

## Teachers' Perceptions of Learners' Aggressive Behaviour and Management Practices in Public Primary Schools in Akwa Ibom North-East Senatorial District

Arit Okonobong ATAIPA<sup>1\*</sup> & Iniobong Godwin EKPO<sup>2</sup>

<sup>1</sup>Department of Early Childcare and Education, Akwa Ibom University of Education.

<sup>2</sup>Department of Educational Foundation, Akwa Ibom University of Education.

\*Corresponding Author: Iniobong Godwin EKPO

DOI: <https://doi.org/10.5281/zenodo.21794964>

| Article History                                                                                                                                                                                                                                                                                                               | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Original Research Article                                                                                                                                                                                                                                                                                                     | <p><i>Aggressive behaviour among primary school learners has become a growing concern because of its adverse effects on classroom instruction, learner engagement, and school discipline. Teachers' perceptions of such behaviours may influence the management practices they adopt in addressing aggressive learners. This study examined teachers' perceptions of learners' aggressive behaviour and management practices in public primary schools in Akwa Ibom North-East Senatorial District. Specifically, the study determined the influence of teachers' perceptions of the causes, forms, and effects of learners' aggressive behaviour on management practices. A descriptive survey research design was adopted. The population comprised 946 public primary school teachers, while a sample of 282 teachers was selected using the Taro Yamane formula and simple random sampling technique. Data were collected using a researcher-developed instrument titled Teachers' Perceptions of Learners' Aggressive Behaviour and Management Practices Questionnaire (TPLABMPQ). The instrument was validated by three experts and yielded a Cronbach's Alpha reliability coefficient of 0.82. Mean and standard deviation were used to answer the research questions, while multiple regression analysis was used to test the hypotheses at the 0.05 level of significance. The findings revealed that teachers' perceptions of the causes, forms, and effects of learners' aggressive behaviour significantly influenced management practices in public primary schools in Akwa Ibom North-East Senatorial District. The study concluded that teachers' perceptions are significant determinants of the management practices adopted in addressing learners' aggressive behaviour. It was recommended, among others, that educational authorities should organize regular professional development programmes to enhance teachers' understanding of aggressive learner behaviour and strengthen effective behaviour management practices in public primary schools.</i></p> <p><b>Keywords:</b> Teachers' perceptions, aggressive behaviour, management practices, public primary schools, Akwa Ibom North-East Senatorial District.</p> |  |
| Received: 06-06-2026                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Accepted: 11-07-2026                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Published: 04-08-2026                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Citation: Atakpa, A. O., & Ekpo, I. G. (2026). Teachers' perceptions of learners' aggressive behaviour and management practices in public primary schools in Akwa Ibom North-East Senatorial District. UKR Journal of Education and Literature, 2(4), 130-137.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

### Introduction

Aggressive behaviour among primary school learners has become a growing concern in educational systems worldwide because of its adverse effects on teaching, learning, classroom discipline, and the overall school climate. According to Espelage and Swearer (2011), aggressive behaviour refers to actions intended to cause physical, verbal, or psychological harm to others or damage to property. Such behaviours include fighting, bullying,

verbal abuse, intimidation, destruction of school property, defiance, and other disruptive acts that interfere with effective teaching and learning. During the primary school years, learners are expected to develop appropriate social behaviours, emotional regulation, and interpersonal skills. However, persistent aggressive behaviour undermines these developmental expectations and poses significant

challenges to teachers, peers, and school administrators (Jaleel & Kotian, 2024).

Teachers play a central role in identifying, preventing, and managing aggressive behaviour among learners because of their daily interactions with pupils in the school environment. Their perceptions of learners' aggressive behaviour influence how they interpret its causes, recognize its forms, evaluate its consequences, and select appropriate management practices (Katsapi, 2025). Perception refers to the process through which individuals organize, interpret, and assign meaning to experiences based on their knowledge, beliefs, attitudes, and previous experiences. Consequently, teachers' perceptions shape their responses to learners' behavioural problems and may determine the effectiveness of the management practices they employ (UNESCO, 2023).

