects which might be essential for the teaching and learning process must be kept out of the reach of students. This is because in the past few years, a good number of teachers has been severely wounded using didactic material. The case of a mathematics teacher stab to death by one of his students using a compass in the “Nkolbisson” neighbourhood is a glaring example that didactic material turns out to be a deathly weapon. Similar cases of hetero-aggression have been observed in secondary schools and colleges in Cameroon, both in the urban areas and in the hinterland which account for the reason why fear and panic has become the order of the day in secondary schools and colleges.

It is therefore an imperative for school administrators to develop strategies aims at fighting against the growth of antisocial, aggressive and violent behaviour in schools. For this to happen, school administrators, teachers and personnel are required to frequently organise patrols. This patrol should consist of thorough control and checking of school bags before letting a student into the campus and also in various classes to make sure that no single student brings to school dangerous materials. Equally school administrators are required to always keep all the teaching materials that might be harmful out of the reach of the students. All of these will go a long way to reduce the rate of violence and aggression in school.

4.3.3. Research hypothesis three

In the research objective three, we wanted to examine the effect of behaviour reinforcement on the hetero-aggressiveness of students in GBHS Yaoude.

After the data was analysed, it is revealed that H_a is retained and H_o rejected. The correlation coefficient table shows that the spearman’s correlation value $r = 0.632$ is positive and strong, which indicates a strong and positive correlation between the behaviour reinforcement and hetero-aggressive behaviour of students in secondary schools in Yaounde, precisely the GBHS Yaounde. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (α) which is the standard error margin in social

sciences: the findings thus revealed that the Spearman rank correlation coefficient, $r = 0.632$, $P\text{-value} = 0.000 < 0,05$ (alpha). The correlation falls within the range of a strong and positive correlation. Basing on the results of the findings of the research hypothesis one, the null hypothesis was rejected and the alternative hypothesis accepted which states that behaviour reinforcement is a correlate of the hetero-aggressive behaviour of students in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Behaviour reinforcement is a psycho-pedagogic disposition visible in schools. With this disposition, bad behaviour is negatively reinforced while good behaviour is positively reinforced. Behaviour reinforcement plays an important role in the fight against hetero-aggression and violent behaviours in schools. This is because aggression is an antisocial behaviour which need to be eradicated not only in school but in the society at large.

For this reason, school administrators are thus required to multiply efforts directed towards limiting the growth of violent and aggressive behaviours in school.

4.3.4. Research hypothesis four

In the fourth research objective, we wanted to analyse the influence of teachers' attitudes on the hetero-aggressiveness of learners in GBHS Yaounde.

After the data was analysed, it is revealed that H_a is retained and H_o rejected. The correlation coefficient table shows that the spearman's correlation value $r = 0.785$ is positive and strong, which indicates a strong and positive correlation between the teacher's attitudes and hetero-aggressive behaviour of students in secondary schools in Yaounde, precisely the GBHS Yaounde. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin in social sciences: the findings thus revealed that the Spearman rank correlation coefficient, $r = 0.785$, $P\text{-value} = 0.000 < 0,05$ (alpha). The correlation falls within the range of a strong and positive correlation. Basing on the results of the findings of the research hypothesis one, the null hypothesis was rejected and the alternative hypothesis accepted which states that teacher's attitude is a correlate of the hetero-aggressive behaviour of students in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Teachers attitudes is a strong determinant of student's behaviour in school. Teachers like parents are seen by students as role model. Anything that a teacher does is positive and good in the eyes of some students. This means that teachers' attitudes either causes students to be aggressive or non-aggressive in schools. They are a number of behaviour from the teachers

which can cause a student to become aggressive. For example, when a teacher tends to discriminate between the students, uses pejorative languages on students, favour a particular group of students because of one reason or another, uses abusive languages on the students, humiliate the students whenever an opportunity arises, this will in return causes the students to be aggressive. Similarly, when a student is going through peer pressure, marginalisation and exclusion as well as neglect, the tendency for the student to be aggressive is very high. As such, anything that a teacher does or say in class has an impact on the behaviour of the students. This explains why a good number of scholars (Chaffi, 2018) made it clear high crime wave, drug consumption, and drug addiction, violence and aggression in schools are the fruits of exclusion from the social classes. It is therefore very important for teachers to always carefully examine their behaviour each time they are in front of the students.

Summary of the chapter

The above chapter analyses the data and presents the results of the findings of the present study. Both the descriptive statistics and inferential statistics were used to analyse the data. In the descriptive part of the statistics, the data is analysed and presented basing on the frequencies and percentages in a tabular format. The inferential part of the statistics focusses on the testing of hypotheses using the Spearman rank correlation coefficient. The result was further interpreted with regards to the research hypotheses of the study. In all, all the research hypotheses were accepted, translating that psycho-pedagogic dispositions is a correlates of hetero-aggressiveness of learners in GBHS Yaounde.

