

School Values and Verbal Abusive Tendencies among Secondary School Students in Akwa Ibom South Senatorial District, Nigeria

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Abstract

The study aimed at determining the relationship between school values and verbal abusive tendencies of secondary school students in Akwa Ibom South Senatorial District, Nigeria. Two purposes of the study, two research questions and eight hypotheses guided the study. The study adopted the correlational research design. The population of the study comprised all the 12,400 senior secondary two (SS2) students in the 98 public secondary schools in Akwa Ibom South Senatorial District. A sample size of 1,240 senior secondary two (SS2) students which represents 10 percent of the study population was selected for the study using multi-stage sampling procedure. A total number of 4 sampled Local Government Areas, 28 sampled schools as well as 20 percent of Senior Secondary 2 students per school were selected for the study using balloting method of random sampling. A self-structured questionnaire entitled "School values and Abusive Tendencies of Students Questionnaire (SVATSQ)" was used for data collection. To establish the reliability of the SVATSQ, data were subjected to test of correlation and Cronbach Alpha statistics was applied for test of internal consistency of the instrument, which yielded the overall reliability index of 0.76 and 0.89 for the independent and dependent variables respectively. Data generated was analyzed using Pearson Product Moment Correlation (PPMC) statistics, and the findings showed a very high positive and significant relationship between self-discipline, humility and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District. The findings further revealed a high positive and significant relationship between social confidence, obedience and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District. Conclusion was drawn from the research findings while the researcher recommends among other things that, parents should maintain a sense of dignity in the family by addressing members with a polite, cheerful and amiable voice so that the young can speak to others with dignity and respect while in school.

Keywords: Values, Abusive, Tendencies, Social-Confidence, Obedience

Introduction

Effective and critical ways for students to stop abusive behaviour is by having their ability to say “no” to every form of abuse even if pressure by others. According to Omidullah and Javed (2020), social confidence of students stems from faith in one’s abilities and respect for oneself as well as respect for others. To build social confidence, a student needs to be aware of his strengths and weaknesses, and set the right for himself and others. According to Crocker and Park (2014) social confidence not only inspires one towards a better social and work space, but also influence students behaviour to others in the school. Lack of social confidence leaves one confused, indecisive, and weak. Even with intelligence and academic grades, a student might fail to make positive behavioural impact when associating with schoolmates.

According to Miller (2010), social confidence is the willingness to take a stand in defense of principles or convictions even when others do not. Taking moral action requires one to know what the ‘right’ judgment entails, as well as the fortitude to stand up in the face of adversarial conditions, requiring a sufficient level of moral courage, to overcome perceived threats while pursuing a moral purpose. Social confidence occurs when students assume responsibilities or undertake moral course in the face of social ostracism. Such confidence is needful for students to overcome fear and stand firm towards maintaining ethical standard when pressured by school mates to be involved in abusive behaviour.

However, Oh and Hazler (2009) observed that most times, students may decide not to report violent behaviour to schools staff out of fear of retaliation and social rejection for turning down other students. Such student could be regarded as having low social-confidence. Social confidence is the quality that enables a person to control fear in the face of danger, pains among others. Parents are expected to teach students to be courageous when faced with challenging situations (a condition which demands that they should do what is right and not otherwise). According to Mohammed and Mahmud (2014), many students resort to abusive behaviour because they lack confidence in standing for what is right. Rather, most students often choose to follow the crowd and do what is bad.

Karimi and Saadatmand (2014) described social confidence as the beliefs or trust that a student has in performing something successfully. Rubio (2007) argued that due to low social confidence many psychological barriers such as

feeling of insecurity, fearfulness, having anxiety, and feeling yourself apart from the society are possible barriers that may arise for a student during the class which can adversely affect the performance of individual. They can consequently be leading an individual student to be distracted from the learning process. In addition, Palavan (2017) stated that poor social confidence of students can lead to poor motivation towards learning and absenteeism. Such students mostly move out of the school in mufti with the intent of causing problems with fellow students and teacher.

Social confidence is not hereditary but learned from parents and teachers. It often needs to be developed and nurtured. As noted by the author, the first step towards developing social confidence is to set achievable goals and approach them on a priority basis. Once the taste for good behaviour is developed, social confidence come automatically, along with hunger to behave in the right direction for bigger accomplishments and more recognition. The second aspect as noted by the author has a thorough knowledge about how to behave with people to avoid failure. Bad habits and shortcomings need to be identified and arrested. One has to consciously project his strengths such that they play a vital role in the social space as compared to his weaknesses. A student needs to be pleasant in terms of communication, appearance, manners and body language to ensure that other students are comfortable in the relationship.