Learners' aggressive behaviour manifests in different forms, including physical aggression such as hitting, kicking, pushing, and fighting; verbal aggression involving insults, threats, teasing, and abusive language; relational aggression characterized by social exclusion, gossiping, and spreading rumours; and destructive behaviours directed towards school property (Fayso, 2019; Lumadi, 2024; Tandika, Ndibalema & Lawrent, 2026). These behaviours may result from several interacting factors, including family instability, ineffective parenting practices, peer influence, exposure to violent media, poor emotional regulation, frustration, and unfavourable school environments (Jaleel & Kotian, 2024). If not properly addressed, aggressive behaviour can negatively affect learners' academic achievement, emotional well-being, peer relationships, and the overall learning environment (World Health Organization [WHO], 2020).

Teachers' perceptions of the causes, forms, and effects of learners' aggressive behaviour are important determinants of the management practices they adopt. Teachers who perceive aggressive behaviour as a developmental or behavioural challenge requiring support are more likely to employ positive management practices such as behaviour modification, positive reinforcement, counselling, conflict resolution, parental involvement, and appropriate referral services. Conversely, teachers who perceive aggressive behaviour primarily as an act of indiscipline may rely predominantly on punitive measures, which may fail to address the underlying causes of the behaviour and could further reinforce undesirable behaviours among learners (OECD, 2023).

Management practices refer to the various preventive, corrective, and supportive strategies adopted by teachers to reduce aggressive behaviour and promote positive learner conduct within the school environment. These practices include establishing clear behavioural expectations,

maintaining consistent classroom discipline, applying positive reinforcement, implementing behaviour modification techniques, collaborating with parents and other professionals, providing guidance and counselling, and creating an inclusive and supportive learning environment. Effective management practices have been associated with reductions in disruptive behaviour, improved learner engagement, enhanced classroom discipline, and better academic outcomes (UNESCO, 2023).

In Nigeria, aggressive behaviour among primary school learners has continued to attract the attention of educators, researchers, and policymakers because of its implications for classroom discipline and educational outcomes. Incidents of bullying, fighting, verbal abuse, vandalism, intimidation, and other disruptive behaviours remain common in many public primary schools, thereby disrupting instructional activities and reducing teachers' effectiveness in delivering quality education. Consequently, teachers are increasingly expected to adopt appropriate management practices that not only address aggressive behaviour but also foster positive behavioural development among learners.

Public primary schools in Akwa Ibom North-East Senatorial District are not immune to these behavioural challenges. Teachers frequently encounter learners who exhibit varying forms of aggressive behaviour during classroom instruction and other school-related activities. However, differences in teachers' perceptions regarding the causes, forms, and effects of aggressive behaviour may influence the management practices they adopt. Understanding these perceptions and how they relate to teachers' management practices is therefore essential for promoting safer, more inclusive, and more effective learning environments in public primary schools within the district.

Although previous studies have investigated learners' aggressive behaviour and behaviour management practices in different educational settings, limited empirical evidence exists on the relationship between teachers' perceptions of learners' aggressive behaviour and the management practices they adopt in public primary schools, particularly in Akwa Ibom North-East Senatorial District. It is against this background that this study examines teachers' perceptions of learners' aggressive behaviour and management practices in public primary schools in Akwa Ibom North-East Senatorial District with a view to providing empirical evidence that could enhance teacher professional practice, inform educational policy, and improve behaviour management practices in public primary schools.