CHAPTER FIVE: DISCUSSION OF THE RESULTS OF THE FINDINGS

This chapter is known as the interpretation and discussion of the results of the findings of this study. The chapter focusses on interpreting and discussing the results. The interpretation of the results consists of given appropriate meanings and understandings to the findings. It is mostly about commenting the results basing on the researcher's point of view and understanding concerning the studied phenomenon. The second part of this chapter focusses on the discussion of the results of the findings. To do this, we therefore make use of theories and existing literature to argue out clearly our results. This consists of making clear statement whether the results are in convergence or divergence with the results of our predecessors. This chapter also cut across the recommendations/suggestions made by the researcher basing on the results, the perspectives for future studies and the constraints or difficulties faced in the course of conducting this study. The chapter paves the way for the general conclusion of the study which summarises the entire work.

5.1. Discussion of the results of the findings of the study

This study examines the relationship between psycho-pedagogical dispositions and hetero-aggressiveness of students in government secondary schools in Cameroon. This section focusses on discussing the results of the findings of this study in line with the theoretical framework as well as elements of the literature review of the study. The discussion focusses largely on looking at the convergence or the divergence in our results and those of our predecessors. This study uses the research hypothesis to discuss the results of this study. In order to do this, it is essential to remind us of the main research hypothesis of the study.

Ha: There exist a relationship between Psycho-pedagogic dispositions and hetero-aggressiveness of students in GBHS Yaounde.

Ho: There exist no relationship between psycho-pedagogic dispositions and hetero-aggressiveness of students in GBHS Yaounde.

5.1.1. Research Hypothesis one

The first research hypothesis sets out to examine the relationship between the school infrastructures and hetero-aggressiveness of students in government secondary schools, precisely the GBHS of Yaounde. After analysing the data collected from the field, it was revealed that the Spearman rank correlation coefficient is 0.727, which indicates a strong and positive correlation between the school infrastructures and hetero-aggressive behaviour of students in secondary schools in Yaounde, precisely the GBHS Yaounde. This implies that

school infrastructures influences student's violent and aggressive behaviours by 72.7%. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.727$, $P = 0.000 < 0.05$. The correlation falls within the range of a strong and positive correlation. Basing on the results of the findings of the research hypothesis one, the null hypothesis was rejected and the alternative hypothesis accepted which states that school infrastructure is a correlate of the hetero-aggressive behaviour of students in secondary schools and colleges in Cameroon in general and Yaounde in particular. This result is line with those of our predecessors on the subject.

According to Buhr (2003) "infra" stems from the Latin language, meaning infrastructure can be taken to express foundation. Nijkamp (2000) sees infrastructures as material public capital (roads, railways, airports, pipelines etc.) and superstructure as material public capital (knowledge networks, communication, education, culture etc.). infrastructures are all the material immaterial elements. Jochimsen (1966) defined infrastructure as the sum of material, institutional and personal facilities and data which are available to the economic agent and which contribute to realising the equalisation of the remuneration of corporate inputs in the case of suitable allocation of resources. For the Oxford Dictionary (2002) infrastructures are basic physical and organisational structures and facilities such as buildings, roads, electricity, needed for the operation of something. Infrastructures has become an important aspect in the success and the economic growth of every nation. This is because countries require good and quality infrastructures to spark up the development of the country. According to Atkinson (2016) infrastructure is seen as a wide array of physical assets while.

In a study by Gladun & al., (2009) infrastructure can be classified into hard and soft infrastructures. For the soft infrastructures, these are facilities which provides services that are necessary to boast the productivity of individuals and at the same time achieving social goals. Bouyle (2022) argues that soft infrastructure represents the human capital and institutions that are necessary to maintain an economy that delivers certain services to the population. Soft infrastructures include elements like relationships, safe spaces, trust and hope self-efficacy, and world view (Kavanagh & al., 2022). Hard infrastructure on the other hand refers to the tangible physical assembly of structures such as roads, bridges, tunnels, railways and buildings. Bouyle (2022) pointed out that hard infrastructures are the physical systems needed to run a modern industrialised nation or economy. For Kapur (2019) school infrastructures constitutes an important part of hard infrastructures. To him, school infrastructures as part of hard infrastructures include school buildings, clean water, library facilities, provision of classrooms,

etc. School infrastructures therefore plays an important role in the achievement of educational outcomes. The nature of the buildings, the state of the classrooms, the quality of the school library are all important elements which determine the success or failure of a school. School infrastructures go a long way to condition the state of hetero-aggression of learners in most of the secondary schools and colleges across the entire territory. In schools, whether the soft infrastructures or the hard infrastructures, all of them contribute to violence and aggression in one way or the other.

Jones (1987) argues that educators lose approximately 50 percent of their instructional or teaching time attending to students who cause disturbances, nuisance and disruption in the classroom. He further insists that effective body language, incentive systems and individual help can be used to redeem the lost teaching time. Jones (1987) in Burden (1995) further confirms that good discipline comes from effective body language which includes posture, eye contact, facial expressions, signal and gestures. Jones (1987) also holds that the body language is the language of emotions, thus discipline in class is 90 percent effective body language. Jones (1987) cited by Charles (2002) went ahead to insist that most antisocial behaviours occurs away from the educator. This explain why Jones (1987) argues that educators tend to make sure that all learners who are prone to misbehave or express antisocial behaviours are seated in the front of the classroom. Jones continued by stating clearly that incentive systems is one of the strategies which is something out of the individual which make the student to react. It is believed that educators are aware that well-motivated students always tend to behave themselves and work diligently at school tasks. These students in return learn more and cause fewer disciplinary problems.

