Relationship between Students 'neighbourhood and Aggressive Behaviour in Secondary Schools in Bungoma County, Kenya

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Abstract: **This study was undertaken to determine the relationship between students' neighborhood and aggressive behaviour exhibited by secondary school learners. Students are not immune to aggressive behaviour, either as perpetrators or victims because may live in communities with varied behaviors for most of their lives depending on where they come from. The issue of where a student comes from or grows up from is of great concern to educators. The study aims at determining if continual exposure may desensitize students and encourage them to accept aggressive acts as a normal mode of conflict resolution. On the other hand, they may be emotionally damaged by the experiences of violence, repeated harassment or the witness of the death or brutal treatment of relatives. It was noted that the community climate was making a significant contribution to the aggressive behaviour of students in secondary schools**

Terms: **Students' neighborhood; Aggressive behavior**

I. BACKGROUND

According to Free Encyclopaedia, a neighbourhood is a localized community within a larger city, town, suburb or rural area. The words 'community' and 'neighbourhood' can be used interchangeably in the discussion of their influence on adolescent aggressive behaviour. Neighbourhood as explained by Leventhal (2010) is an important context because it is the place where wide arrays of social interactions take place and where adolescents have access to institutional resources. The community nurtures children to grow into acceptable members of the society but where the community itself hands in unacceptable norms to the children, it has failed in its duties. The example of the community which the adolescent observes can become a determinant in predicting the nature of the child's behaviour (Leventhal, 2010). The author goes on to say that an adolescent living in a disadvantaged neighbourhood may be associated with many poor outcomes including delinquency, violence and substance abuse. Robers (2012) states that the everyday social contexts in which children learn and grow, play a critical role in their socialization. The author says that when attempting to understand the problem of school based aggression it is imperative that one looks beyond the school to the community and the neighbourhoods in which the school is located. Schools are embedded within communities and in many ways reflect what goes on in the community. He presents school violence within nested contexts, violence interplays among several relevant subsystems.

From the ecological perspective, Bronfenbrener (1979) school and neighbourhood crime and violence are micro-system characteristics that represent environmental risks to development. It threatens students' physical and emotional safety and reduces their access to quality of potential learning opportunities in the school and in the environment. According to the interactionist theory, human behaviour is a 'duet' between the person's personal traits and contextual and environmental variable. Social Learning Theory (Bandura, 1973) suggests that aggressive behaviour is learned and maintained through environmental experience. Adolescents who are exposed to anti-social behaviour learn to participate in anti-social behaviour. External contexts in which a school is embedded interact with internal school and student characteristics to influence levels of victimization in schools (Wubs, Sylvia & Catherine, 2010). According to Azizi (2012) there is always a "spill over" of community characteristics into school. For example, community violence, crimes like sexual assault, vandalism and drugs. Many students who misbehave in schools do so not for its own sake but because they are simply enveloped within a circumscribed environment in which they are continually looking for a "pathway", to establish and maintain a sense of self-fulfilment and balance as they navigate through unpredictable conditions that they are exposed to (Azizi, 2012). The author asserts that aggression does not take place in a vacuum. It is likely to be influenced by the interpersonal factors (relations) or the presence and actions of other people in the social environment. Most adolescents become involved in violent actions because of the behaviour of the community in which they are brought up.

According to Bethany (2012) neighbourhoods and communities provide the context for school violence. For example, teacher assault is more likely to occur in schools located in high crime neighbourhoods. A well-controlled longitudinal research (US Bureau of Justice Statistics, 2010) indicates that children's exposure to gun violence in corrupt and disintegrated neighbourhood in early adolescence is related to the initiation of serious physical violence and aggression in later adolescence. According to the author, violence exposed children may also show a decline in cognitive performance and school achievement. These adolescents will be desensitized to violence and are likely to

use violence as a means of resolving problems or expressing emotions. For example, in the informal settlements in many countries the rate of crime is high because of poverty and drug abuse. These youths may participate in high risk behaviours such as alcohol or drug abuse or associate with dangerous people.