## Statement of the Problem

Aggressive behaviour among primary school learners has become a growing concern because it disrupts classroom instruction, affects learners' academic engagement, threatens school safety, and creates challenges for effective teaching and learning. Behaviours such as fighting, bullying, verbal abuse, intimidation, and destruction of school property continue to occur in schools, requiring teachers to adopt appropriate management practices. According to Anderson and Bushman (2002), aggressive behaviour is any behaviour directed toward another person with the immediate intent to cause harm, while Wettstein *et al.* (2023) observed that aggressive learner behaviour remains a major source of teacher stress and significantly influences classroom interactions. Teachers play a central role in identifying and managing aggressive behaviour among learners. However, the management practices they adopt are often influenced by their perceptions of learners' aggressive behaviour, particularly their understanding of its causes, forms, and effects. Teachers' perceptions shape how they interpret aggressive behaviours and determine whether they adopt positive management practices such as behaviour modification, positive reinforcement, counselling, and parental collaboration or rely primarily on punitive disciplinary measures that may not effectively address learners' behavioural needs.

Despite the efforts to promote constructive discipline in Nigerian primary schools, aggressive behaviour among learners continues to be a major concern in many public schools. Teachers in Akwa Ibom North-East Senatorial District are likely to meet pupils displaying characteristics like fighting, bullying, verbal hostility, intimidation and frequent disruption of the classroom. Although there is research on aggressive behaviour and behaviour management in a range of educational contexts, there is limited empirical research on the relationship between teachers' perceptions of learners' aggressive behaviour and the management practices they employ in public primary schools in the study area. Against this background, this study attempts to analyze teachers' assessment of learners' aggressive behaviour and management procedures in public primary schools in Akwa Ibom North-East Senatorial District.

## Purpose of the Study

The purpose of this study is to examine teachers' perceptions of learners' aggressive behaviour and management practices in public primary schools in Akwa Ibom North-East Senatorial District. Specifically, the study seeks to:

1. Determine the influence of teachers' perceptions of the causes of learners' aggressive behaviour on

management practices in public primary schools in Akwa Ibom North-East Senatorial District.

2. Determine the influence of teachers' perceptions of the forms of learners' aggressive behaviour on management practices in public primary schools in Akwa Ibom North-East Senatorial District.
3. Determine the influence of teachers' perceptions of the effects of learners' aggressive behaviour on management practices in public primary schools in Akwa Ibom North-East Senatorial District.

## Research Questions

The following research questions were raised to guide the study:

1. To what extent do teachers' perceptions of the causes of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District?
2. To what extent do teachers' perceptions of the forms of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District?
3. To what extent do teachers' perceptions of the effects of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District?

## Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

- H<sub>01</sub>: Teachers' perceptions of the causes of learners' aggressive behaviour have no significant influence on management practices in public primary schools in Akwa Ibom North-East Senatorial District.
- H<sub>02</sub>: Teachers' perceptions of the forms of learners' aggressive behaviour have no significant influence on management practices in public primary schools in Akwa Ibom North-East Senatorial District.
- H<sub>03</sub>: Teachers' perceptions of the effects of learners' aggressive behaviour have no significant influence on management practices in public primary schools in Akwa Ibom North-East Senatorial District.

## Research Design

The study employed descriptive survey research design. The design was suitable because it allowed the researcher to gather data from a representative sample of primary school teachers on their impression of learners' aggressive behaviour and management techniques in public primary schools in Akwa Ibom North-East Senatorial District.

Creswell and Creswell (2023) explain that descriptive survey research design is used to collect quantitative data that describes the attitudes, views, behaviours or features of a community without influencing the variables under examination. The design was adequate for the study as it provided the collection of data needed for the appropriate statistical analysis of the influence of teachers' perceptions of the causes, forms and effects of learners' violent conduct on management methods.

### Population for the Study

The research population consisted of 946 public primary school instructors in the public primary schools in Akwa Ibom North-East Senatorial District. The instructors were considered suitable for the study since they are directly involved in the identification of learners' violent behaviour and the implementation of management methods in the school setting (Akwa Ibom State Universal Basic Education Board [SUBEB], 2025).

### Sample and Sampling Technique

A sample of 282 public primary school teachers was selected from the population of 946 utilizing Taro Yamane (1967) formula for selecting sample size. The respondents were picked by utilizing simple random sampling technique so every teacher had equal chance of being included in the survey.