A major concern of the management model by Jones (1987) lies in the fact that there is the need for a long-term commitment for instructors. As it is the case with reality therapy, considerable time is needed to achieve this goal. The model assumes that incentives make learners to behave well in school and this in return enables motivated teachers to be in a position to motivate learners with incentives capable of making them behave well. This is why Jones (1987) insisted that techniques for handling learner`s misbehaviour are commonly visible in the most effective and motivated educators.

5.1.2. Research hypothesis two

The second research hypothesis of the study sets to examine the effects of the social interactions on the hetero-aggressiveness of learners in government secondary schools, precisely in the GBHS Yaounde. The data analysed and interpreted revealed that, H_0 is retained

and H_0 rejected. The Spearman rank correlation coefficient value is $r = 0.705$ which is positive and strong, indicating a strong and positive correlation between the social interactions and hetero-aggressive behaviour of students in secondary schools in Yaounde, precisely the GBHS Yaounde. This means that social interactions causes hetero-aggressive behaviours in school by a 70.5%. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (α) which is the standard error margin in social sciences: the findings thus revealed that the Spearman rank correlation coefficient, $r = 0.705$, $P\text{-value} = 0.000 < 0.05$ (α). The correlation falls within the range of a strong and positive correlation. Basing on the results of the findings of the research hypothesis two, the null hypothesis was rejected and the alternative hypothesis accepted which states that social interaction is a correlate of the hetero-aggressive behaviour of students in secondary schools and colleges in Cameroon in general and Yaounde in particular.

According to Thibaut and Kelley (1959), three basic assumptions make up the social exchange theory. They argue that personal relationships are a function of comparing benefits gained versus costs to achieve those benefits. The second assumptions of the social exchange theory stipulate that people want to make the most of the benefits while minimising the costs required. To Thibaut and Kelley (1959) this is known as the minimax principle. The third and the last assumption of the social exchange theory insisted that, by nature, human beings are selfish. Thus, as a human being, an individual always tend to look after his or herself first. These assumptions are better explained by the three core components of the social exchange theory.

Emmer and Stough (2001) argue that sound behaviour management does not guarantee effective instruction, but it establishes the environmental context that makes good instruction possible. In the same way, highly effective instruction reduces, but does not completely eliminate classroom management problems. A number of studies on the topic reveals that classroom organisation and management abilities significantly influence the persistence of new teachers in their teaching careers (Ingersoll & Smith, 2003). Similarly, it is believed that new teachers always find it difficult to significantly handle disruptive behaviour and attitude from students (Browsers & Tomic, 2000). in the same light, Berliner (1986), Browsers and Tomic (2000) and Espin and Yell, (1994) found that “teachers who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom and they often report high levels of stress and symptoms of burnout”. The inability of teachers to handle disruptive behaviour in the classrooms account for the reason why their cases of hetero-aggression in schools as well as why some teachers decide to abandon their profession

(Ingersoll and Smith, 2003). Kellam & al., (1998) argues that disruptive behaviour is a particular problem in classrooms of economically disadvantaged students. As such, the ability of teachers to handle disruptive behaviour in classrooms becomes absolutely important in the context of No Child Left Behind (NCLB) Act of 2001 as well as the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

For Morales (2012), didactic materials are “a set of material means which intervene in and facilitate the process of teaching and learning. Didactic material helps to facilitate the interaction between the teacher and the student either through access to technological resources such as computer, projector, a CD player, video equipment, and others. In a school milieu, teachers select, develop and adapt teaching materials depending on the objective of the lesson taught, learning strategies and student`s learning styles. The use of proper and quality teaching materials can go as far as motivating students in their learning process. The aim of didactic material is to facilitate teaching and learning, its development and adaptation should be based on a set of principles which ensure that they are successful. This is because teaching materials must help students to feel at ease and develop confidence.

Tomlinson (1998) argues that didactic materials “anything which is used by teachers or learners to facilitate the learning of a language”. Harmer (2005) on his own defined didactic material as “a variety of teaching tools and aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity”. For Ogalde and Bardavid (2003) didactic materials are “all those means and resources to facilitate the teaching/learning process within a global and systematic educational context, and stimulate the senses to facilitate the acquisition of concepts, abilities, and skills as well as formation of attitudes and values”.