Social confidence is the same in all areas of a person's life. It is possible that an individual be very confident in one area of life and less confident in some other areas of life. Wright (2009) stated that less confident students usually experience fearfulness, become pessimistic having no vision for life, feel insecure and live to make others happy rather than themselves. They are not ambitious, goal oriented, and have a real vision of life, and are always reluctant in reacting positively to challenges.

Social confidence is an individual's sense of having choice in initiating and regulating good actions. Social confidence reflects autonomy in the initiation and continuation of work behaviours and processes. Goals that are selected with confidence are well-internalized and autonomous. Students who have social confidence will be able to initiate and regulate personal behaviour by having control over what they will do, putting increase effort towards performance of particular task perceived as morally promoted. The lack of social confidence in students may not only create problem for students but for the school institutions.

Most of the abusive behaviour of students in educational system is due to low social confidence. As noted by Norman and Hyland (2013), most students behave abusively to other students because they could not withstand the challenges of friends who are abuser. According to Benabou and Tirole (2012), social confidence is very effective in motivating humans and can lead to changing human's behaviour. It is very necessary for a student to take risks and engage in the learning activities. Kanza (2016) noted that students who have social confidence are always carried away by the influence of friends who lack abilities and competent in working hard to achieve expected academic goals. The author added that when children move out of the family to school and the community at large, they begin to form attachments and friendships emerge through play. At this stage, children begin to think like their friends and begin to see that there are values, opinions and rules besides those that are set by their parents.

Chauhan (2010) stated that peer group has significant influence on the social confidence of adolescent. This is because adolescents are likely to do the same as their closest friends and will emulate the behaviour through observation and imitation. This means that students whose friends are abusers are most likely to become victims of abusive behaviour. The attachment to the peer group often overpowers the adolescent learner's to behave the way group members have. It is in such group that young people feel accepted and feel free to speak of things important to them and the groups provide the opportunity for learning specific skills that may not be available in other social relationships (Dewey, 2008). As noted by Worth (2011), people frequently followed the majority judgement, even when the majority is wrong. The author further noted that students often accept the abusive conduct of schoolmates just for the desire to achieve a sense of security. Any unwillingness to be influenced carries with it the risk of social rejection and this is what young people fear most. This is one of the most reasons why secondary school students in standing their grounds in rejecting abusive conducts display by their schoolmates.

According to Steinberg and Chung (2008), students lose social confidence in fighting against abusive behaviour because of their attachment with friends rather than upholding the moral values taught by their parents. The author added that young ones begin to depend on their peer for acceptance rather than their parents during adolescence. Rugg (2013) pointed out that when children are not properly trained on how to maintain social confidence in challenge

situations, they would likely follow the principles of their friends whom they formed relationship. If students spend time with abusive or aggressive peers, such students would like to engage in such behaviour as well.

Functionally, learning is a set of changes which are brought to the behaviour of a person resulting from the experiences done by a human. Social confidence can be lowered due to students' anxiety, self-insecurity, fear and feeling of being apart from the social group. As noted by De-Houwer *et al.* (2013), a student who has low social confidence can be influenced by peers to involve in school property vandalism, bullying, fighting, among others so as to create peer acceptance. This means that social confidence can lead to changing human's behaviour. For example, Berkowitz (2013) observed that a large proportion of students are bullies, victims of bullying and those who are not involved in bullying at schools. However, the authors added that while some students fail to attend school due to fear of bullying, most students often participate in bullying others because they observed their friend doing same. Oh and Hazler (2009) stated that vast majority of students are usually reported taking supportive action and participating in violent behaviour such as bullying, fighting, and sexual abuse in order to gain friend recognition and for fear of reprisal. Berkowitz (2013) supported that most students are active participant in social architecture of school violence because of low social confidence in taking solid stand on rejecting behaviours that are socially abhorred.

Another serious school factor is obedience. Obedience is considered one of the most important factors that lead to conformity to school rules and regulations which predict academic success. Obedience in this context is that modification that is manifested by carrying out the instructions issued by figures that are in authority. During traditional society, obedience was considered as the foundation for unity and peaceful co-existence in the communities. Obedience was manifested in strict adherence to the directions of the elderly ones and rules made by the chiefs in the communities. Each individual born into the family was thought about the virtue of obedience and ways of displaying such virtue to people especially the elderly ones and chiefs. This shows that students, who carefully attend all their classes, concentrate on learning and obey the school rules and regulations are generally children who receive the teaching of obedience at home.

