



Anxiety as a Correlate of Aggression among in-School Adolescents in Bwari Area Council, FCT Abuja: The Counselling Inference

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ABSTRACT: Adolescents' behaviour has been of great concern to the stakeholders and the society at large because of its impact on their academic performances, psychological and mental health well-being. This study aimed to find out if anxiety is predictive of aggression on gender and age bases, and advance the counselling inference among the in-school adolescents in Bwari Area Council, Abuja. To achieve this, a total sample of 350 in-school students purposively selected from five senior secondary schools in Bwari Area Council constituted the study. A correlation design was employed, two research questions and two hypotheses guided the study. Two research instruments were administered on the students to collect the data on anxiety and aggression namely; a 12-item social anxiety scale for adolescents and an adapted version of Bus-Perry aggression Questionnaire (BP-AQ). The data collected was analyzed with the Pearson Product Moment Correlation. The findings revealed that there is a significant positive relationship between anxiety and aggression, anxiety is a predictor of aggression among the adolescents irrespective of gender and age. The researchers recommended among other things that schools should engage in early detection of students who are high in anxiety, investigate the anxiety instigating events and explore intervention strategies which could bequeath them with social skills and while maintaining their integrity.

KEYWORDS: Aggression, Anxiety, Correlate, Counselling and Inference

I. INTRODUCTION

The in-school adolescents are the individuals between the ages of 10 and 19 World Health Organization (WHO, 2023). Hall (1904), an American psychologist and father of adolescent research in Pfeffer (2015) characterized the

adolescence stage as a period of "Storm and Stress", inferring that the stage is a time of turmoil, difficulty and rebellious. Storm and Stress according to Hall manifest in three dimensions which are: Conflict with the authority figures and their parents, mood Disruption and risky behaviours. Adolescence is a very important phase in one's life when the innate tendencies emerge with the unique characteristics for self-sufficiency, the adolescents seek for self-identity, and make quest about who they are, make enquiry about their occupation and seek for independence.

It is a period of critical human development when changes occur, emotionally, socially, physically etc. As a result of the changes the adolescents are predisposed to behaviours highly determined by emotions (Llorcas et al 2016), they face certain crisis and dilemma which are part of the manifestations of the adolescence stress and storm syndrome (Hall, 1904) cited in (Pfeffer, 2015). They generally express the emotional instability through outbursts such as hitting, shouting, kicking and the like. This explains why some in-school adolescents are high in bullying cases, aggression, violence, occasional harming, threatening one another, name calling, destroying of properties, cyber-bullying, sexual pervasion, truancy to classes, and other volatile behaviours as experienced among them. These indices are indicative of lack of social skills.

For a healthy social interaction and interpersonal relationship, one requires some skills such as; self-management skills, emotional management skills, emotional intelligence, problem solving skills, social awareness skills, assertiveness skills (Enem, 2015). Adolescents with greater social skills would be expected to have more frequent interactions with others than would persons deficient in important social skills (Hosan, 2017 & Riggo & Zimmerman, 2022). The social skills individuals/adolescents have



more strategies for solving social problems, they are higher in social competence and less likely to engage in aggressive behaviours (Hayes, 2002; Inem, 2015).

Aggression is one form of negative social interactions among the adolescents that has become a matter of concern, it is a sinister behaviour problem taking its toll among the in-school adolescents, its incidence is alarmingly high and seems to be on the rise. Aggression is any behaviour, including verbal events, which involves attacking another person, animal or object with the intent to harming the target (Soreff et al, 2023). Krahe (2013) defined aggression similarly as a behaviour directed towards another individual that is carried out with the proximate (immediate) intention to harm. The central themes in the definitions which are precursors of aggressive behaviours are:

1. 'the behaviour is directed towards another', it is an observable behaviour (action) not feelings of anger (aggressive affect) and thoughts (aggressive cognition)

2. 'the intent to harm', the act must be intentional and be carried out with the goal of harming another. The intentional harm most characterizes the action of aggression. As reported by Ames & Fiske, (2013), intentional harm meted on people is perceived as worse than unintentional harm, even when the harms are identical. This perception rules out some behaviour we may consider as aggression.

3. 'the act achieving its target'. The target of aggression must involve people/object. In order words, the perpetrator must believe that the behaviour will harm the target.