5.1.3. Research hypothesis three

The third hypothesis seeks to examine the relationship between the reinforcement of behaviour and hetero-aggressiveness of students in the GBHS Yaounde. After the data was analysed, it is revealed that H_a is retained and H_o rejected. The correlation coefficient table shows that the spearman`s correlation value $r = 0.632$ is positive and strong, which indicates a strong and positive correlation between the behaviour reinforcement and hetero-aggressive behaviour of students in secondary schools in Yaounde, precisely the GBHS Yaounde. This means that the reinforcement of behaviour influences the hetero-aggressive behaviour of students by 63.2%. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (α) which is the standard error margin in social sciences: the findings thus revealed that the Spearman rank correlation coefficient, $r = 0.632$, $P\text{-value} = 0.000$

$< 0,05$ (alpha). The correlation falls within the range of a strong and positive correlation. Basing on the results of the findings of the research hypothesis one, the null hypothesis was rejected and the alternative hypothesis accepted which states that behaviour reinforcement is a correlate of the hetero-aggressive behaviour of students in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Alberto and Troutman (2006) and Cooper, Heron and Heward (2007) argued that when a behaviour is followed by a desirable consequence, there is more likelihood for the behaviour to be performed in the future and even more frequently. The desirable consequence is known as reinforcement. The desirable effect is therefore the reinforcer. For Skinner (1992), behaviour needs to be reinforced for it to persist. In the work of Skinner, operant conditioning is essentially the process used to determine and make use of consequences of behaviour to affect change in behaviour (Cooper & al., 2007). Reinforcement should be therefore the first strategies used in the modification of behaviour of persons. Reinforcement is seen as a powerful tool for school disciplines as it helps to modify individual's behaviour.

There exist two types of reinforcement. This include positive and negative reinforcement. Reinforcement can involve adding something desirable upon a desirable behaviour (praise, free time, congratulations, a toy). This is known as positive reinforcement. Reinforcement can equally involve taking away something that was undesirable (reduce homework, getting out of assignment, cancelling a quiz, etc). this is known as negative reinforcement.

Phillips (1998) argues that in maintaining discipline, one generally rewards good behaviour and punishes bad behaviour. Duke and Meckel (1980) puts forwards that Skinner has been a major influence behind the adaptation of clinical behaviour techniques to classroom settings. Skinner (1992) believes that consequences (in other words, what happens to the individual after performing an act) shape the behaviour of an individual. He focused his model on reinforcement and reward. Charles (1989) insists that re-inforcers are like rewards; if used in a systematic way, they influence an individual's behaviour in a desired manner. Skinner make use of terms such as operant behaviour, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcement (Charles, 1989).

The Skinnerian model assumes that behaviour is learnt and that reinforcement contribute to the achievement of desirable behaviours while reinforcement strategies are used to shape learners' behaviour in a desired manner. Skinner went ahead to insist that teachers

reward desired behaviour in school with praise and enjoyable prizes meanwhile they punish undesirable behaviour by withholding all rewards. He believes that teachers who use behaviour modification consider their own behaviour and how it can be utilised to reinforce good behaviour in the side of the students in schools. In his argument, Skinner describes freedom as escape and avoidance. According to O'Donohue and Ferguson (2001) escape is doing whatever it takes to remove contact with an aversive stimulus that is already present. This can be done by removing, stopping or reducing the intensity of the stimulus or by simply moving away from it. Avoidance on the other hand is doing everything possible to avoid contact with the aversive stimulus not yet present.

According to Tuckman (1992) Skinner's behavioural model is known as operant conditioning. He explains operant conditioning as learning to perform a specific behaviour based on the occurrence that immediately follows it. This is because behaviours which are followed by positive rewards increase the frequency and the probability of the occurrence of the behaviour. Also, people learn to operate in their environment to attain positive consequences.

5.1.4. Research hypothesis four

The fourth research hypothesis sets out to investigate the effects of teacher's attitudes on the hetero-aggressive behaviours of students in Government secondary schools in Yaounde more precisely the GBHS Yaounde. The data collected and analysed revealed that H_a is retained and H_o rejected. The spearman rank correlation coefficient value is $r = 0.785$ which is positive and strong, indicating a strong and positive correlation between the teacher's attitudes and hetero-aggressive behaviour of students in secondary schools in Yaounde, precisely the GBHS Yaounde. This means that teacher's attitudes influences hetero-aggressive behaviour of students by 78.5%. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (α) which is the standard error margin in social sciences: the findings thus revealed that the Spearman rank correlation coefficient, $r = 0.785$, $P\text{-value} = 0.000 < 0,05$ (α). The correlation falls within the range of a strong and positive correlation. Basing on the results of the findings of the research hypothesis one, the null hypothesis was rejected and the alternative hypothesis accepted which states that teacher's attitude is a correlate of the hetero-aggressive behaviour of students in secondary schools and colleges in Cameroon in general and Yaounde in particular.

Past research indicates that a teacher is the most influential factor that can significantly impact student's motivation and behaviour (Yadav & Bani Ata, 2013). This means that when a

teacher possesses a discouraging attitudes, either towards a student or a subject, this attitude in return affects the behaviour of the students. The students believed that the teacher is the incarnation of supremacy and that whatever a teacher does is very logical and in line with the norms and standards. This is why some students grow up with the idea of imitating a teaching in everything. Consequently, student`s behaviour in larger part is determined by the behaviour of the teachers. Teacher`s attitudes equally involves teaching approaches used by teachers in classrooms. It is the individuals preferred style to teach (Visser & al., 2006). Trigwell (2012) categorised teaching approaches into student-focused approaches and content-focused approaches. Teachers approaches to teaching the student play a major role in their engagement, motivation, and academic performance (Codina & al., 2018).