Obedience is an act of conformity to school rule and regulations, particularly rule that forbid abusive behaviour. School rules and regulations are official orders that a particular school adopts to ensure proper students' behaviour. The author noted that in all schools, unruly conducts such as physical abuse, such as punching, hitting, spitting, kicking, strangling, pushing, biting, squeezing, shoving; verbal abuse such as name calling, constant insults, shaming and humiliating students in public, nasty, hurtful sarcasm, silences, blocking, laughing or making fun of a student inappropriately among others, are highly prohibited. Students are expected to refrain from such conducts and exhibit behaviour that promote peace and mutual understanding among students.

According to Jones (2016), school rules and regulations prepare students as good citizens who become better people in adult life; to make students realize that offenders are punished which will encourage them to obey the laws of the country and to conform to accepted norms and rules of conduct; and to encourage co-operation and harmony in the society. It is noted that if the students are to respect and obey the rules and regulations of the school in shunning abusive behaviour, parents are expected to teach the young ones the importance of obedience in social life. The authors added that it is by such education that students can honour school rules and regulations by avoiding improper behaviour that can decreased students' self-esteem.

Thus, students' obedience and engagement in school activities is considered one important outcome of motivation. When students work in conformity with rules and regulations of the school, they feel pleased, have academic self-efficacy, determine high goals, and volunteer in learning activities that would enhance positive academic achievement instead of engaging in abusive. It is also noted that student's obedience to school rules and regulations concerning avoidance of bad behaviour are the responsibility of both the parents and the teachers. Students who take active part in school activities would likely ignore abusive behaviour and work towards achievement better in learning. Finn (2009) noted that students who feel connected to school are those who usually received parental training on obedience to school rules and regulations; and are likely to demonstrate positive behaviour and attitudes, while students who feel disconnected to school are those who lack proper parental training on the important of obedience to authorities; and are more likely to demonstrate antisocial, uncivilized, and violent behaviour both in and out the school environment.

However, students' obedience or conformity to school rules and regulations refer to the actions and practices that student direct toward school and learning. It includes positive behavioural conduct among students and teachers, students' attendance and completing school activities, active participation in classes, and/or involvement in extracurricular activities. Students' level of obedience or conformity to rules guiding proper conduct is shaped by parental involvement in teaching children proper values. Students who actively adhered to school rules and regulations are always those who receive home training from their parents.

Punishment of bad behaviour is often used on students who break school rules or do not follow school regulations. Parents are expected to punish their children when they out-rightly violate the rules and principles of the family so that they will start from home and learn that disobedience to rules is usually accompanied with discipline. Such moral training can guide young ones against abusive behaviour and other form of violence. The author added that students understand that punishment can be effective way of controlling students' behaviour when it's fair and consistent. It acts as motivators to students in order to improve students' learning and behaviour in the social environment.

Students' obedience to school rules and regulation is to bring harmony and cooperation in the classroom. School rules and regulations specify what school members should do and what they should not do. According to Machumu and Kinsanga (2011), if students are properly disciplined and controlled when they behave violently and abusively to others, there will be order, peace and harmony in schools. This implies self-control, orderliness, good behaviour and obedience to school authority are imperative to create a sense of cooperation and harmony in the school. Abusive behaviour if permitted can bring about severe aggression among students which can lead to violence, strikes and other form of abuses. The consequences of physical and verbal abuse could lead to removal of the students from classroom, aggression, bullying and violence. It is noted that wide spread violation of school rules and regulations in relation to abusive behaviour can obstruct the smooth and orderly functioning of the school system.

Abusive behaviour is the use of harshly or coarsely insulting language with the intent of hurting the feelings of another person (Ngozi and Patricia, 2018). Abusive behaviour are various behaviour which may be aggressive, coercive

or controlling, destructive, harassing, intimidating, isolating, or threatening, that an abuser may use to control a domestic partner, child or other peoples. Someone who is abusive behave in cruel and violent way towards other people. It is noted that abusive behaviour can take many forms. The authors added that abusive behaviour include being violent or aggressive making threats, controlling someone's behaviour, putting them down, verbally abusing them, taking or keeping money from them and putting pressure on someone to have sex or do things they don't feel comfortable with. Verbal abuse which is very significant in this study, also known as verbal bullying is the act of directing offensive statements toward someone with the intent of causing emotional harm. Verbal abuse consists of behaviours that are non-physical, but which can still be rather damaging, such as being threatening, insulting, or humiliating toward someone. Those who are verbally abusive tend to be so because they believe it will give them more power aAbuse is the improper usage or treatment of a thing, often to unfairly or improperly gain benefit (Doyle and Timms, 2014). Abuse can come in many forms, such as: Physical or verbal maltreatment, injury, assault, violation, rape, unjust practices, crimes, or other types of aggression. Students may become abusive when they encounter frustrating situations which they believe are beyond their control.