Human aggression is categorized into two; the Instrumental and the hostile aggression (Krishnaveni, 2014), he asserted that the major contrast between the two is about the motive for the behaviour being meted. Instrumental aggression is the aggression whose intent is to harm, it is proactive, premeditated and cold-blooded, the behaviour is associated with unemotional trait of lack of guilt and empathy (Mintah, 2017). It is a form of aggression where the primary aim is not to inflict pain on the victim but to reach some other goals where aggression is merely incidental, aggression in this instance is used as a means to an end (Nickerson (2022). On the other hand, Brosbe (2011) described hostile aggression as hot, emotional and impulsive behaviour committed in response to a perceived insult or threat. Hostile aggression is never a planned behaviour while instrumental aggression is a deliberate attempt to achieve a goal. Instrumental aggressions may result from genetical factors, operant conditioning,

environmental factors, Psychopathy, painful experiences, negative affect and mood, and the endocrine and nervous system issues.

According to aggression taxonomy proposed by Krahe (2013), there are different aspects and subtypes of aggressions which vary relatively from minor acts (such as name calling or pushing) to more serious acts (such as hitting, kicking, or punching) and to severe acts (such as stabbing, shooting, or killing).

The incidence of aggression is alarmingly high among the adolescents and seems to be on the rise. Omisore et al (2013) in a comparative study reported high assault of other students and staff with weapons by aggressive students in the public schools by 24. 7%. Onukwufor (2019) in his studies, found that 20.8% in-school adolescents were involved in physical aggression while 48.3% of the older adolescents were prevalent in both physical and verbal aggression. Obikezie and Obi (2020) in their investigation of incidence and prevalence among the in-school adolescents in Anambra state noted frequent manifestation of aggression in arson, hitting, beating, bullying, speaking and knife attacks.

On the display of aggressive behaviour between males and females, Bjorkqvist (2018) asserted that the boys are more outwardly aggressive, they mainly indulge in direct, physical aggression while the girls are more inclined to indirect and social forms of aggression, for example; social isolations, rumour spreading and ignoring themselves (Bjorkqvist, 2018 & Delvin 2019)

Some studies confirmed that aggression is the risk factor for the problems of anxiety and depression especially in the male adolescents (Fite et al 2014). The adolescents' stress and out-burst or frustration were linked to negative mental health outcomes of anxiety and depression in many studies for instance, Byeon (2015) found anxiety and depression as the major predictors of suicidal ideations among Korean youths. In the same vein, APA (2015) insinuated that being victim of aggression is associated with decreased mental health, including experiencing anxiety and depression.

Anxiety is seen as the most common mental health problems among the adolescents (Hason, 2017; Celikkaleli & Demir, 2022), it as an emotional response of human being to a threat or danger or an aversive situation. The response is accompanied by a perception of thoughts about harm and the behaviour display is characterized by emergency effort towards 'fight or flight.' Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like



increased blood pressure (American Psychological Association (APA), 2019). Anxiety is an uncomfortable feeling of nervousness or worry about something that is happening or might happen in future. The in-school adolescents may be threatened by too much academic tasks; assignments, projects, many courses to offer at a time, and relationship problems (Vallejo, 2022). The situation may produce conflicts or frustration which may block the individual's progress towards achieving his/her goals of education rather provide one source of anxiety or another. Anxiety among the adolescents is a common mental disorder, about one-third experience a life time anxiety disorder (Kessler, R.C et al, 2012 & Grant 2013). According to New Port Academy (NPA), (2022), anxiety and school activities go hand in hand and has increased among the students since after the COVID-19 pandemic. This is evidenced in many in-school adolescents who struggle with feelings of tension and fear in their daily activities. Consequences of anxiety may include poor academic performance, low self-esteem, avoidance of school, reduced problem-solving abilities, troubled relationships sleep disturbances, feeling keyed up, going blank (Almokhtar et al, 2019 & Munir (2019). WHO (2021) pointed out that the older adolescents more than the younger ones are more susceptible to anxiety related issues, it estimated that 3.6% of 10-14-years and 4.6% of 15-19-years old experience anxiety while behavior disorder of excessive activity and acting without regard to consequences occurs more with the younger adolescents at 3.1% of 10-14-year-olds and 2.4% of 15-19-years-olds. Gender gap in adolescent anxiety has alluded the girls as having higher level of anxiety compared to the boys. Anxiety symptoms such as fears and worries were observed at increase in early female adolescents (Hosan, 2017). In a study carried out by Celikkaleli & Demir, (2022) titled 'Anxiety in High school adolescents by Gender-', they found out that 17.6% of females had a low level of anxiety, 62.3% had moderate anxiety while 20.1% were on a high anxiety. In case of the males, 18.3% were on low anxiety, 69.5% on moderate and 11.3 had a high level of anxiety. This implies that the female adolescents are higher in anxiety traits than their male counterparts.