Community violence is recognized as a major public health problem (US Department of Health and Human Services, 2012) that Americans increasingly understand has adverse implications. The United States has had a long history of gun violence. For example, in 2010, there were 358 murders involving rifles in Baltimore and because of these violent crimes the schools were affected (US Bureau of Statistics, 2010). These crimes are committed by people who are associated with drug trafficking (FBI, 2010). American adolescents in schools fall prey to crime and violent deaths. For example, data from the Centre for Disease Control (CDC, 2012) indicate that close to 12% of high school students were involved in physical fights at school in 2011, and 5-7% of students either brought a weapon (a gun or knife) to school or were threatened by another student carrying a weapon. In 2009-2010 academic years there were 11 fatalities in schools, over half of which involved firearms (National School Safety Services, 2012). According to Akiba (2010) and Robers (2012) many students reported fearing going to school in USA because of the levels of crime in the neighbourhood.

According to Pereznieto (2010) chronic exposure to community violence is believed to have negative impact on various aspects of youth development and adaptive functioning. The author asserts that if adolescents witness aggression, they will believe that aggressive responses are more effective at obtaining the desired goal than pro- social ones. This assertion is consistent with social learning theory (Bandura, 1973) which says that witnessing violence may model aggression as an effective, normative and justified way of resolving conflict. He says that adolescents who witness aggression begin to reason that if others aggress with impunity, it is also wise for them to act likewise, hence increasing the likelihood of aggressive actions. This assertion supports the present study which sought to establish the relationship between psycho- social factors and aggressive behaviour of students. Given that students in Kenya including those in Bungoma County have been witnessing violence in the communities in which they live, they have taken this to their schools.

A study by Robers (2012) demonstrated that violence and crime is related to social disintegration in the neighbourhood and physical neglect and corruption in the surrounding. For example, in the informal settlements in many countries the rate of crime is high because of poverty and drug abuse. Schools that are near these settlements are known for their disruptive behaviour. These youths participate in high risk behaviours such as alcohol or drug abuse or associate with dangerous people. For example, in Kenya, schools situated near slum areas are known to engage in many anti- social

behaviours. Bungoma County where the study was based has had a record of drugs and alcohol being sold to students over the school fences.

According to the neighbourhood survey that was carried out by Sampson (2012) involving administration of questionnaires to 15 households in USA, to determine if deprived neighbourhoods have influence on adolescent anti-social behaviour; the findings revealed that deprived neighbourhoods can be harmful places for children to grow up. Adults in communities that are poor tend to be idle and may take up arms to fend for their families and this is normally in the full watch of adolescent children who later replicate it through aggressive behaviour in school. The intolerance that the elders show is carried on by the children in their schools; that makes them react violently to differences that they see their elders being intolerant to. Results from the above study increases our knowledge about the relationship between neighbourhood level factors and children's anti - social behaviour.

Britain's violent and crime record is worse than any other Country in European Union (Slack, 2010). The neighbourhood of school going children has greatly influenced their behaviour. NAWUSUT (2009) a trade union reported that 16% of teachers in schools had reported facing physical aggression or assaults from students. The violence and crime in the community in Australia had also affected children like in Britain. For example, the Minister of State of Qeensland in July 2010 said that the rising levels of violence in schools were totally unacceptable. In South Australia 175 violent attacks against students and teachers were reported in 2012. A survey by (Centre for Disease Control and Prevention, 2010) in Belgium noted that community violence and crime was affecting the stability of learners in school. Belgium Minister for Education claimed that more than 20 secondary schools were seriously violent (Bethany, 2012). These studies have been conducted in developed countries where students use even sophisticated weapons like guns in the school as a result of violence they witness in their environment. It was of interest to compare the findings of these studies to the present study conducted in a developing country, Kenya and aimed at establishing the relationship between the neighbourhood and student aggressive behaviour in school.

