



Aggressive behaviours on peer social relationship of students with hearing impairment in Federal College of Education (Special), Oyo, Nigeria



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Abstract

This study investigated the aggressive behaviours on peer social relationship of students with hearing impairment. The purpose of the study was to determine the nature of aggression on peer social relationship of students with hearing impairment. A self-structured questionnaire was used to gather relevant data. The sample for the study consisted of one ninety (90) respondents. Three (3) research questions were raised to guide the study. The data collected were analyzed using, simple percentage method, mean and standard deviation. Based on the data generated and results obtained from the data analyzed, the findings revealed that hearing loss can create barriers in communication between children, thus adversely affect the quality and quantity of peer interaction of students with hearing impairment with their peers. The findings of the study also revealed that learners with hearing impairment have lower social status and report more loneliness than do hearing children. The study recommended among others that there was need to address the aggressive behavior among students with hearing impairment at schools levels. The classroom implication of the study was that the school should arrange counseling services for students with and without hearing impairment at school level to provide them psychotherapy for relaxation from aggressive behavior.

Keywords: aggressive behaviour, hearing impairment, peer social relationship



How to Cite

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Public Interest Statement

The findings of this study would be helpful in determining some of the factors associated to the aggressive behaviours and peer groups relations, social wellbeing and adjustment of students with hearing impairment. The study would form a base for proffering appropriate solutions to parents and teachers on the ways to solve the problem of peer group relationship of the students with hearing impairment, and also guide teachers and special educators to find the best ways of enhancing peer relationship among students with hearing impairment and their hearing counterparts in inclusive educational settings. It is also hoped that the present study would at least provide some background information for future study on the topic. Moreover, would be of immense benefit to other researchers who intend to know more on this research topic and could contribute to knowledge and serve as a guide for other studies.

Introduction

When we look at the proportion that about 360 million persons in the world are individuals with hearing impairment and out of these numbers, about 32 million are children with auditory impairment (World Health Organization, 2011). Hearing impairment affects individuals, the parents and the environment such persons live in, and this has negative social impacts on such persons. The negative experience encountered by children with hearing-impairment amidst their hearing counterparts give no room for socialization process in the area of choice, which gave unreachable boundaries that gave them sense of hopelessness and therefore gave room for aggressive behaviours, despair, low self-esteem, worthlessness, the feelings of anger and frustration. It will be thus wrong to consider this situation as only disability issue. As far as hearing impairment is concerned, the development of the child is endangered, because the children do not fully develop speaking and listening skills, moreso they are unable to speak intelligently and functionally. The children with hearing impairment lack abilities in terms of social and communication skills, which made it somewhat possible for them to have problems in communication with their developing peers in the classroom (Hummel, 2015).

Children with hearing impairment are somewhat and to some level denied the skills of understanding verbal expression of what they think, contingent on the level and degree of hear loss. Researches had revealed that a child with hearing impairment is faced with many problems among peers and even in the classrooms; thereby confronting physical insufficiencies and disability they have to deal with. The denial of these social and communication skills becomes pronounced on the development and

emotional harmony such child, which make them feel withdrawn as they grow up, resulting to increase in aggressive tendencies (Bolawa, 2012).

Hyperactivity, emotional, social and relational- peer relationship could be one of the major problems being faced by children with hearing impairment as compared to their hearing peers and bearing in mind the language skills of these developing peers, hearing disability poses a negative influence on behavior problems the children with hearing impaired might be facing. The difficulties of these children commonly arise at the beginning of the years when learning how to read and write at elementary school level. This makes them develop temper tantrum because they find it difficult to express themselves and this may lead to stubbornness than experienced by their hearing and speaking peers. One of the problems that influences children with hearing impairment' social environment and his/her attitude towards the environment is isolation which leads the children to bad tempered, extremely anger, and aggressive, since he/she has difficulty in expressing his/her wishes, feelings and thoughts. Despite the inadequate and faulty communication skills, experts are of the opinion that hearing impairment cause behaviour and emotional problems as a result of insufficient communication skills. Also, Sunal (2015) and Hassan (2018) added that hearing difficulty in children is caused lack of early parent-child engagement.

