
Influence of Televised Aggression and Social Adjustment of Adolescents in Senior Secondary Schools in Rivers State

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Abstract: *The study examined the influence of televised aggression on the social adjustment of adolescents in Rivers East Senatorial District in Rivers State. The study was actually carried in the seven local government areas that make up South East Senatorial District, such as Andoni, Eleme, Gokana, Khana, Opobo/Nkoro, Oyigbo and Tai. Three research questions were formulated to guide the study and three hypotheses were tested. The literature was duly reviewed in line with the study variables. The descriptive survey research design was adopted with a population of 730 students from the 73 public secondary school students in the region, out of which 399 was drawn as the sample size from the target population, with the aid of Taro Yamene's sample size determination formula. A self-structured questionnaire titled "Influence of Televised Aggression on Social Adjustment of Adolescents" with 12 items was drafted and coded using 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was subjected to face and content validity and the test-retest method of reliability was employed, and it yielded a reliability index of 0.70. The research questions were answered using percentage, while the hypotheses were tested using t-test statistics at 0.05 level of significance, with the aid of Statistical Package for Social Sciences (SPSS). The results revealed that televised aggression actually caused behavioural disorder, learning disorder and neurological problems on the social adjustment of adolescents in public secondary schools. Therefore, the study recommended that (1) every parent should try as much as they can to put an eye on what TV programmes their ward watches in order to avoid behavioural disorder; (2) school management should as well evaluate their students on daily basis to see the level of comprehension or learning disorder in them and (3) government should restrict TV stations on the kind of movies they show.*

Keywords: *Adolescents, Aggression, Influence, Social Adjustment and Secondary Schools*

INTRODUCTION

The introduction of the mass media into the everyday lives of school children and the increase of televised aggression have brought about rapid changes on their social orientation both at home and in school. It is not surprising that speculations about violent behaviour have been prevalent in the society since motion pictures showing violent acts were first distributed with the advent of the television in the early 1950s. Violence surrounds us not only in real life but also in our entertainment industries. With improved technology, television, both in its news reports and entertainment provides a steady show of violence such as riots, wars, terrorism, raids, rapes, gun firing and so on, which has affected all parts of our daily lives especially adolescents in our school system.

Stein and Fredrick (1999) described television as a dominating, powerful drug on the minds of children, as a conveyor of cultural values, attitudes and beliefs as it serves as an agent of socialization alongside with the family, school and peer groups. Yet, television has not received much attention in terms of research as other agents of socialization especially in the

developing countries such as Nigeria, hence the reason for this study. The nation's television stations are not helping matters because they are in the habit of showing programmes in which people are shot, stabbed, beaten up, poisoned, raped, robbed, and harassed and so on. They also show cartoons in which animals or animated characters inflict injuries on one another in many ways. Television has been criticized for showing foreign films which propagate the culture of immorality, thus brutalizing the highly impressionable minds of our children. It has been argued that local films do not have anything to offer other than showing violence, ritual killings, notorious acts and murder as rightly reported by Amata (Guardian, Saturday, December 16, 2000).

Aggression is defined by psychologists as any behavior that is intended to harm another person. There are many forms of aggression. For example, verbal aggression usually involves saying hurtful things to a victim. Relational or indirect aggression refers to behavior that is intended to harm a targeted person, such as telling lies to get the person into trouble. Television aggression leads to learning disorder. Learning disorder is an information-processing problem that prevents a person from learning a skill and using it effectively. Learning disorders generally affect people of average or above average intelligence. As a result, the disorder appears as a gap between expected skills, based on age and intelligence, and academic performance.

Common learning disorders affect a child's abilities in reading, written expression, math or nonverbal skills. Learning is the process or experience of gaining knowledge or skill. An example of learning is a student understanding and remembering what they've been taught. Formal learning is learning that takes place within a teacher-student relationship, such as in a school system. The term formal learning has nothing to do with the formality of the learning, but rather the way it is directed and organized. In formal learning, the learning or training departments set out the goals and objectives of the learning (Bell & Dale, 2013).