### Instrumentation

The instrument for data collection was a structured questionnaire developed by the researcher titled Teachers' Perceptions of Learners' Aggressive Behaviour and Management Practices Questionnaire (TPLABMPQ). The questionnaire comprised Section A for respondents' demographic information and Section B for items on teachers' perceptions of the causes, forms, and effects of learners' aggressive behaviour, as well as management practices. The items were rated on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

### Validation of the Instrument

The instrument was validated in terms of its face and content by three specialists in Educational Psychology, Measurement and Evaluation and Primary Education. The suggestions and comments made by the observers were taken into account to improve the clarity, relevance and adequacy of the instrument.

### Reliability of the Instrument

The instrument's dependability was confirmed by a pilot test with 20 public primary school teachers who were not part of the study region. The data collected was examined using Cronbach's Alpha. The total reliability coefficient obtained was 0.82, indicating that the instrument was reliable for the study.

### Method of Data Collection

Two trained research assistants helped the researcher deliver the questionnaire to the respondents. The completed questionnaires were collected promptly after completion to guarantee a high return rate.

### Method of Data Analysis

The study questions were answered using mean and standard deviation. The null hypotheses were tested at 0.05 level of significance using multiple regression analysis.

### Decision Rule

The study questions were answered using a criterion mean of 2.50. Mean scores of 2.50 and above were considered as Agreed and mean scores below 2.50 were considered as Disagreed. For the hypotheses, the null hypothesis was rejected when the p-value was less than 0.05 ( $p < 0.05$ ) and not rejected when the p-value was more than or equal to 0.05 ( $p \geq 0.05$ ).

## Results

### Research Question One

To what extent do teachers' perceptions of the causes of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District?

**Table 1.1: Mean and Standard Deviation on Teachers' Perceptions of the Causes of Learners' Aggressive Behaviour and Management Practices**

| (N = 282)           |                                                                        |             |             |               |
|---------------------|------------------------------------------------------------------------|-------------|-------------|---------------|
| S/N                 | Item                                                                   | Mean        | SD          | Decision      |
| 1                   | Family instability contributes to aggressive behaviour among learners. | 3.42        | 0.71        | Agreed        |
| 2                   | Poor parenting practices predispose learners to aggressive behaviour.  | 3.38        | 0.74        | Agreed        |
| 3                   | Peer influence contributes to aggressive behaviour among learners.     | 3.46        | 0.68        | Agreed        |
| 4                   | Exposure to violent media increases aggressive behaviour.              | 3.31        | 0.77        | Agreed        |
| 5                   | Poor emotional regulation contributes to aggressive behaviour.         | 3.40        | 0.72        | Agreed        |
| <b>Cluster Mean</b> |                                                                        | <b>3.39</b> | <b>0.72</b> | <b>Agreed</b> |



The result in Table 1.1 shows that the respondents agreed that teachers' perceptions of the causes of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District. This is evidenced by the grand mean of 3.39, which is above the criterion mean of 2.50.

## Research Question Two

To what extent do teachers' perceptions of the forms of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District?

**Table 1.2: Mean and Standard Deviation on Teachers' Perceptions of the Forms of Learners' Aggressive Behaviour and Management Practices**

(N = 282)

| S/N                 | Item                                                    | Mean        | SD          | Decision      |
|---------------------|---------------------------------------------------------|-------------|-------------|---------------|
| 1                   | Physical aggression is common among learners.           | 3.48        | 0.69        | Agreed        |
| 2                   | Verbal aggression frequently occurs among learners.     | 3.44        | 0.73        | Agreed        |
| 3                   | Bullying is a common form of aggressive behaviour.      | 3.36        | 0.76        | Agreed        |
| 4                   | Destruction of school property is a form of aggression. | 3.29        | 0.81        | Agreed        |
| 5                   | Social exclusion is a form of aggressive behaviour.     | 3.32        | 0.78        | Agreed        |
| <b>Cluster Mean</b> |                                                         | <b>3.38</b> | <b>0.75</b> | <b>Agreed</b> |

The result in Table 1.2 indicates that the respondents agreed that teachers' perceptions of the forms of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District. The grand mean of 3.38 exceeded the criterion mean of 2.50, indicating agreement among the respondents.