Aggression is a global concept, which is difficult to define though its meaning knows no bound. Aggression is pointing one's damaging dispositions towards the objects in the outside world (Peterson, 2014). Aggression is restraining from the behaviour of such child to meet the needs and which is led to a result of prevention. Pearl (2013) studied aggression in three ways: physical – verbal, passive and direct-indirect. The behaviours such as pushing, forcing, pulling, beating, biting is some of the examples characterized by physical aggression. Other instances of aggression towards peers are upsetting and hurting which could lead to emotionally trauma on the part of peers being assaulted. Aggression could be categorized in two ways: first is active aggression which is a goal-oriented behaviour that is meant to upset another person to make that person suffer. Secondly is passive aggression, demonstrated by hurting the counter person, and one avoids him/her from achieving his/her aim. Other kind of aggression is direct aggression which occurs due to sending directly to the counter person the damaging stimulators which might aggravate the counter person. Indirect aggression on the other hand is the damaging stimulators that are sent to the counter person in indirect ways. (Dehila, 2012).

The life involvements during early stage of life and adolescence have a functional role on the development of the child's personality. Hearing disability in essence does not merely affect the child directly; however, it also has social impacts on the

environment and the family. Developing peer and social interaction helps as many essential roles for all students, with impacting on the long-term relationships, students' communication abilities, social adaptation, with the development of cognitive functions and abilities, emotion and personality in distinctive and significant areas (Putallaz, 2012; Hindley & Kroll, 2012). As the implementation of inclusive education continues to strive and gain momentum in developing nations, more students with hearing impairment are being enrolled in general and inclusive schools with age-appropriate hearing students. Some of the vital elements of communication in children with hearing impairment are hearing, language and speaking skills which they could use within the socialization process, which every everyone within the social arrangement struggle to find his/her way. With all these reasons, the aim of this study is to investigate into aggressive behaviour on peer social relationship of students with hearing impairment.

Problem Statement

Aggressive behaviours has been one major factor that has been identified with learners with hearing impairment and this has brought an adverse effect on social, peer relationship and their overall academic performance. Inability to express their thoughts among the peers without hearing impairment could one of the ways children with hearing impairment display anger and stubbornness. Also, hearing impairment in children could impact social environment and attitude within the environment, as a result of isolation, which enormously could cause anger, bad tempered and aggressive behaviours that may cause difficulty in conveying their needs, thought, moods and emotions. Students with hearing impairment are besieged with growing difficulties in interrelating and creating positive associations with friends due to level of their aggression. In order that a perfectly understanding age-appropriate peer and social relationship of this group of students in inclusive classroom settings is provided, this study intended to investigate into aggressive behaviours on peer social relationship of students with hearing impairment, the persuading reasons and probable intervention programmes (Russell, 2013).

Research Questions

1. What is the nature of aggression on peer social relationship of students with hearing impairment?
2. What is the level of aggressiveness on peer social relationship of students with hearing impairment?
3. To what extent have aggressive behaviour affect peer social relationship of students with hearing impairment.

Methodology

Research Design

This study adopts the descriptive survey design. The descriptive survey according to Best (2001) cited in Hill, Newmark and Le Grange (2013) sees survey as sets of conditions over beliefs attitudes, conditions, point of view, and so on, that are held and ongoing, felt and developing. Again, Schumacher (2012) also submitted that descriptive surveys transform a set of numbers or observations into indices that describes, summarizes, organizes and reduces large numbers of observation. The use of this design was necessary because it afford the researchers to present the views of respondents and provide no room for bias on the subject of study. Thus, the descriptive quality of the study helps to investigate into the aggressive behaviour on peer relationship of the social life of students with hearing impairment.