Disappointment is an emotional experience that can lead to various negative outcomes (Rainey & al., 2009). David Bell developed the theory of disappointment in 1985 to explain why at times individuals changes radically at one point in their lives. According to Bell, the disappointment model advocates that student`s disappointment referred to as “unpleasant feeling arises when certain expectations are not realised” (Levering, 2000). this is because teachers and students always expect from each other (Wubbels & Brekelmans, 2005). Therefore, when the expectations are not meet either by the teacher or the students, disappointment may appear (Zhukov, 2013). This implies that when a student or a teacher experience discouraging attitudes and behaviour from any of them, they experience feelings of disappointment, which in turn leads to adoption of harmful and undesirable behaviour either in class or out of the class. This therefore suggests that disappointment is an important mediating mechanism that can increase our insights into how different factors transmit their impact on student`s attitudes.

According to Bell (1985) people have expectations from each other and their emotional, attitudinal and behavioural responses are based on the fulfilment of those expectations. Teachers and students both have expectations from each other. Bell (1985) advocated that the more valuable the hoped for the outcome, and the more unexpected the actual negative outcome, the greater the disappointment would be. Van Dijk and Zeelenberg (2002) further revealed that disappointment is more likely to occur when the people are pursuing something pleasurable, when they feel they have a moral right to their goal, when the failure to obtain the goal is unexpected, and when the failure is caused by circumstances beyond their control. Takase & al., (2019) argues that students expect their teacher to be competent and teach in a way that would be interesting, logical, reason-based, easy to follow, and less demanding. In a class where

all these traits are visible, it meets the expectations of the students thereby sparking good behaviour on the side of the students. In situations where these expectations are not met, this will spark frustration among the students and make them adopt aggressive behaviour as a means to express themselves. When a teacher has negative attitudes, this will cause feelings of disappointment among the students, who expected a more informed behaviour from the teacher which in turn pushes them to adopt antisocial behaviour

Ivanova and Korostelev (2019) argued that students expect their teachers to come into classrooms with full knowledge of the subject, teach the contents of the subject easily, and understandably, involve the students in different learning activities and give them feedback and advice. In such situations, students are happy and express desirable behaviours. In contrast, when the students realised that their teacher's approaches are discouraging and their expectations are not met, they experience disappointment which at the end of the day demotivates them and affects their behaviour negatively. Disappointment is a prominent part of human experience. In a study carried out by Schimmack and Diener (1997) on 150 college students, it was revealed that disappointment was rated as the most intense and third most frequent of negative emotions, with only anxiety and anger occurring more frequently.

Carter (2004), observed that educators and instructors who terrorise learners into submission for any reason might synchronously incite intolerance and fear, especially if they are further managed with hostility and conflict in lieu of the school ethos. This means that in such a circumstance, male learners adopt the dictatorial model of the male educator while female learners enticed verbal aggression from their female instructors. This simply means that the behaviour of teachers in schools strongly shape the attitude and character of learners. Teachers who are aggressive end up transmitting the aggressive patterns to children in both public and private secondary schools.

5.2. Suggestions

Recommendations are parts and parcel of a research work. Every study is aimed to solve a problem or ameliorate a situation. As such, basing on the results of the findings, some recommendations were made to fight against violence and aggression in school. The recommendations and suggestions are directed towards the government, the school administrators, teachers, students and other educational stakeholders. The following are the recommendations;

- School infrastructure is seen as an undeniable part of the teaching and learning process. While the school infrastructure provides a safe and conducive atmosphere for the teaching and learning process to take place, it is equally argued that school infrastructure can be a source of violent and aggressive behaviour either from the students and at times from teachers. Taking into consideration the important role of infrastructure in the teaching, learning and training process, it is thus very essential for the government to make sure that all the schools possess quality and modern infrastructures. As such, the government needs to multiply efforts to make sure that all schools across the national territory are rounded by a school fence or gate. By doing so, it will reduce access to recalcitrant individuals, strangers who at times cause violence and discord in schools. Also, it is equally necessary for the government to intensify the construction of classrooms and buildings in areas and localities where they are insufficient to solve the problem of overcrowding which at times is at the origin of violence in school.
- In schools as well as in organisations, the nature of the relationships which do exist between the different actors account for the success or failure of the organisation. Based on the result of the findings which reveals that social interaction is a strong predictor of hetero-aggressive and violent behaviour of learners in school, it is therefore recommended that school authorities (principal, vice principal and discipline masters) should ensure a harmonious and industrious relationship between all the actors by encouraging team work and team spirit in school. We also recommend that school principals must act as mediators whenever a problem arises. It is also essential for them to always seek for pacific means to settle differences in school. This will go a long way to block the road to violent, antisocial and aggressive behaviours in schools.
- It is believed that didactic materials as school infrastructures participate undeniably in the construction of knowledge. Didactic material is an important element in the teaching and learning process as it permits the teachers to carry out demonstration in a domain or another. Didactic materials help in the assimilation of lessons by the students. These include; rulers, compass, textbooks, boards, laboratory equipment etc. While these materials might be indispensable in the construction of knowledge in schools, it is believed that at times they turn out to become source of violent and aggressive behaviour or simply weapons used in cases of aggression. For this and many other reasons, it is therefore recommended that the school administrative should conduct a thorough check and patrol of student's school bags to make sure that no harmful material is smuggled into the school before letting the students into the school campus. It is equally

recommended that all the sharp didactic materials should be kept out of the reach of students. By doing so, violence and aggression will greatly decrease in school.