This study became imperative to the researchers to address the debilitating issues of aggression among the in-school adolescents having observed the prevalent negative impact of the behaviour. The impact is on both the aggressors and the victims, victims of aggression are always apprehensive which manifests in the discharge of

their duties in the schools. They live in fear and are agitated at the least provocation, most of them live in perpetual psychological problems and find it almost impossible to assert themselves. As a result of fear, they bottle up their problems and could only vest such anger in a manner that will leave people wondering. The encounter with the victims of aggression also revealed that more than 90% of them do not report cases of aggression in schools despite the fact that the behaviour hurt them. The situation predisposes them to behaviour consequences of being withdrawn, resentment and a feeling of retaliation. Victims of aggression are observed to have personality issues of low self-esteem, suicidal thoughts, drug addiction, eating disorders, bullying other students of lesser power with time.

The aggressors on the other hand, if they succeed in victimizing other students especially in the face of Instrumental Aggression would become inclined to more serious aggressive behaviours, arrogate more powers to themselves, heighten their nefarious acts and extend it to the teachers and the school authorities. At this point they would intimidate students and teachers, engage in conflicts with the school authorities and vandalize school properties, subsequently they will enlarge their coast by forcefully coopting or luring other students to join their groups. They tend to become obstinate to rules and regulations which will result to frustration and eventually some of them are recruited in some parts of the country to join banditry and work as thugs for politicians.

From experience, aggression among in-school adolescents is progressive and occurs in stages. Sometimes the progression of the act is broken through disciplinary measures, counselling or high-handedness for some of them. But in most cases taming them is a herculean task, the trajectory of both the victims and the aggressors are poor academic performance/achievement, this is because they use the time meant for studying in finding ways to cope with or perpetrate aggression respectively. Others are, sexual harassment, drop out of school, conflict with siblings and parents, womanizing, alcoholism, armed robbery and other vices which have been found to distract the adolescents from learning. Any factor that is capable of distracting them from studying is counter-productive to the national development.

Given the situation, the researchers intended to address this crucial need of the in-school adolescents' mental health through correlating aggression and anxiety to establish the relationship between the two variables and determine whether



anxiety is predictive of aggressive behaviour among the in-school adolescents in Bwari Area Council. The study in providing solution will engage counselling strategies for early detection, intervention and treatment, a measure which will not debase the rights of the adolescents rather complement the United Nations Convention human rights for the adolescents' mental health. Hopefully the strategies will help embed social and resilient skills on the in-school adolescents devoid of anxiety and aggression.

Operant Conditional theory of B.F. Skinner is an instrument conditioning which uses reward and punishment to modify behaviour. For instance, when a student is rewarded for excellence in academics, such student will likely ensure more excellent performance because the behaviour was followed by positive outcome. Sachdev (2022) explains that stimuli in operant behaviour can be either appetitive or aversive. Appetitive stimuli are the stimuli one voluntarily approaches and it is followed by positive reinforcement to increase the probability of occurrence of such behaviour. Aversive stimuli are avoided and attracts a negative reinforcement- the removal of such stimuli to encourage an acceptable behaviour. Aggressive behaviour is increased by the history of its reinforcement and implying that it can be directly learned. It is likely to be governed by the consequences that follow their emission in both clinical and natural setting (Mueller & Nkosi, 2017). For Instance, if an adolescent engages in aggressive behaviour successfully, without any punishment, the adolescent will internalize the behaviour and reproduce it in future because the consequence is positive. Conversely if the aggressive behaviour is punished others will refrain from it and the behaviour will extinct in the future. The responses are operant because their emission may be instrumental to reinforcing or punishing consequences. They effect some changes on the environment resulting in particular consequences.