In Africa surveys have been carried out to determine the influence of the neighbourhood or communities on adolescent students' aggressive behaviour. According to Nwana (2010) crime level in Nigerian informal settlements is very high. In the neighbourhood of many schools are violent robberies, drug trafficking and sexual assault. These crimes are reflected in students' violence at school. For example, bullying, discrimination and religious intolerance. The author says that adults transfer their violent behaviour to children. A "smooth transfer in a form of blows, sexual predation and punishment." Adult violence is a strong model for youth to emulate and they do it quite well. The Relational Violence Study (2012)

highlighted the extent to which the neighbourhood factors intersect with the levels of violence occurring in schools in South Africa. Results showed that by the time young people enter secondary schools, many of them have already been exposed to violence, either as victims or witnesses in their communities. According to Sampson (2010) crime and violence is widespread in communities in which learners live and these permeate the school environment in various degrees. In South Africa, many youths are exposed to community adults or other young people who are involved in drug related and other illegal activities in their neighbourhood. According to National Schools Violence Study (2012), community violence exposure was highest in Limpopo. It was witnessed in the streets, shops, malls and bars.

According to (Office of the Special Representative of the United Nations Secretary General, 2012) the period between 2008 and 2012 crime and violence exposure were proven to heighten susceptibility to school violence like bullying and destruction of property. The report says that exposure to violence affects learners' risk for violence owing to the negative impact that violence has on adolescents' emotional and behavioural development. The ease with which learners are able to access weapons in their neighbourhoods has been shown to facilitate weapon carrying into the school environment. Thus the violent acts occurring in schools are influenced by community level risk factors that serve to heighten susceptibility to victimization (Sampson, 2010). Unfortunately, learners do not feel unsafe in these communities, an indicator of the extent to which crime and violence have been normalised in South African communities. The author says that adults transfer their violent behaviour to children.

National School Violence Study in South Africa (2012) also found that other factors stemming from the community are powerful facilitators of crime and violence. These include knowledge of criminality in the community as well as access to alcohol, drugs and weapons in the community. It has been proven that the presence of criminal acquaintances in a young person's life is one of the strongest predictors of delinquency (Burton, 2008). This knowledge puts learners at risk for violence by heightening their exposure to would be offenders and may also facilitate their bringing alcohol and drugs into the school environment. In South Africa, it is disturbing to note that some of the acts of sexual violence against school girls are committed by adults whom children should emulate for pro-social behaviour. Violence is handed down in the form of blows, sex predation and punishment (Burton, 2008).

In Kenya, cases of abduction, kidnapping, murder, rape, incest among other vices are highlighted by mass media almost on a daily basis. Social and religious motivated aggression have been reported and documented. In the churches fighting over leadership positions and claims of corruption have been in virtually all denominations. Economic motivated aggression has been highlighted in the mass media in the form of demonstrations and strikes by employees over pay hikes,

leading to violent confrontations between them and the police which have resulted into serious injuries and sometimes even death (Kinyua, 2011). Inter-ethnic aggression over water points, land pasture and livestock have all been reported. Religious intolerance has given rise to cases of suicide bombers and terrorist attacks (NCPD, 2010). With all these things happening in their full watch and knowledge, children and adolescents are more often than not likely to take up to these behaviours via imitation. However, when strict measures are taken by the Government, parents, teachers and other stakeholders to control and limit these cases of aggression the negative impacts of aggression will be minimized.