- Basing on the results of the findings, we equally recommend that school administrators and teachers should carry out behaviour reinforcement to enhance good and fight against bad behaviour. In behaviour reinforcement, we have positive and negative reinforcement. The positive reinforcement is used to enhance good or positive behaviour while negative reinforcement is used to eradicate bad or undesirable behaviour. It therefore advisable that school administrators and teachers should make use of both the positive and negative reinforcement in school as it will help to encourage good behaviour and eradicate the bad behaviour. The use of positive reinforcement will spread a good behaviour while the use of negative reinforcement will stop other students from copying the bad behaviour thereby reducing the rate of violence and aggression in school.
- Teachers are seen by students as their idols, mentors and role models. Students grow up imitating their teachers because they believed that everything that a teacher does is generally accepted by the society. Every action of a teacher in class counts a lot as it has a direct impact on the students. Students spent majority of their time in school and with the teachers. Teachers are therefore required to set exemplary behaviours in school because their actions and behaviours undeniably have an effect on the lives of a good number of students. We therefore recommend that teachers should lead by examples in schools. They should avoid posing actions that might tarnish their image and that of the teaching professional. This implies that teachers should not be abusive, discriminatory. Teachers should not use pejorative language on students. This will go a long way to reduce the rate of violence and hetero-aggression in school.

5.3. Perspectives for future study

The present study focuses on the problem of hetero-aggression in school. The researcher opted to tackle the problem from the angle of the psycho-pedagogic dispositions. The aim being to examine the impact of psycho-pedagogic dispositions on hetero-aggressive behaviour of students in GBHS Yaounde. For the future research, a study on the following topic will prove very pertinent;

- A study could be carried out in the future to examine the impact of home environment on students' hetero-aggressive behaviours in secondary schools.

- A study can equally be conducted to investigate the effects of the absence of parental follow on the hetero-aggressiveness of students in public and private secondary schools and colleges in Cameroon.
- A comparative study is also envisaged to analyse the rate of hetero-aggression and violent behaviours in public secondary schools and private colleges in Cameroon secondary education.
- A similar study can be carried out in other regions of the country to examine the impact of psycho-pedagogic dispositions on hetero-aggressive behaviour of learners in secondary schools in Cameroon.

5.4. Constraints/difficulties

In every research work, they are always difficulties to which a researcher is faced. This is because research is a very tedious and time-consuming exercise which requires a lot of patience and passion from the researcher to arrive at the desired conclusions. This research work like any other was struck by a number of constraints. These constraints include; language constraint, availability and accessibility of the participants, data collection, financial and time constraints.

5.4.1. Data collection process

Data collection process was pledged by a number of difficulties which made it practically impossible to finish this project within the prescribed time. During the fieldwork, the researcher had to obtain an authorisation from the sub-divisional inspector for secondary education before starting the fieldwork. This proves to be very challenging as the researcher had to wait for a number of weeks for the authorisation to be delivered by the inspectorate. With this done, the researcher had to deposit the application at the secretary of the principal where it equally to some times for them to accept the request.

5.4.2. Accessibility and availability of the participants

The accessibility, the availability and the willingness of the participants to participate in this study equally proves to be a challenging task to us during the fieldwork. Although the researcher selected an accessible population for this study, not all the accessible expressed their willingness to participate in this study. It was made to understood that most of the participants stayed away from participating because of the sensitive nature of the problem addressed. In all, a sample of 207 individuals was retained for this study. In return, the researcher had to work

with 200 since in 207 questionnaires that were administered, 3 came back blank while were not filled completely. This was equally challenging to the researcher.

5.4.3. Language constraints

In order to render our findings more objective, we opted not to work only with the English-speaking teachers and students, but to work with both the English speaking and French speaking teachers and students. Although this proves to be very good for our study since we could work with everybody in school, it in return generated the language difficulty. This came as a result of the fact that the researcher`s first language is English. As such, interacting with French speaking teachers and students was as challenging as any other difficulties.

5.4.4. Financial and time constraints

The finances that was used to realise this project was researcher`s personal finances which at times did not prove to be sufficient. We were faced with financial difficulty in terms of multiplication of the questionnaire, printing of correction copies, payment of fees etc. In terms of time, the time allocated for the realisation of this project was not quite sufficient considering that the researcher had other auxiliary activities to carry out in order to ensure her subsistence. This proves to be a challenge en-route to the realisation of this project.

Summary of the chapter

The above chapter is known as the discussion of the results of the findings of the present study. The chapter discusses the various results obtained basing on the various research hypotheses. Here, we made used of existing works on the topic to discuss our results. The various theories convoked in the present study were equally used to argue out the results of the findings of the present study. This chapter also cut across the suggestions, perspectives for further studies as well as the constraints or challenges faced in the execution of the project. This chapter paved the way to the conclusion of the study.