## Research Question Three

To what extent do teachers' perceptions of the effects of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District?

**Table 1.3: Mean and Standard Deviation on Teachers' Perceptions of the Effects of Learners' Aggressive Behaviour and Management Practices**

(N = 282)

| S/N                 | Item                                                          | Mean        | SD          | Decision      |
|---------------------|---------------------------------------------------------------|-------------|-------------|---------------|
| 1                   | Aggressive behaviour disrupts classroom instruction.          | 3.55        | 0.65        | Agreed        |
| 2                   | Aggressive behaviour negatively affects academic performance. | 3.49        | 0.69        | Agreed        |
| 3                   | Aggressive behaviour affects peer relationships.              | 3.41        | 0.73        | Agreed        |
| 4                   | Aggressive behaviour creates an unsafe learning environment.  | 3.46        | 0.70        | Agreed        |
| 5                   | Aggressive behaviour increases teachers' workload.            | 3.39        | 0.74        | Agreed        |
| <b>Cluster Mean</b> |                                                               | <b>3.46</b> | <b>0.70</b> | <b>Agreed</b> |

The result in Table 1.3 reveals that the respondents agreed that teachers' perceptions of the effects of learners' aggressive behaviour influence management practices in public primary schools in Akwa Ibom North-East Senatorial District. The grand mean of 3.46 is greater than the criterion mean of 2.50, indicating respondents' agreement.

## Hypothesis One

Teachers' perceptions of the causes of learners' aggressive behaviour have no significant influence on management practices in public primary schools in Akwa Ibom North-East Senatorial District.

**Table 1.4: Regression Analysis of Teachers' Perceptions of the Causes of Learners' Aggressive Behaviour on Management Practices**

(N = 282)

| Variable         | $\beta$ | t      | R     | R <sup>2</sup> | F      | Sig. | Decision    |
|------------------|---------|--------|-------|----------------|--------|------|-------------|
| Perceived Causes | 0.612   | 13.482 | 0.612 | 0.375          | 181.77 | .000 | Significant |

The result in Table 1.4 shows that teachers' perceptions of the causes of learners' aggressive behaviour significantly influenced management practices in public primary schools in Akwa Ibom North-East Senatorial District ( $\beta = 0.612$ ,  $t = 13.482$ ,  $R = 0.612$ ,  $R^2 = 0.375$ ,  $F = 181.77$ ,  $p = .000$ ). Since the p-value (.000) is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that teachers' perceptions of the causes of learners' aggressive behaviour significantly influence management

**Table 1.5: Regression Analysis of Teachers' Perceptions of the Forms of Learners' Aggressive Behaviour on Management Practices**

(N = 282)

| Variable        | $\beta$ | t      | R     | $R^2$ | F      | Sig. | Decision    |
|-----------------|---------|--------|-------|-------|--------|------|-------------|
| Perceived Forms | 0.573   | 12.491 | 0.573 | 0.328 | 156.03 | .000 | Significant |

The result in Table 1.5 shows that teachers' perceptions of the forms of learners' aggressive behaviour significantly influenced management practices in public primary schools in Akwa Ibom North-East Senatorial District ( $\beta = 0.573$ ,  $t = 12.491$ ,  $R = 0.573$ ,  $R^2 = 0.328$ ,  $F = 156.03$ ,  $p = .000$ ). Since the p-value (.000) is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that teachers' perceptions of the forms of learners' aggressive behaviour significantly influence management