Few researches have been conducted in Kenya on the relationship between the neighbourhood and students in secondary schools however, violence has been witnessed in Kenya over a long period of time. Kenyan communities are riddled with crime of all forms. Reports about robbery, rape and gruesome murders of family members is a common occurrence. Senseless killing of hundreds of people in Tana River Turkana, Baringo and Pokot have been reported (Ringera, Daily Nation, Tuesday, March 19, 2013). The majority of individual victims of youth offending, whether property destruction or violence are likely to be from young people living in the same neighbourhood or attending the same schools rather than old people. In Kenya, there is an acute problem of poverty and unemployment of youths which makes the neighbourhood a breeding place for crimes like theft, armed robbers, drug trafficking, rape and murder (Makabila, 2010). These crimes find their way into the schools through the students who are members of these violent communities. A research by Mbuthia (2013) on factors influencing deviant behaviour among the youths in the informal settlements in Nairobi found that youths in slum areas are prone to high level crime because of poverty and drug abuse. Secondary schools located in these areas are affected with deviant behaviour of these youths. Conflicts are a familiar event in Kenya. For example, election related conflicts in 1992, 1997, 2007. These have set a stage for a culture of impunity whereby those who kill and maim for political ends are never brought to justice.

According to Muchai, Mbugua and Mumiakha (2012) gangs and militia groups like Mungiki, Taliban, Chinkororo, Kamjeshi, Bagdad boys and many others have been operating in Kenya even before the post-election violence of 2007/2008. The three authors investigated the influence of post-election violence on academic performance of secondary schools in Nakuru County. The findings were that the consequences of the violence were immense. Many people died and others were displaced including secondary school students, property and business premises were destroyed. IDPs (internally displaced persons) were forced to relocate to safer places that is, in churches, police stations, show grounds and schools. Among the displaced were secondary school students who got cut off from their friends, teachers and schools (CIPEV, 2008). This was a challenge to the education sector which had

to come up with workable solutions. In some cases, schools were burnt down while learning environment was disrupted. This may have led to wastage of time and resources which may have negatively affected the education sector. Some students suffered the most devastating influence. Parents during this period lacked ability to protect and care for their children (Munene, 2011).

The mass violence witnessed in 2007/2008 may have had negative influence on students who may have developed ideologies and psychological mechanism that may have promoted and perpetuated communal violence. This violence brought hatred, suspicion, feelings of insecurity, desertion and hopelessness among the post-election violence victims. The environment for systematic and coordinated learning may have been disrupted irreparably (Gwiyo, 2010). Students who form part of the community witnessed gruesome scenes of rape, rampage and murder, arson etc. Some of these students were part of the rioting crowds who took part in burning houses, looting property, raping and murdering (Makabila, 2010).

The post- election violence left majority of Kenyans with a lot of bitterness and feelings of vengeance and students were not an exemption. In June 2008 up to 2010 for example, over 300 schools witnessed violent strikes where property of great magnitude was destroyed. According to Maupeu (2008), these students were replaying violent scenes they had witnessed.

The above literature has dwelt more on the academic, economic and psychological effects of post-election violence in Kenya. The present study focused majorly on the role post-election violence played on the aggressive behaviour among secondary school students in Bungoma County. However, the literature gives us a link between violent activities of the students' neighbourhood and their behaviour. The present study sought to establish this link in Bungoma County. Given that the adults were engaged in criminal activities, adolescents vicariously learnt and took to burning down their schools because apparently this channel of action yielded results without individual responsibility. The culture of impunity that has become part of the Kenyan society has greatly contributed to student behaviour in secondary schools in Kenya and Bungoma County schools are not an exemption.

II. METHODOLOGY

The study adopted correlational research design with mixed approaches. The study was conducted in Bungoma County. This is one of the 47 counties in Kenya which was purposively selected because it has many public secondary schools which are a mixture of girls' only schools, and boys' only schools, as well as mixed schools. This was essential for comparison purposes. Furthermore, this County has had a number of incidents of students' aggressive behaviour and regular disturbances witnessed. These incidents have been reported in the print and electronic media and have caused concern among parents, teachers, counsellors and Ministry of education officials and other education stake-holders in the

recent past (Makabila, 2010). Purposive sampling was used to select form two classes of students enrolled in public secondary schools. In order to ensure that these different school categories are adequately represented in the sample, stratified sampling was used. The sample size of students in form two who were selected for the current study was determined using a formula that was developed by Krejcie and Morgan (1970) where 308 students in form two were obtained. A sample of 22 schools was selected through the process of stratified random sampling from a population of 220 schools. The students' questionnaire was used to obtain information on interactions to bullying, fighting and destruction of property.