CONCLUSION

Education is an absolute necessity for countries who look forward for growth and development. Ensuring quality education for all for some decades now has become the central debate in national and international colloquiums and conferences. To achieve this, government and policy makers through strategic initiatives has embarked on ensuring a school environment safe and free from all kind of violence and aggression. Antisocial behaviour according to Walker (1993), cited by Robert B. Rutherford, Jr and Michael Nelson, C. (1995), are characterised by aggressive acts that are directed against another person and include verbal or physical assault, oppositional-defiant behaviour use of coercive tactics and humiliation of others. For Bandura (1973), “aggression is learned through the observation of aggression and its consequences and through experiencing the direct consequences of aggressive and nonaggressive behaviours”. Hetero-aggression of students according to Moyer (1976) is an overt behaviour involving intent to inflict noxious stimulation or to behave destructively towards another organism or object. In order to eradicate aggressive and violent behaviour in school and in the society at large, the government officials and non-government officials has developed psycho-pedagogic dispositions. According to Zeyer (2003a), psychology support as well as disposition is a set of measures, practices, and dispositions designed to create conditions for successful learning and personal development activities in our schools

This study therefore seeks to examine the impact of psycho-pedagogic dispositions on the hetero-aggressive behaviour of student in GBHS Yaounde. To do this, the study studied the relationship between school infrastructures, didactic materials, behaviour reinforcement, and teacher`s attitudes and the hetero-aggressiveness of students in GBHS Yaounde. As such, the study adopted a quantitative research approach. The study was conducted in the Mfoundi division, precisely in the GBHS Yaounde (Essos). Thanks to the simple random and stratified sampling techniques, a sample size of 207 participants was drawn from the accessible which had the same characteristics as the original population. A close ended questionnaire was used to collect data. the questionnaire was constructed basing on the Likert scale measurement while the mode of administration was direct delivery. To test the validity and reliability of the questionnaire, we proceeded by content and face validity and a pilot study for reliability which results was analysed and presented in chapter three through the Cronbach alpha. A number of theories were convoked to help in the discussion of the results such as the Bell`s Disappointment theory, the social exchange theory, the Jones management model and the Skinner`s behavioural modification model. The data collected through the close ended self-

completed questionnaire was analysed through the descriptive and inferential statistics, using the SPSS package (version 22). The findings permitted us to validate the various research hypothesis as follows;

In the research hypothesis one, the null hypothesis was rejected and the alternative hypothesis accepted which stipulates that school infrastructure is a correlate of hetero-aggressive behaviour of students in the GBHS Yaounde. The Spearman rank correlation coefficient value revealed that $r = 0.727$, $p\text{-value } 0.000 < 0.05$. this implies that school infrastructures influence hetero-aggression of students in GBHS Yaounde by 72.7%. this results reveal a positive and strong correlation between school infrastructures and hetero-aggressive behaviour of students in secondary schools in Cameroon.

In the second research hypothesis, the null hypothesis was rejected and the alternative hypothesis accepted which states that didactic material is a correlates of the hetero-aggression of students in GBHS Yaounde. The Spearman rank correlation coefficient value $r = 0.705$, $p\text{-value, } 0.000 < 0.05$. this means that didactic materials influence hetero-aggression of students by 70.5%, meaning that the relationship is strong and positive.

In the research hypothesis three, the null hypothesis was equally rejected and the alternative hypothesis accepted which states that reinforcement of behaviour has a significant effect on the hetero-aggressive behaviour of students in GBHS Yaounde. The Spearman rank correlation coefficient value $r = 0.632$, $p\text{-value, } 0.000 < 0.05$. this means that behaviour reinforcement influence hetero-aggressive behaviour of students by 63.2%, meaning that the relationship is strong and positive.

In the fourth research hypothesis, the null hypothesis was equally rejected and the alternative hypothesis accepted which states that teachers` attitudes has a significant effect on the hetero-aggressive behaviour of students in GBHS Yaounde. The Spearman rank correlation coefficient value $r = 0.785$, $p\text{-value, } 0.000 < 0.05$. this means that behaviour reinforcement influence hetero-aggressive behaviour of students by 78.5%, meaning that the relationship is strong and positive.

All the research hypotheses were accepted. These results permitted us to conclude that psycho-pedagogic disposition is a strong correlate of hetero-aggressive behaviours of students in the GBHS Yaounde. Basing on the results of the findings we recommended that the government, the school administrators, teacher, and other educational stakeholders should intensify the constructions of buildings and classrooms in schools to avoid overcrowded

classrooms which is believed to be at the origin of aggression in schools. Also in terms of school infrastructures, we equally recommended that the government should ensure the construction of gates and fences within the school to limit access to strangers and recalcitrant who at times are responsible of violence and discord in schools. Regarding the didactic materials, we recommended that the school administration and teachers to do maximum effort to keep sharp objects out of the reach of the students. We also recommended that teachers and school administrators should organise systematic search of students bags before letting them into the school campus to limit access to dangerous weapons in schools. In terms of behaviour reinforcement, we recommended that teachers and administrators should frequently use positive reinforcement to encourage good and acceptable behaviour and use the negative reinforcement to eradicate bad and generally undesirable behaviours in schools. Regarding the teacher's attitudes, we recommended that teachers should avoid using abusive language, pejorative language on students. Also teachers should avoid using violent and aggressive behaviour in school because they are considered as role models by students and they tend to imitate them wherever they found themselves.