The theory of social dominance was proposed by Sidanius and Pratto in 1999. The social dominance theory (SDT) provides insight into the verbal abusive dynamics of students. The theorists argued that the desire for power and dominance is a central motivating factor that fuels verbal abuse; and that verbal abusers use intimidation and humiliation as a means of obtaining power. The theory indicates that youths engage in verbal abuse in their attempts to gain group social dominance, and then maintain their social status through ongoing bullying. In other words, verbal bullying or abuse is used as a means of establishing and maintaining dominance. To maintain social dominance, this group would use ongoing bullying as a means of oppressing less powerful members of the class. Indeed, youth who desired dominance act aggressively and bully others to gain social status.

The relevant of this theory to this work is that it has explained the causes and effects of verbal abuse on students learning. It is observed from this theory that the urge to maintain social dominance increases the tendency of verbal abuse or bullying among students. Verbal abuse exacerbates interpersonal conflicts and results in strong, negative emotions. It is understood from the theory that higher experience of verbal abuse can result in students' use of

substances, increase attendance problems, dropping out of school and suicidal thoughts. The fear of becoming a victim of verbal bullying or abuse creates atmosphere of trepidation and mistrust that further erodes relationships and disrupts social cohesion

Statement of Problem

Verbal abuse or verbal bullying in schools is a pattern of negative behavior that is common among secondary school students in Akwa Ibom South Senatorial District. This behavior leads directly from one student to another because of an imbalance in power that aims to hurt the feelings of a weaker student. The situation is very alarming in Akwa Ibom South Senatorial District, as most students often carry out different forms of verbal abuses like labeling, yelling, scolding, spreading gossip, slandering, and rendering accusations and insulting language. Insulting expressions like "God punish you, son of a bitch, bastard, idiot, big head, cocoanut head, rubbish" among other derogatory statements are often used by students to express their annoyance over conflicting issues. Abuses are always used by students to control or maltreat recessive classmates and to disrespect their integrity, feelings, and emotions. Some students also harass fellow students, including teachers, using verbal approaches of sexual jokes. While some students derive pleasure in criticizing, insulting, or denouncing fellow students, others display acts of anger and hostility, which is a destructive form of communication intended to harm the self-concept of other persons and produce negative emotions and physical discomfort. This situation seems to be very worrisome as schools keep producing some graduates without good morals and sound ethical values, exhibiting abusive behavior tendencies that are inimical to the peaceful existence of the school and society.

Although several research studies have been carried out on abusive behavior tendencies of students, it was observed that previous studies dwell much on sexual abuse, physical abuse, psychological abuse, and domestic abuse, with little attention given to verbal abuse or verbal bullying tendencies of students in connection with school values. No empirical study has been carried out in Akwa Ibom South Senatorial District in relation to school values and abusive tendencies of students. Therefore, this research seeks to determine the relationship between school values, such as dignity, social confidence, self-discipline, obedience, humility, tolerance, empathy, and integrity, and social

confidence, and abusive tendencies of secondary school students in Akwa Ibom South Senatorial

Objective of the Study

The aim of the study is to determine the relationship between school values and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District, Nigeria. Specifically, the study sought to determine:

1. The relationship between value of human dignity and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District.
2. The relationship between family value of social confidence and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District.

Research Questions

The following research questions were raised:

1. What is the relationship between school value of social confidence and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District?
2. What relationship exists between school value of obedience and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District?

Research Hypotheses

The following research hypotheses were formulated and tested at .05 level of significance

1. There is no significant relationship between school value of social confidence and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District.
2. There is no significant relationship between school value of obedience and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District.