III. RESULTS

The study sought to examine the relationship between to students' neighbourhood and aggressive behaviour among students in secondary schools in Bungoma County. Difference in aggression was first compared based on the different types of community members the adolescents lived with using One-Way-ANOVA after which simple regression analysis was used to establish the relationship between community climate and adolescents' aggression behaviour.

Aggressive Behaviour of students who live with different Types of Community Members

Respondents were requested to indicate whether the members of the community where they live were loving, violent or ordinary. The descriptive statistics shown in Table 1, indicate that 81 respondents representing 26.3% live in neighbourhoods in which members are loving; 106 representing 34.4% live in neighbourhoods in which members are violent and 121 respondents representing 39.3% live in neighbourhoods in which members are ordinary / uninvolved. The results suggest that most community members are uninvolved with other peoples businesses hence inculcating habits that would deter aggressive behaviour may not be a community business.

Table 1: Descriptive statistics of the types of community Members Adolescents live with

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Loving	81	26.3	26.3	26.3
	Violent	106	34.4	34.4	65.6
	Ordinary	121	39.3	39.3	100.0
	Total	308	100.0	100.0	

The mean aggressive behaviour amongst the students based on the type of community members they lived with was done using One-Way ANOVA test and the results are presented in Table 2.

Table 2: One-Way-ANOVA Test for difference in Mean aggression based on the Type of Community Members

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12742.510	2	6371.255	16.402	.000
Within Groups	118473.915	305	388.439		
Total	131216.425	307			

The test results as shown in Table 64, established that the difference was statistically significant ($F_{2, 305}$= 16.402, P<0.05). This implies that the type of community members with whom the learners live with will significantly influence their level of aggression in schools. Further, respondents were requested to rate on a Five-point Likert scales their level of agreement to various statements measuring how unconducive the learners' neighbourhood were. It was assumed that unconducive neighbourhoods promoted aggressive behaviour among the adolescents. Their responses were analysed using weighted averages and are presented in Table 3.

Table 3: Adolescents neighborhood climate

	SD	D	U	A	SA	$\sum f_i$	$\frac{\sum f_i w_i}{\sum f_i}$
I feel unsafe at my neighborhood	12	54	76	54	112	308	3.65
Many adults are frustrated in my community	53	59	76	55	65	308	3.06
Fighting is the order of the day in my community	107	65	71	38	27	308	2.39
Members of my community destroy property and burn houses	121	89	54	31	13	308	2.11
There are few facilities to entertain the youth in my community	31	34	54	99	90	308	3.59
Protests and demonstration take place in my community	76	101	72	47	12	308	2.41
Adolescents are exposed to violent films and videos in the community	23	51	68	60	106	308	3.57
I am exposed positive male or female role models in the community	87	51	65	44	61	308	2.81

Sixty-six (21.4%) of the respondents disagreed that they feel unsafe in their neighbourhoods (scored 1 and 2 on the scale) as compared to 166 representing 53.9% who agreed that they feel unsafe in their neighbourhoods (scored 4 and 5 on the scale). With a weighted average of 3.65, the results suggest that on the average, majority of the students feel unsafe in their neighbourhoods meaning that the community climate within which the students live is not conducive to deter aggressive behaviour among the adolescents.

In relation to many adults in the community living in frustration, 112 respondents representing 36.4% disagreed (scored 1 and 2 on the Likert scale) as compared to 120 representing 39.0% who agreed (scored 4 and 5 on the Likert scale). The results suggest that on the average, the learners were indifferent as to the level of frustration amongst adult members of their communities as indicated by weighted averages of 3.06 indicating 'Neutral'. However, there were more students who indicated that most adults in their neighbourhoods were frustrated than those who indicated otherwise.