The purpose of the study is to investigate the relationship between anxiety and aggressive responses among the in-school adolescents in Bwari Area Council, FCT, Abuja. The specific objectives are to:

1. Ascertain the relationship between anxiety and aggressive behaviours among the in-school adolescents on gender bases in Bwari Area Council, FCT, Abuja.
2. Determine the relationship between anxiety and aggressive behaviours among the in-school adolescents on age bases in Bwari Area Council, FCT, Abuja.

The following Research Questions guided the study

1. What is the association between anxiety and aggressive behaviours on gender bases among the in-school adolescents in Bwari Area Council, FCT, Abuja?
2. What is the relationship between anxiety and aggressive behaviours according to ages of the in-school adolescents in Bwari Area Council?

Hypotheses:

H₀₁: There is no significant relationship between anxiety and aggressive behaviour on gender bases among the in-school adolescents in Bwari Area Council, FCT-Abuja

H₀₂: There is no significant relationship between anxiety and aggressive behaviour according to ages of the in-school adolescents in Bwari Area Council, FCT-Abuja

II. EXPERIMENTATION

Correlation research design was adopted for the study, a design which investigates relationships between two or more variables without the researcher controlling any of them. The design reflected the strength and direction of relationship between anxiety and aggressive behaviour among the in-school adolescents. The sample consisted of 350 students drawn from five schools in Bwari Area Council, Abuja. A purposive sampling technique was adopted to select equal numbers of females and males and to select the two categories of the in-school adolescents; the early and Middle/late adolescents. Comprehensively, a total number of 175 females and 175 males were selected making a total of 350 in-school adolescents. Out of the 350 respondents, 174 were early adolescents and 176 were middle/late adolescents, each comprising of equal numbers of female and male in-school adolescents. Two research questions guided the study while two hypotheses were tested employing the Pearson Product Moment Correlation Co-efficient (PPMCC). Two research instruments were adapted to collect data from the respondents: a 12-item social anxiety scale for adolescents consisting of three subscales which are: Fear of Negative Evaluation (FNE), Social Avoidance and Distress experienced in new situation/strangers (SAD-N) and Social Avoidance and Distress experienced generally/with acquaintances (SAD-G). The reliability and the validity of the instrument have been ascertained. LaGreca et al (2010) and other researchers obtained its internal consistency (Cronbach alpha's) greater than 0.70 and its test-retest reliability was between 0.54 and 0.78. The scale is to identify the anxious adolescents. The other instrument is Bus-Perry aggression Questionnaire



(BP-AQ). It is a 29-item question, four factor instrument that measure Physical aggression, Verbal aggression, Anger and Hostility. The researcher adapted four items from each of the factors making it 16-item questionnaire. The instrument's reliability has been ascertained by Galagher and Ashford (2016) who found a reliability coefficient of 0.93 on the instrument.

The two instruments were administered to the 350 respondents to determine the correlation between the two variables Each of the respondents was required to respond to the 12-items on the social anxiety scale and the 16-items on the aggression scale. Both scales were rated on the 4-point modified Likert-scale; Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1. The respondents' ratings were calculated in means and a mean of 2.50 and below is regarded as low while a mean rating above 2.50 is high, for the purpose of this study.

Data was collected from five schools in senior secondary schools in Bwari Area Council. The informed consents of the affected principals were obtained and different levels of classes from SS1 and SS2 were presented for the study in each of the schools. The researcher with the research assistants visited the schools on a number of times and employed the purposive sampling to pick 70 respondents from each school which were distributed as stated on table one below. The analysis of the data was presented on the frequency tables, means and percentages.

The Demographic data

Table One: The respondents according to sexes and ages

Gender	AGE		Total
	Early adolescents (10-14 years)	Middle/Late adolescents 15-19	
Female	87 (24.86%)	88(25.14%)	175 (50%)
Male	87 (24.867%)	88 (25.14%)	175 (50%)
Total	174(49.71%)	176(50.29%)	350 (100%)

Table One is the demographic data of the respondents for the research. 175 female and male students each which constitute the 50% of the sample each were selected for the study, out of which 174 (49.71%) are early adolescents of equal number of female and male and 176 (50.29%) are Middle/late adolescents of equal number of female and male adolescents making a total number of 350 respondents.