Methodology

The correlational research design was adopted for the study. Area of study is Akwa Ibom South Senatorial District. Akwa Ibom South Senatorial District comprises 12 local government areas, including Ikot Abasi, Mkpato Enin, Eastern Obolo, Onna, Eket, Esit Eket, Ibeno, Okobo, Oron, Udung Uko, Urue Offong/Oruko, and Mbo LGAs. The district has a substantial number of secondary schools, with over 98 schools in the entire Akwa Ibom State. The population of the study comprised all the 12,400 senior secondary two (SS2) students in the 98 public secondary schools in Akwa Ibom South Senatorial District. A sample size of 1,240 senior secondary two (SS2) students was selected for the study, using multi-stage sampling procedure. The sample size was determined based on specifications of Nwana (1995) sampling procedure which states that if the population is in many hundreds, one needs a sample size of 20 percent, but if a population is in a few thousands one needs a sample size of 10 percent and for a population of several thousands or millions, a 5 percent sample or less will be representative of the population. On this basis, the sample size of 1,240 which represents 10 percent of the study population was selected. At the first stage of the procedure, a proportion of 40 percent of local government areas (LGAs) in each of the three educational zones was selected, which gave a total of 7 sampled LGAs for the study. At the second stage, a proportion of 30 percent of secondary schools was selected in each of sampled local government areas using random sampling method which gave a total of 28 sampled schools. At the last stage, a proportion of 20 percent of students was selected from each of the schools using balloting method of random sampling, which gave a total of 1,240 sampled respondents. The selection procedure is shown in Appendix I.

A self-structured questionnaire was used to determine the opinions, attitudes, preferences and perceptions of the respondents that were used for data collection. The questionnaire name was "School values and Abusive Tendencies of Students Questionnaire (SVATSQ)". The questionnaire had two sections. Section A contained 40 items, 5 items each on school values while section B contained a 12 items measuring students' abusive tendencies. The SVATSQ was scored using a four point rating scale of: Strongly Agree (SA) = 4 Agree (A) = 3 Disagree = 2 Strongly Disagree (SD) = 1

The respondents were requested to give their own opinions or views to the instrument using the symbol (r). Similarly, the validated questionnaires were

subjected to appropriate trial testing to ensure its reliability. The questionnaire was face validated by three experts: one in the Sociology of Education Unit while the remaining two were from Measurement and Evaluation Unit all in the Department of Educational Foundations of Education University of Uyo. To establish the reliability of the SVATSQ questionnaire, Cronbach Alpha reliability technique was used. This yielded the reliability co-efficient of .75. Therefore, the instrument was deemed reliable for use in the study. The research instruments were administered on the respondents in their respective schools by the researcher together with two trained research assistants. Also, permission from the respective principals was sought to allow the students to participate in the study. In addition to items written on the questionnaire, verbal explanation was made to items for clarity by the students as well as research assistants who are to guide the students in responding to the items on the questionnaire. The whole exercise was to last for 60 minutes in each of the sampled schools. Data generated were analysed using Pearson Product Moment Correlation (PPMC) statistics using Statistical Package for Social Science (SPSS) software (version 25). In answering the research questions, the r-value or co-efficient value obtained was used to determine the magnitude or weight of relationship between variables while in testing of the hypotheses, the r-value was compared with the critical value so as to determine the significance of relationship between variables, all at .05 level of significance and at 1238 degree of freedom.

Results

Research Question 1: What is the relationship between social confidence and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District?

Table1: Correlation analysis of responses between social confidence and abusive tendencies of secondary school students

Variables	n	$\sum x$ $\sum y$	$\sum x^2$ value $\sum y^2$	$\sum xy$	r-	Remark
Social Confidence (x)	1240	17067	239613			
Abusive Tendencies of Students (y)	1240	17541		256492	.625	High Positive Relationship
			256169			

Source: Field data (2025)

Result in Table 1 reveals a correlation value of .625. From the decision rule, it is observed that a high positive relationship occur between social confidence and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District. The implication of this result is that students are most likely to avoid abusive words on school mates if parents built in them the tenacity to resist verbal bullying at early stage and vice versa.

Research Question 2: What relationship exists between obedience and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District?

Table 2: Correlation analysis of responses between obedience and abusive tendencies of secondary school students

Variables	n	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Remark
Obedience (x)	1240	17137	241175			
Abusive Tendencies of Students (y)	1240	17541		244883	.665	High Positive Relationship
						256169

Source: Field data (2021)

Result in Table 2 reveals a correlation value of .665. From the decision rule, it is seen that a high positive relationship occur between obedience and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District. The implication of this result is that students are most likely to disobey school rules and regulations and utilize insulting languages in communication if parents are not exemplary on rules compliance and vice versa.