Concerning fighting being the order of the day in their communities, the results suggest that on the average, students disagreed as indicated by weighted averages of 2.39 representing 'Disagree' on the scale. One hundred and seventy-two (172) respondents representing 55.8 disagreed (scored 1 and 2 on the Likert scale) whereas 65 representing 21.1% who agreed (scored4 and 5 on the Likert scale). This is a pointer that in most neighbourhoods fighting is not a common habit. As far as members of my community destroying property and burning houses, 210 respondents representing 68.2% disagreed (scored 1 and 2 on the Likert scale) as compared to 44 representing 14.3% who agreed (scored 4 and 5 on the Likert scale). The results suggest that on the average, the learners disagreed to the proposition that members of their communities destroy property and burn houses as indicated by weighted averages of 2.11.

In relations to there being few facilities to entertain the youth in their communities, the results suggest that on the average, students agreed as indicated by weighted averages of 3.59 representing 'Agree' on the scale. Sixty five (65) respondents representing 21.1% disagreed (scored 1 and 2 on the Likert scale) whereas 189 representing 61.4% who agreed (scored 4 and 5 on the Likert scale). This suggests that in most communities there are few facilities to entertain the youth. Regarding protests and demonstration taking place in their communities, the results suggest that on the average, students disagreed as indicated by weighted averages of 2.41 representing 'Disagree' on the scale. One hundred and seventy-seven (177) respondents representing 57.5% disagreed (scored 1 and 2 on the Likert scale) whereas 59 representing 19.2% who agreed (scored 4 and 5 on the Likert scale). This is a pointer that in most neighbourhood's protests and demonstration are not routine occurrences.

As far as students being exposed to violent films and videos in the community is concerned, 74 respondents representing 24.0% disagreed (scored 1 and 2 on the Likert scale) as compared to 166 representing 53.9% who agreed (scored 4 and 5 on the Likert scale). The results suggest that on the average, the learners agreed to the proposition that they are exposed to violent films and videos in the community as indicated by weighted averages of 3.57. Regarding being exposed to positive male or female role models in the community, the results suggest that on the average, students were indifferent as indicated by weighted averages of 2.81

representing 'Neutral on the scale. One hundred and thirty-eight (138) respondents representing 44.8% disagreed (scored 1 and 2 on the Likert scale) whereas 105 representing 34.1% agreed (scored 4 and 5 on the Likert scale) that they are exposed positive male or female role models in the community. This suggests that in most communities there are few male or female role models to whom the adolescents can look up to.

Relationship between Aggressive Behaviour and Community Climate

Responses to various indicators of unconduciveness of the community climate were collapsed and a composite index computed to represent how unconducive the neighbourhood environment was. The indices ranged from 9(lowest) to 45 (highest). The higher the index, the more unconducive the community environment was and vice versa. The mean and standard deviation were computed and the results are presented in Table 4.

Table 4: Means and Standard Deviations for Indexed School Climate

	N	Min.	Max.	Sum	Mean	Std. Deviation
Un Conduciveness of Community environment	308	9.00	37.00	6049.00	19.6396	7.92945
Valid N (listwise)	308					

The results show that the level of unconduciveness in community climate had a mean index of 19.6396 with responses deviating from this mean by a standard margin of 7.92945. Since the mean was above slightly below 22.5, it can be concluded that community environments are fairly conducive for adolescents hence the expectation of lower aggressive behaviours.

To determine the relationship between unconduciveness of [a.] the community environment and levels of aggression among secondary school adolescents, a simple linear regression analysis was used. The results of the model summary shown in Table 5 shows a correlation coefficient of 0.544 which indicates a moderately strong relationship between community climate and aggressive behaviours. A coefficient of determination R^2 = 0.296 indicates that 29.6% of the variation in aggression behaviour for the sample of 308 students can be attributed to how unconducive the community climate is while 70.4% is explained by other factors.