Research Question One: What is the relationship between anxiety and aggressive behaviours on gender bases among the in-school adolescents in Bwari Area Council, FCT, Abuja?

Tables two and three are the distributions of the adolescents on both the anxiety and the aggression scale (Appendix One). The female adolescent students rated high on all the indices of anxiety (except on item 12) at grand mean of 2.94. They also rated very high on all the items on aggression scale at a grand mean of 3.03. Equally the male adolescents rated high at a grand mean of 3.02 and 3.09 on anxiety and aggression respectively. This is an indication that there is a relationship between anxiety and the aggressive behaviour of the adolescents on gender bases, though the male adolescents presented with higher grand mean on both scales.

Research Hypotheses One

H_{01} : There is no significant relationship between anxiety and aggressive behaviour on gender bases among the school adolescents in Bwari Area Council, FCT-Abuja The null hypotheses formulated for this study weretested at 0.05 level of significance using PearsonProduct Moment Correlation Coefficient (PPMCC)



Table Four: Correlation co-efficient analysis showing relationship between anxiety and aggressive behaviour based on gender of the adolescents

Variable	N	df	r-cal	r-tab	Sig. (P-value)	Decision
Females	17					
	5	3	0.46	0.11	0.012	Reject
		4	9	3		
Males	17	8				H ₀₁
	5					

Significant P<0.05

Table four showed correlation co-efficient analysis of relationship between anxiety and aggressive behaviour based on gender of the adolescents. The r-cal value of 0.469 was found to be greater than the r-tab value of 0.113 given 348 degrees of freedom at 0.05 level of significance. Also, the r-cal of 0.012 was less than the r-set of 0.05. The r-cal value was significant since it was greater than r-tab value, therefore, the null hypothesis was rejected. It implies that there is significant positive relationship between anxiety and aggressive behaviour based on gender of the adolescents. Anxiety is a predictor to aggression in both the female and male adolescents

Research Question 2:

What is the relationship between anxiety and aggressive behaviours according to ages of the in-school adolescents in Bwari Area Council?

Tables five and six presented the correlation of anxiety and aggressive behaviour of the adolescents according to their ages in Bwari Area Council, Abuja. (Appendix two). The adolescents rated high on anxiety as well as on aggression. The Early adolescents rated a high grand mean of 2.98 on anxiety and a high grand mean of 3.10 on aggression scale. On the other hand, the Middle/late adolescents scored a higher grand mean of 3.06 and 3.21 on anxiety and aggression respectively. The implication is that as the adolescents' anxiety increases, the more aggressive they become. Therefore, there is a significant positive relationship between anxiety and aggression among the adolescents on age bases though the middle/late adolescents rated higher on the both instruments.

Research Hypothesis Two

H₀₂: There is no significant relationship between anxiety and aggressive behaviour according to ages of the school adolescents in Bwari Area Council, FCT-Abuja

Table Seven: Correlation co-efficient analysis showing relationship between anxiety and aggressive behaviour based on the ages of the adolescents

Variable	N	df	r-cal	r-tab	Sig. P-value	Decision
Middle adolescents	17					
	4	34	0.50	0.11	0.006	Reject H ₀₂
		8	6	3		
Late adolescents	17					
	6					

Significant P<0.05

Table seven showed correlation co-efficient analysis of relationship between anxiety and aggressive behaviour based on the ages of the adolescents. The r-cal value of 0.506 was found to be greater than the r-tab value of 0.113 given 348 degrees of freedom at 0.05 level of significance. Also, the r-cal of 0.006 was less than the r-set of 0.05. The r-cal value was significant since it was greater than r-tab value, therefore, the null hypothesis was rejected. It implied that there was significant positive relationship between anxiety and aggressive behaviour based on the ages of the adolescents, indicating that anxiety is predictive of aggression in both the early and middle/late adolescents.