Table 3: Pearson Product Moment Correlation analysis between social confidence and abusive tendencies of secondary school students

Variables	n	df	r-cal	r-crit	Decision
Social Confidence (x)	1240	1238	.625*	0.196	Rejected H ₀
Abusive Tendencies of Students (y)					

Significant; P<.05; Source: Field data (2025)

Table 3 shows that the calculated r-value of .625 is greater than the critical value of 0.196 at the degree of freedom of 1238 and at .05 significant levels. Hence, the null hypothesis is therefore rejected, while the alternate hypothesis is retained. This implies that there is a significant relationship between social confidence and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District.

Table 4: Pearson Product Moment Correlation analysis between obedience and abusive tendencies of secondary school students

Variables	n	df	r-cal	r-crit	Decision
Obedience (x)	1240	1238	.665*	0.196	Rejected H ₀
Abusive Tendencies of Students (y)					

Significant; P<.05; Source: Field data (2025)

Table 4 shows that the calculated r-value of .665 is greater than the critical value of 0.196 at the degree of freedom of 1238 and at .05 significant levels. Hence, the null hypothesis is therefore rejected, while the alternate hypothesis is retained. This implies that there is a significant relationship between obedience and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District.

Discussion

Social Confidence and Abusive Tendencies of Secondary School Students

Results from the research question two and hypothesis two revealed a very high positive and significant relationship between social confidence and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District. This finding is in tandem with the finding of the study conducted by Ekeh and Oladayo (2016) that, low social-confidence pushes students to be involved in abusive behaviour such as physical and verbal abuse. This finding corroborates the finding of the study conducted by Bassey and Iruoje (2016) that, lack of social confidence in resisting peer influence serve as instigator of verbal bullying among students. This is because teaching students how to protect our moral values publicly is an essential component of parents continues service. Parents must have the desire and ability to discuss ethical issues in other to awaken students' moral consciousness and awareness. This finding is also in line with that of Nitza and Lea (2018), that moral confidence help students to resist abusive and other anti-social

behaviour displayed by school mates. Therefore, it is observed that if parents nurture in children how to withstand pressure from friends in relation to abusive conducts, such children would likely be willing to confidently uphold moral standards and do away with all form of verbal bullying when provoked.

Obedience and Abusive Tendencies of Secondary School Students

Results from the research question two and hypothesis four revealed a high positive and significant relationship between obedience and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District. This finding conforms to that of Kwayu (2014), who found that students whose families were exemplary in obeying rules and regulations where more obedience to school rules than those whose parents behaviour goes against specified rules in relation to verbal victimization. Also, the finding of Al-Alwan (2014) supportively revealed that parental teaching of moral values such as obedience have significant relationship with student's adherence to school rules and regulations regarding deviant behaviour such as verbal abuse. This is because parents' attitude towards law and authority plays an important role in determining how children will perceive obedience to rules governing their behaviour and conducts in the school. It is therefore observed that following the rules at home will make students more accustomed to following the rules of the large society. Learning to respect laws and authority will help students adjust easily in school; hence avoiding abusive conducts.

Summary, Conclusion and Recommendations

The study aimed at determining the relationship between school values and abusive tendencies of secondary school students in Akwa Ibom South Senatorial District, Nigeria. Two purposes of the study, two research questions and two hypotheses guided the study. The study adopted the correlational research design. The population of the study comprised all the 12,400 senior secondary two (SS2) students in the 98 public secondary schools in Akwa Ibom South Senatorial District. A sample size of 1,240 senior secondary two (SS2) students which represents 10 percent of the study population was selected for the study using multi-stage sampling procedure. A total number of 7 sampled of LGAs, 28 sampled schools as well as 20 percent of SSS 2 students per school were selected for the study using balloting method of random sampling using self-structured questionnaire with Cronbach Alpha

reliability index of 0.76 and 0.89 and data was analysed using analysed using Pearson Product Moment Correlation.

Based on the findings of the study, the following conclusions were drawn. High social confidence of students can be enhanced if parents teach the children the benefits of maintaining ethical standard while overcoming fear or increased pressure by school mates to be involved in verbal bullying or abuse.

Also. based on the findings of the study, the following recommendations are made:

1. Teachers should endeavor to teach their children how to evaluate and control their emotions and feeling or impulses particularly when provoked, so as to avoid being easily dive into harmful situation like verbal accusations.
2. Teachers should act as significant model in obeying and respecting laws in their daily life so that young one follow similar behavioural pattern in school, especially rules that forbids abusive conducts.

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