Population and Sample

The population of this study comprised of ninety (90) students without hearing impairment in the Department of learners with Hearing Impairment, Federal College of Education (Special), Oyo. Items in the population that has an equal chance and probability of being nominated in the study's sample is called simple random sampling technique. In this type of study, the item selection is entirely based on its possibility (Bhana, 2012). The sample comprised of ninety (90) students without hearing impairment in the Department of students with Hearing Impairment, Federal College of Education (Special) Oyo, Oyo State. Therefore, in this study, ninety (90) students without hearing impairment were randomly nominated from each 100, 200 and 300 levels in the Department of Learners with Hearing Impairment. The researcher used random sampling techniques to select the sample.

Research Instruments

The research instrument used for this study is self-constructed questionnaire which is developed by the researchers. The first section was design to collect personal data of the respondents, while section B of the questionnaire consisted of twenty structured questions which was centered on investigation into the aggressive behaviour on peer social relationship of students with hearing impairment. The original draft questionnaire was given to the experts in the field of Special Education and Test and Measurement for content validity. All the items corrected by the experts were subjected to content validation.

Procedure for the Data Collection

The researchers visited the Department for students with hearing impairment in the College and personally sought for the permission from the Head of Department for proper administration of their questionnaire. The questionnaire was not timed, so that it

gave room for individuals to go at his/her pace, ninety (90) pieces of questionnaire were made and given out to the respondents (learners without hearing impairment). The responses were collected and coded under strongly agreed, (SA), Agreed (A), Strongly Disagreed (SD) Disagreed (D). Responses were analyzed using simple percentage frequency count, mean and standard deviation. After completion, the questionnaire was collected from the respondents, they were thoroughly checked and opinion of the responses given by the respondents were analyzed according to the researchers' formulated research questions by using simple percentage, mean and standard deviation. The result was discussed by using clear, simple and concise language.

Results

Research Question 1: What is the nature of aggression on peer social relationship of learners with hearing impairment?

Table 1: Nature of aggression on peer social relationship

S/N	Items	SA (4)	A (3)	SD (2)	D (1)	X	S. D
1	Students with hearing impairment behaved aggressively when their needs are not met	30 (120)	40 (120)	6 (12)	14 (14)	2.96	17.52
2	Students with hearing impairment sometimes feel very jealous.	42 (168)	32 (96)	7 (14)	9 (9)	3.19	19.98
3	Students with hearing impairment from poor families are more aggressive than those from rich families	33 (132)	37 (111)	9 (18)	11 (11)	3.02	17.82
4	Students with hearing impairment think others always seem more fortunate than them.	22 (88)	48 (144)	11 (22)	9 (9)	2.92	17.49
5	Student with hearing impairment dislike injustice in School environment and see it as the major causes of aggressive behaviour of students	46 (184)	24 (72)	14 (28)	6 (6)	3.22	20.56

The data analysis in table 1 above, in respect to item 1 revealed that the majority of the respondents (Mean=2.96; SD=17.5) agreed that students with hearing impairment behaved aggressively when their needs are not met. In item 2, majorities of the respondents (Mean=3.19; SD=19.98) agreed that students with hearing impairment sometimes feel very jealous. In responding to item 3, many of the respondents (mean=3.02; SD=17,82) agreed that students with hearing impairment from low income families

are more aggressive than those from rich families. Furthermore, it was observed that majority of the respondents (mean=2.92; SD=17.49) agreed that students with hearing impairment think others always seem more fortunate than them. Also, in responding to item 5, majority of the respondents (mean=3.22; SD= 20.56) agreed student with hearing impairment dislike injustice in School environment and see it as the major causes of aggressive behaviour of students

Research Question 2: What is the level of aggressiveness on peer social relationship of learners with hearing impairment?