III. DISCUSSION OF FINDINGS

The study formulated two research questions and tested two research hypotheses. Table one which is the demographic data saw a distribution of the respondents according to gender and ages of the adolescents which are necessary for the achievement of the purpose of the study. Tables two and three (appendix one) answered the research question one which says “What is the relationship between anxiety and aggressive



behaviours on gender bases among the in-school adolescents in Bwari Area Council, FCT, Abuja?” The indication from the table is that there is a significant positive relationship between anxiety and aggression on gender bases among the in-school adolescents, both males and female rated high on the two instruments though higher on the threshold of the males.

The implication is that anxiety is predictive of aggressive behaviour among the adolescents irrespective of gender, confirming the positions of Fite et al (2014) and Byeon (2015) who found anxiety as the predictor of adolescents’ stress and outburst. The male adolescents are very high on physical aggression at the mean of 3.07 as against the female at a mean of 2.84 while the female adolescents rated a mean of 3.16 on verbal aggression as against the male adolescents at a mean of 3.08. This is in line with (Bjorkqvist, 2018, Delvin 2019 and APA (2015). The authors stated in their studies that boys mainly indulge in direct, physical aggression while the girls are more inclined to indirect and social forms of aggression, for example; social isolations, rumour spreading and ignoring themselves. This study has found high mean in the four factors of aggression. The female rated high average mean of 2.84, 3.16, 3.06 and 3.07 respectively on physical aggression, verbal aggression, anger and hostility while male adolescents rated 3.07, 3.08, 3.18 and 3.04 respectively on the four factors. On anxiety, the boys rated higher, opposing the findings of Celikkaleli & Demir, (2022).

On table four, the researchers presented the result of the hypothesis One which says “There is no significant relationship between anxiety and aggressive behaviour on gender bases among the in-school adolescents in Bwari Area Council, FCT-Abuja. The r_{cal} value of 0.469 was found to be greater than the r_{tab} value of 0.113 given 348 degrees of freedom at 0.05 level of significance. Since the calculated value of 0.469 is greater than the table value of 0.113, the hypothesis is rejected, indicating that there is a significant positive relationship between anxiety and aggressive behaviours of the adolescents on gender bases. Onukwufor (2019) was right when he reported high aggressive behaviour prevalence among in-school adolescents. The male and the female adolescents’

aggression is a predictor of anxiety (Fite et al (2014), Byeon (2015) & APA (2014).

Tables five and six answered the research question two which says “What is the relationship between anxiety and aggressive behaviours according to ages of the in-school adolescents in Bwari Area Council? (Appendix two). The study also found a significant positive relationship between anxiety and aggression according to the ages of the adolescents. The early and the middle/late adolescents rated high on the anxiety scale at the grand mean of 2.98 and 3.06 respectively and 3.10 and 3.21 on aggression respectively. The result confirms WHO (2021)’s findings, that the older adolescents more than the younger ones are more susceptible to anxiety related issues, at the estimate of 3.6% for 10-14-years (early adolescents) and 4.6% for 15-19-year (middle/late adolescents). Onukwufor (2019) also found 48.3% of the older adolescents prevalent in both physical and verbal aggression in his study. The older adolescents in the current study rated an average mean of 3.15 and 3.18 in both physical and verbal aggression respectively (Appendix two)

The second hypothesis which states that “There is no significant relationship between anxiety and aggressive behaviour according to ages of the in-school adolescents in Bwari Area Council, FCT-Abuja” was displayed on table seven. The calculated value of 0.506 was found to be greater than the table (r_{tab}) value of 0.113 given 348 degrees of freedom at 0.05 level of significance. Also, the r_{cal} of 0.012 was less than the r_{set} of 0.05. The implication is that there is significant positive relationship between anxiety and aggression among the adolescents on age bases. Though a slight rating in the means were observed between the early and middle/late adolescents, both were high. This agrees with the authors that assertions of Fite et al (2014); (APA, 2014); & Byeon (2015) who posited high prevalence of aggression among the adolescents and Omisore et al (2013) & Obikezie and Obi (2020) who saw a high prevalence of anxiety among the adolescence.