**Table 1.6: Regression Analysis of Teachers' Perceptions of the Effects of Learners' Aggressive Behaviour on Management Practices**

(N = 282)

| Variable          | $\beta$ | t      | R     | $R^2$ | F      | Sig. | Decision    |
|-------------------|---------|--------|-------|-------|--------|------|-------------|
| Perceived Effects | 0.648   | 14.392 | 0.648 | 0.420 | 207.13 | .000 | Significant |

The result in Table 1.6 shows that teachers' perceptions of the effects of learners' aggressive behaviour significantly influenced management practices in public primary schools in Akwa Ibom North-East Senatorial District ( $\beta = 0.648$ ,  $t = 14.392$ ,  $R = 0.648$ ,  $R^2 = 0.420$ ,  $F = 207.13$ ,  $p = .000$ ). Since the p-value (.000) is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that teachers' perceptions of the effects of learners' aggressive behaviour significantly influence management practices in public primary schools in Akwa Ibom North-East Senatorial District.

### Findings of the Study

The findings of the study revealed that:

1. Teachers' perceptions of the causes of learners' aggressive behaviour significantly influenced management practices in public primary schools in Akwa Ibom North-East Senatorial District.
2. Teachers' perceptions of the forms of learners' aggressive behaviour significantly influenced

practices in public primary schools in Akwa Ibom North-East Senatorial District.

### Hypothesis Two

Teachers' perceptions of the forms of learners' aggressive behaviour have no significant influence on management practices in public primary schools in Akwa Ibom North-East Senatorial District.

practices in public primary schools in Akwa Ibom North-East Senatorial District.

### Hypothesis Three

Teachers' perceptions of the effects of learners' aggressive behaviour have no significant influence on management practices in public primary schools in Akwa Ibom North-East Senatorial District.

management practices in public primary schools in Akwa Ibom North-East Senatorial District.

3. Teachers' perceptions of the effects of learners' aggressive behaviour significantly influenced management practices in public primary schools in Akwa Ibom North-East Senatorial District.

### Discussion of the Findings

#### Teachers' Perceptions of the Causes of Learners' Aggressive Behaviour and Management Practices

The findings of the study revealed that teachers' perceptions of the causes of learners' aggressive behaviour significantly influenced management practices in public primary schools in Akwa Ibom North-East Senatorial District. This finding suggests that teachers who have a better understanding of the factors responsible for aggressive behaviour are more likely to adopt appropriate management practices that promote positive learner behaviour. Recognizing factors such as family instability, poor parenting, peer influence, and poor emotional regulation enables teachers to

implement supportive interventions rather than relying solely on punitive disciplinary measures. This finding is consistent with the study of Wettstein *et al.* (2023), who reported that teachers' understanding of aggressive learner behaviour significantly influences classroom interactions and behaviour management decisions. The finding also agrees with UNESCO (2023), which emphasized that teachers' perceptions play an important role in determining the effectiveness of behaviour management practices adopted in schools.

### **Teachers' Perceptions of the Forms of Learners' Aggressive Behaviour and Management Practices**

The findings indicated that teachers' perceptions of the forms of learners' aggressive behaviour significantly influenced management practices. This implies that teachers who can correctly identify physical, verbal, relational, and destructive forms of aggression are better positioned to select appropriate management strategies that address learners' behavioural needs. Accurate identification of aggressive behaviours enables teachers to respond promptly and effectively before such behaviours escalate. This finding corroborates the report of Anderson and Bushman (2002), who described aggressive behaviour as intentional actions directed towards causing harm to others, thereby emphasizing the importance of recognizing different manifestations of aggression for effective intervention. The finding is also in line with OECD (2023), which maintained that teachers' perceptions of learners' behaviours influence the behaviour management approaches adopted in schools.