Table 2: Level of aggressiveness on peer social relationship

S/N	Items	SA	A	SD	D	MEAN	S. D
6	Students with hearing impairment sometimes cannot endure the urge to fight with others.	46 (184)	24 (72)	14 (28)	6 (6)	3.22	20.56
7	If students with hearing impairment need to use violence to defend their rights, they will use it.	22 (88)	48 (144)	11 (22)	9 (9)	2.92	17.49
8	Students with hearing impairment when upset or in a despair show their discontent through aggression.	30 (120)	40 (120)	6 (12)	14 (14)	2.96	17.52
9	Students with hearing impairment anger can be released at any time.	42 (168)	32 (96)	7 (14)	9 (9)	3.19	19.98
10	Students with hearing impairment are involved in the violent acts than others	60 (240)	20 (80)	3 (6)	7 (7)	3.7	26.18

The data analysis in table 2 above in reference to item 6 revealed that the majority of the respondents (mean=3.22; SD=20.56) strongly agreed that students with hearing impairment sometimes cannot endure the urge to fight with others. In item 7 on table, majority of the respondents (mean=2.92; SD=17.49) agreed that students with hearing impairment apply violence, most of the time, to secure and defend their rights. In response to item 8, majority of the respondents (mean= 2.96, SD= 17.52) responded by agreeing to the fact that students with hearing impairment when upset or in a despair show their discontent through aggression. Furthermore, item 9 revealed that majority (mean=3.19, SD=19.98) of the respondents supported that students with hearing impairment's anger can be released at any time. Also item 10 of table revealed

that majority of the respondents (mean=3.7, SD= 26.18) strongly agreed that Students with hearing impairment are more involved in the violent acts than others.

Research Question 3: To what extent have aggressive behaviour affect peer social relationship of learners with hearing impairment?

Table 3: The extent of aggressive behaviour on peer social relationship

S/N	Items	SA (4)	A (3)	SD (2)	D (1)	MEAN	S.D
11	Students with hearing impairment always thinks their hearing counterpart gossips about them.	44 (196)	30 (90)	6 (12)	10 (10)	3.42	22.29
12	Students with hearing impairment react to poor relationship among teachers and students, pressure of studies, unfriendly relationships with their classmates.	43 (172)	31 (93)	7 (14)	9 (9)	3.2	20.19
13	When people being good to students with hearing impairment, they think they want help from them.	54 (216)	23 (69)	3 (6)	10 (10)	3.34	23.47
14	Students with hearing impairment react aggressively at dishonest behavior of their hearing counterparts	60 (240)	20 (80)	3 (6)	7 (7)	3.7	26.18
15	Students with hearing impairment do what is expected of them by the group to which they belong	59 (236)	19 (57)	6 (12)	6 (6)	3.46	25.17

The data analysis in table 3 above in reference to item 11 revealed that the majority of the respondents (mean=3.42, SD= 22.29) agreed students with hearing impairment always thinks their hearing counterpart gossips about them. In item 12 on table, majority of the respondents (mean=3. 2,; SD=20.19) agreed that students with hearing impairment react to poor relationship among teachers and students, pressure of studies, unfriendly relationships with their classmates. Item 13 of the table above shows that, majority of the respondents (mean=3.34; SD=23.47) agreed that when people being good to students with hearing impairment, they think they want help from them. In response to item 14, majority of the respondents (mean= 3.7; SD=26.18) strongly agreed that students with hearing impairment react aggressively at dishonest behavior of their hearing counterparts. Also, item 15 of table revealed that majority of the respondents (mean=3.46; SD= 25.17) agreed that students with hearing impairment do what is expected of them by the group to which they belong.

Discussion

The result portrayed that students with hearing impairment in the department of learners with hearing impairment, Federal College of Education (Special), Oyo displayed aggressive behaviours have impact on their social relationship. In research question one, the study revealed the students' nature of aggression on peer social relationship. The finding showed that students with hearing impairment behaved aggressively when their needs are not met, sometimes feel very jealous and also think others always seem more fortunate than them. In support to this, Weisel (2015) posits that students with hearing impairment have reduced rate of social status and loneliness than their hearing peers. Kent, (2014) supported that for students with hearing impairment who are integrated in regular schools or classrooms, low speech fluency and have more feelings of isolation. The result of the findings also revealed the level of aggressiveness on peer relationship of learners with hearing impairment.