Counselling Inference

Counselling is a process of helping troubled people to understand themselves, their environment and work, as to feel and behave in more personally satisfying manner (Okonkwo & Anagbogu, 2020). Be it the case, the findings of this study require the services of the in-school counsellors. Since the study found a correlation between anxiety and



aggression, there is need to counsel against high anxiety among the in-school adolescents. The in-school counsellors should identify the in-school adolescents who are high in anxiety with use of psychological tests and provide individual and group counselling for them, these are approaches Enem et al (2021) found very effective for behaviour change. Individual counselling will offer them the opportunity to experience one-on-one relationship with a professional counsellor, a relationship which is accepting and tolerating yet free from directing, judging, moralizing and advising. Both individual and group counselling will assist them to make free informed decisions and acquire social skills facilitative of growth and high self-esteem.

The in-school adolescents ridden with anxiety can be given assertiveness training by the counsellors. The verbal and the non-verbal practices in the training will enable the individuals to follow their interests, stand out on their feet and express their comments, feelings, and ways of thought frankly and calmly without stress. Fezayat (2014) in Enem (2015) pointed out that aggressive students should assert themselves instead of aggressing, lending voice to the relevance of assertiveness training towards alleviating the mental health issues of anxiety and aggression.

Attribution Re-training (AR) is another counselling approach that will embed social skills to students, motivate and encourage them towards a rethink about achievement. The training will expose them to healthy discussions, role plays, teacher/student modelling, analyzing successes, listening to real life stories and engaging on the moral lessons of such stories. Be it the case the approach will help the students view failure as lack of effort instead of lack of ability and will inform them to accept their responsibilities rather than attributing them to someone else. Wagner (2010) asserted to the efficacy of attribution re-training.

Mindfulness-Based Cognitive therapy (MBCT): A regular use of mindfulness-based intervention practices helps to provide emotional healing over time. MBCT Will help to relieve symptoms of anxiety and other psychological problems and provide healing over time where the symptoms already exist (Martinez & Dong, (2020) The therapy through guided imageries, meditation and breathing exercises helps in body relaxation and allows the individual to focused, be aware of his/her present moment.

Finally, it will be of paramount importance to organize programmes that could assist the students set achievable life goals. Setting

and reaching one's goals in life is a tool for high achievers (APA, 2015). Such programmes should include workshops, talk shows, invitation of resource persons to address the students, organization of career weeks and other information delivery strategies.

IV. CONCLUSION

Anxiety as an emotional response characterized by feelings of tensions and worried thoughts has been found to have a positive significant relationship with the aggressive behaviour of the in-school adolescents in Bwari Area Council, Abuja. All the in-school adolescents who responded to the current study are all high in all the aspects of the anxiety and aggression irrespective of gender or age. It also shows that anxiety among the adolescents is a predicting factor for their aggressive behaviour. The situation is deplorable and capable of affecting the quality of manpower produced to the society. Anxiety, if not treated will result to some kind of anxiety disorders. As a result, this research findings' dissemination will be a clarion call to dissuade anxiety and promote healthy relationship among the in-school adolescents-the leaders of tomorrow. Based on the findings of the study, the following recommendations are made.

i.

schools should carryout psychological check on the in-school adolescents to identify their levels of anxiety and other mental health issues, this is because students are wallowing in covert threatening emotional responses which are aversive to their personal growth. The stakeholders should do a regular check with psychological tools and structured observations. Mentoring the students can also be a way of ensuring belongingness and closeness to students to avert situations of high anxiety.

ii.

schools should ensure the engagement of adequate number of Guidance Counsellors commensurate to the population of the students in such schools. The American Psychological Association recommended a ratio of 1:250 counsellor/student. This will assist the students and offer them the opportunity of seeing a guidance counsellor at least once a month either on individual or on group bases.



iii.

Schools should also plan the curriculum in a way to include time for counselling and reflect it on the daily school time-table. In many schools, time-table is so choked with subjects depriving the students time to see the counsellor or socialize. Time allotted for social activities should be strictly restricted for social activities. Some teachers utilize time for social activities to cover their scheme of work as has been observed. If the time for counselling and social activities are not tampered with, issues of high anxiety level among the in-school adolescents will be addressed.

iv.

It is the responsibility of the school to place each student in two or more clubs and societies of their choices and ensure active participation. Every student must be recognized and given one role or the other to play from time to time. As a matter of fact, social activities should be planned in such a way to be part of the school grading system. This will enhance their level of participation and acquaint them with social skills.

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