### **Teachers' Perceptions of the Effects of Learners' Aggressive Behaviour and Management Practices**

The findings further revealed that teachers' perceptions of the effects of learners' aggressive behaviour significantly influenced management practices. This indicates that teachers who appreciate the consequences of aggressive behaviour on learners' academic performance, classroom discipline, peer relationships, and school safety are more likely to employ effective management practices that encourage positive behaviour and create conducive learning environments. The finding supports UNESCO (2023), which reported that effective behaviour management contributes to improved classroom climate and learner engagement. The finding is equally consistent with the World Health Organization (2020), which emphasized that unmanaged aggressive behaviour adversely affects learners' emotional well-being, academic achievement, and social development, thereby necessitating appropriate management interventions.

### **Conclusion**

Based on the findings of the study, it was concluded that teachers' perceptions of learners' aggressive behaviour significantly influence management practices in public

primary schools in Akwa Ibom North-East Senatorial District. Specifically, teachers' perceptions of the causes, forms, and effects of aggressive behaviour were found to be significant determinants of the management practices adopted in schools. Therefore, improving teachers' understanding of aggressive learner behaviour is essential for promoting effective behaviour management practices and creating conducive learning environments.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Educational authorities should organize regular workshops, seminars, and in-service training programmes to enhance teachers' understanding of the causes, forms, and effects of learners' aggressive behaviour and equip them with effective management practices.
2. School administrators should encourage teachers to adopt positive behaviour management practices, including behaviour modification, counselling, positive reinforcement, and parental collaboration, in addressing aggressive learner behaviour.
3. The Ministry of Education should develop and implement policies that support continuous professional development in behaviour management and provide guidance resources to assist teachers in effectively managing aggressive learners in public primary schools.

### **References**

1. Akwa Ibom State Universal Basic Education Board. (2025). *Statistical digest of public primary schools and teachers in Akwa Ibom State*. Planning, Research and Statistics Department.
2. Anderson, C. A., and Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology*, 53, 27–51. <https://doi.org/10.1146/annurev.psych.53.100901.135231>
3. Creswell, J. W., and Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
4. Espelage, D. L., and Swearer, S. M. (2011). *Bullying in North American schools* (2nd ed.). Routledge.
5. Fayso, T. (2019). Aggressive behaviour in secondary schools of Mesken woreda: Types, magnitude and associated factors. *Psychology and*

6. Jaleel, K. M. A., & Kotian, S. (2024). The effects of school environment on student aggressive behavior: A comprehensive review. *Suphala, The Effects of School Environment on Student Aggressive Behavior: A Comprehensive Review* (April 17, 2024).
7. Jaleel, K. M. A., & Kotian, S. (2024). Psychosocial and environmental determinants of aggressive behavior in higher secondary school students: A review. *Published in Juni Khyat ISSN*, 2278-4632.
8. Katsapi, R. (2025). Preschool Educators' Views and Attitudes Regarding the Management of Aggressive Behaviour of Children. *Futurity Education*, 5(1), 151-168.
9. Lumadi, R. I. (2024). Impact of school violence on learner participation in South African secondary schools: A qualitative study. *Perspectives in Education*, 42(1), 39-52.
10. Organisation for Economic Co-operation and Development. (2023). *PISA 2022 Results (Volume I): The State of Learning and Equity in Education*. OECD Publishing.
11. Tandika, P. B., Ndibalema, P., & Lawrent, G. (2026). Aggressive behaviours among early grade learners: the school-community experiences in Tanzania. *International Journal of Early Years Education*, 1-18.
12. United Nations Educational, Scientific and Cultural Organization. (2023). *Global education monitoring report 2023: Technology in education—A tool on whose terms?* UNESCO.
13. World Health Organization. (2020). *Global status report on preventing violence against children 2020*. World Health Organization.
14. Wettstein, A., Jenni, G., Schneider, S., Kühne, F., Holtforth, M. G., and La Marca, R. (2023). Teachers' perception of aggressive student behavior through the lens of chronic worry and resignation, and its association with psychophysiological stress: An observational study. *Social Psychology of Education*, 26(4), 1181–1200.
15. Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.