Research question two revealed that students with hearing impairment sometimes cannot endure the urge to fight with others, use violence to defend their rights and also when upset or in a despair show their discontent through aggression, item 6, 7, 8, 9 and 10 ascertain the fact. Bolawa (2012), also establish that the deficit in communication came as a result of the influential roles on the development and emotional agreement of students with hearing impairment and segregation begins as the child develops. In this situation, students with hearing impairment might increase their propensity to aggression.

Research question three revealed to the extent aggressive behaviour affect peer social relationship of learners with hearing impairment. The result of the findings showed that students with hearing impairment always thinks their hearing counterpart gossips about them, react to pressure of studies, poor teacher-student interaction and unfriendly relationships with peers and also students with hearing impairment react aggressively at dishonest behavior of their hearing counterparts. Item no 11, 12, 13, 14 and 15 ascertain fact. This also goes in line with Davis (2016), who posits that learners with hearing impairment in inclusive schools or classrooms feels segregated among their hearing counterparts. Also Kent (2014) posits that peer interaction is a significant contributor to social development in all children. Hearing impairment can create obstacles in communication between and among children, hence the value and amount of peer interaction of students with hearing impairment, which is very important to be noted by parents and teachers. Social relationships are vital to students' development, a number of students with hearing impairment have problems creating and supporting relationships with age-appropriate hearing peers.

Children with hearing impairment have reduced social status and showcase more isolation than do age-appropriate hearing students. Students with hearing impairment who attend inclusive classrooms have low speech lucidity and rising feelings of isolation. As more students with hearing impairment are placed in inclusive classrooms and schools, these students might encounter increasing problems in making positive relationships with age-appropriate hearing peers. The subsequent poor social relationship is a serious worry for educators, mental health professionals and parents.

Conclusion

Based on facts deduced from the background of the study and during the analysis of research findings, one will attempt to make the following conclusions that aggressive behaviours have great peer interaction on peer social relationship of students with hearing impairment. It can also be concluded that peer social relationships is a significant contributor to social improvement in all students. Hearing loss can make obstacles in communication between and among children, so the quality and magnitude of peer social relationship of students with hearing impairment is very key to be observed by teachers and parents. Though, social relationships are fundamental to students' future development, many students with hearing difficulties creating and supporting relationships with age-appropriate hearing peers. Students with hearing impairment who are enrolled in inclusive schools or classrooms, low speech intelligibility increases feelings of aloneness. As more students with hearing impairment are placed in inclusive settings, they may be besieged with increasing difficulties in forming positive relationships with their age-appropriate hearing peers. The resulting poor social integration becomes a serious concern for parents, mental health professionals and educators.

Recommendations

In view of the conclusion, it is imperative to make some suggestions and recommendations that;

1. There is need to focus and tackle the aggressive behaviours among students with hearing impairment at schools on top precedence by organizing counselling services for students with and without hearing impairment at school level to provide them psychotherapy for relaxation from aggressive behaviour.
2. The roles of parents at home, strong teacher- student interaction, parents-teacher interaction, supportive learning activities for students and their moral and religious teaching, examining the presentation of movies on promotion of aggression, and also the need of teachers' training for providing counselling to

students with aggressive behaviours are some procedures which can improve the situation.

3. Learners with and without hearing impairment should be given orientation on the benefit of promoting mutual cooperation and social relationship between them in the setting.
4. Teachers and students without hearing impairment should always embrace students with hearing impairment in order to enhance their peer social relationships and permissive environment in inclusion.
5. Government through policy makers should transcend the practice of providing services of students with hearing impairment so that their needs would be met.

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Authorship and Level of Contribution

The two authors conceived the research problem and attempted to investigate the problem. Author 1 searched and reviewed the related literature, identified the gaps the study would filled. The corresponding author prepared the questionnaire, administered, and collated it for data analysis. The authors approved the final version of the manuscript. It was the joint efforts of the authors that made the manuscript published.

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