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APPENDIX

Appendix one: Questionnaire for research

RÉPUBLIQUE DU CAMEROUN

PAIX-TRAVAIL- PATRIE

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE (CRFD) EN
« SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES »

UNITE DE RECHERCHE ET DE FORMATION
DOCTORALE EN SCIENCES DE
L'EDUCATION ET INGENIERIE EDUCATIVE

DEPARTMENT OF CURRICULUM ET
EVALUATION



REPUBLIC OF CAMEROON

PEACE- WORK-FATHERLAND

THE UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DOCTORAL RESEARCH AND TRAINING
CENTRE (CRFD) IN “SOCIAL AND
EDUCATIONAL SCIENCES”

DOCTORAL RESEARCH AND TRAINING
SCHOOL IN EDUCATION AND
EDUCATIONAL ENGINEERING

DEPARTMENT OF CURRICULUM AND
EVALUATION

Questionnaire for research

Dear respondents;

I am WAJI ADELINE, a student in master 2, university of Yaounde I, faculty of education. This questionnaire is designed to collect data on “**Psycho-pedagogic dispositions and hetero-aggressiveness of learners in schools**”. The objective of this study is to establish the relationship between psycho-pedagogic dispositions and hetero-aggressiveness of learners in schools. We hereby seek for your kind assistance in answering these questions. You are reminded that the ethical principles of research such as confidentiality of answers and anonymity of the participants will be respected.

Please, kindly tick or circle the letter corresponding to your degree of agreement or disagreement with the items. Indicate with a tick the extent to which the following statements are true regarding how school infrastructure. SA = **strongly agree**, A = **Agree** D = **Disagree**, SD = **Strongly disagree**.

School infrastructures

N0	Items	SA	A	D	SD
1	Your school possesses modernized buildings				
2	Classrooms and offices in your school respect the norms of class size				
3	There is a well-constructed gate/fence surrounding the school.				
4	The school have a playground for student`s distraction.				
5	Buildings and classrooms are well equipped in the school.				
6	There are overcrowded classes in your school				
7	The discipline masters and gatemen performs regular checks of students before letting them into the school				

Didactic materials

Nº	Items	SA	A	D	SD
8	The school make available to teachers textbooks for teaching				
9	The school conduct effective control of student`s materials to avoid harmful objects in school.				
10	Teachers provide handouts to students to facilitate their understanding of the subject.				
11	The school have modern tables, chairs and bench in all the classes				
12	The school make sure that the teaching materials used are of no harm to anybody.				
13	Sharp teaching materials like rulers are kept out of the reach of students				

Behaviour reinforcement

Nº	Items	SA	A	D	SD
14	The teacher give incentives to student to encourage good behavior.				
15	The teachers and staff frequently praises their students				

16	Teachers and staff insist on the importance of peer interaction school				
17	Teachers and staff practice negative reinforcement to eradicate antisocial behavior from students				
18	Teachers and staff practice positive reinforcement to encourage students in doing good				
19	Parents are constantly invited to school whenever a child misbehave in school				

Teacher`s attitudes

Nº	Items	SA	A	D	SD
20	Teachers uses good teaching methods in classrooms				
21	Teachers frequently uses pejorative languages on students				
22	Teachers discriminate and marginalize some of their students				
23	Teachers are abusive and disrespectful towards students				
24	Aggressive students tend to imitate aggressive teachers in school				
25	Students tend to be aggressive to imitate their teachers				
26	Aggressive students comes from aggressive homes				

Hetero-aggressiveness

Nº	Items	SA	A	A	SD
27	You have been a victim of hetero-aggression from your classmate or teacher				
28	You happen to witness a case of aggression between students and/or teachers				
29	The aggression resulted to the destruction of properties, severe wounds and/or loss of life				
30	Aggressive students are dismissed from school either temporarily or permanently				
31	Aggression is a common phenomenon in your school				

32	Most students comes to school with dangerous weapons like knife, needles, razor blade etc				
33	Students are aggressive because of their aggressive antecedent				

Demographic variables

34. Gender: ☐ Male ☐ Female

35. Age ☐ 10-15 year ☐ 16-20 years ☐ 1-25 year ☐ 26-30 year ☐ 31 and above.

36. Marital statu ☐ Married ☐ Divorce ☐ Single.

37. Class: Form one ☐ form two ☐ form three ☐ form four ☐ Form five ☐

Lower sixth ☐ Upper sixth. ☐

38. Status: ☐ Student ☐ Teacher ☐ Staff ☐ Others.

Thanks for collaboration!!!!

Appendix two: Research authorization