Table 5: Model Summary for the relationship between School Climate and Aggression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544[a]	.296	.294	17.36915

a. Predictors: (Constant), Community Climate

In assessing whether an unconducive community climate/neighbourhood can significantly predict the level of aggressive behaviour of adolescents, the F-statistic from the ANOVA table was used and the results are presented in table 7.

Table7: ANOVA for the relationship between Community Climate and Aggression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	38900.126	1	38900.126	128.942	.000[b]
	Residual	92316.300	306	301.687		
	Total	131216.426	307			

a. Dependent Variable: aggression

b. Predictors: (Constant), School climate

The results of the analysis report the summary ANOVA table and F statistic, which reveals that the independent variable (school climate) can significantly predict the aggressive behaviour of learners (F $_{(1,306)}$ = 128.942, p < 0.05). This indicates that community/ neighbourhood climate contributes to the variance in aggressive behaviour among learners. The F value also shows that the simple regression model is statistically significant.

In assessing the significance of the regression coefficients in the model, the t-test for regression coefficients was used. The unstandardized regression coefficients and t-test values are presented in Table 8.

Table 8: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.402	2.647		25.084	.000
	Community Climate	1.420	.125	.544	11.355	.000

a. Dependent Variable: Aggression

The regression model is therefore:

Aggression = 66.402 + 1.420 * Unconducive community Climate

The model indicates that there is a positive relationship between aggressive behaviours and unconducive community climate. The more unconducive the community climate is the higher the aggressive behaviour amongst learners. This also implies that the more conducive the community climate is the lesser the level of aggression amongst adolescents. It also means that the aggressive behaviour of learners differs significantly depending on the community environment they live in which by extension means the type of community members they interact with. The results indicate that the learners' aggressive behaviour will be significantly lower if the members of the community exhibit more positive characters for example being loving than if they exhibit

uncouth characters like being violent. This is a confirmation of previous research results by Benner (1985) who states 'it takes people to make people sick and it takes people to make people better". Baron and Richardson (1994) also concur that most learners become involved in violent actions because of the behaviour of the community in which they live and that aggression that the youngsters exhibit may have social antecedents,

To test whether there is a significant relationship between community climate and aggressive behaviour amongst secondary school students, the t-test was used and the following hypothesis was tested.

H^0: There is no significant relationship between community climate and aggressive behaviour among secondary school students.

The results show that the t-test values for the community climate coefficient is significant at 0.05 level of significance ($t_{(1,306)} = 25.084$, $p < 0.05$) hence we reject the null hypothesis and conclude that community climate was making a significant contribution to the aggressive behaviour of students in secondary schools. Likewise, the constant of the regression model is significant at 0.05 level of significance ($t_{(1,306)} = 11.355$, $p < 0.05$).

The study findings corroborate findings by Robers (2012) who established that the everyday social contexts in which children learn and grow, play a critical role in their socialization. Also Azizi (2012) established that there is always a "spill over" of community characteristics into school. Many students who misbehave in schools do so not for its own sake but because they are simply enveloped within a circumscribed environment in which they are continually looking for a "pathway", to establish and maintain a sense of self-fulfilment and balance as they navigate through unpredictable conditions that they are exposed to (Azizi, 2012). The study findings are also similar to findings by Bethany (2012) and Pereznieto (2010) who both established that neighbourhoods and communities provide the context for school violence and this has a negative impact on various aspects of youth development and adaptive functioning.

IV. CONCLUSION

The results show that the t- test values for the community climate coefficient is significant at 0.05 level of significance. Therefore, the study concluded that the community climate was making a significant contribution to the aggressive behaviour of students in secondary schools.

V. RECOMMENDATION

It is important for policy makers to incorporate findings of scientific studies in the policies that govern management of adolescents in the education sector as opposed to relying overwhelmingly on the findings of reports of commissions and task forces that are not based on in-depth scientific research.

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