The research on the influence of televised violence on the social orientation of adolescents in secondary schools has been a great concern in the minds of educationists since the television is a powerful tool that is capable of affecting the behaviour of the youths. The effects of television violent programme on the lives of our youths and even the adults cannot be over-emphasized. More often than not, it has a negative impact on the behaviour of the adolescents due to weird and violent programmes that are shown on television. For example, when one tunes on the television, what one sees are violent programmes like wrestling, violent movies, rituals in terms of home videos or films and other extremely vicious and horrible acts which affect the minds and behaviours of the viewers especially the youths, even the adult members of the society. These violent programmes have affected the social orientation of the adolescents so much that they have emulated what they view on television and this has caused them to be maladjusted in their general behaviour. Many youths today have become bullies, aggressive fellows, fighters, armed robbers, heady, obstinate, corrupt and vicious as a result of what they have viewed on violent television programmes, films, internet etc. Many children have formed the habit of opening to corrupt or pornographic sites on the internet and glue themselves to these immoral pictures, taking in every inch of what they see and arousing otherwise dormant sexual instincts. This has caused many of our youths to turn to promiscuous and harlotic lives. Rapes and sexual harassment, seductive display of body parts, indecent dressing abounds everywhere in our nation and these have affected the good norms of our society.

Statement of the Problem

The introduction of the mass media and the incessant display of television aggressive movies have to a great extent brought rapid changes on the social and academic lives of adolescents in Rivers South East Senatorial and the Nation at large. It is therefore not surprising that aggressive behavioural disorder ranging from learning disorder to neurological problems which are prevalent in the society since the motion pictures displaying violent acts were first introduced. Many youths today have become aggressive, bullies, fighters, armed robbers, heady, obstinate, showing unrestrained disrespect to parents, teachers and elders both at home and school. Many adolescents these days are corrupt, wicked and immoral as a result of what they watch and learn from corrupt television programmes, films, movies and on the internet.

Children of nowadays watch more pornographic films on the internet than they study their books. These results in their becoming prostitutes, rappers, sexual abusers and harassers, deprived and perverted individuals. Some become rascals, radicals, weird in their dressing and appearances and maladjusted to the social norms of the larger society.

It is as a result of these social vices in the society that prompted this research which aims at carrying out a study to examine the influence of televised aggression and pornography on the social adjustment of students.

Purpose of Study

The purpose of this study was to examine the influence of televised aggression on the social adjustment of adolescents in public senior secondary schools in South East Senatorial District in Rivers State. Specifically, the study sought to determine:

1. The extent to which televised aggression causes behavioural disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State.
2. Whether televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State.
3. The extent to which televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State.

Research Questions

The following research questions are raised to conduct this study

1. To what extent does televised aggression cause behavioural disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?
2. Does televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?
3. To what extent does televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?

Hypotheses

1. There is no significant difference in the means score of respondents on the extent to which televised aggression cause behavioural disorder on the social adjustment of adolescents in South-East Senatorial District in Rivers State.
2. There is no significant difference in the means score of respondents on how televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary school in South-East Senatorial District in Rivers State.
3. There is no significant difference in the means score of respondents on the extent to which televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South-East Senatorial District in Rivers State.

LITERATURE REVIEW

Televised Aggression

Generally speaking, aggression is considered to have a negative function that not only elicits disapproval from others, but also is evaluated as destructive and damaging in its consequences. However, Blustein (1996) argues that the term “aggressive” behavior is ambiguous, denoting both positive and negative behaviors. Similarly, it could be called “excessive” or “inappropriate” aggression. Ellis (1976) considered positive aggression to be healthy, productive behavior if it promoted the basic values of survival, protection, happiness, social acceptance, preservation, and intimate relations.

In the context of positive aggression, a certain amount of aggression is thought to be necessary and adaptive throughout childhood and adolescence because it helps build autonomy and identity (Gupta, 1983; Romi & Itskowitz, 1990). Furthermore, a certain degree of aggression or dominance helps to facilitate engagement in cooperative and competitive activities with one's peers. Channeled in the proper direction, human aggression is the force that enables a person to be healthfully self-assertive, dominant, and independent and to achieve mastery of both the environment and the self. With respect to negative aggression, this behavior has been defined as acts that result in personal injury or destruction of property (Bandura, 1973). Alternatively, it also has been defined as attacking behavior that harms another of the same species (Atkins, 1993). Negative aggression also is defined as forceful action that is directed towards the goal of harming or injuring another living being. Encroaching on the home or territory of a resident and causing others financial, physical, and emotional damage also is included in negative aggression. Negative aggression is considered unhealthy because it induces heightened emotions that can in the long-term be damaging to the individual.

Social Adjustment

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. Personal and social adjustment. concepts are an application of psychological principles for coping with stress and interpersonal, emotional, and psychosexual difficulties.

Behavioural Disorder

Behaviour is the actions and mannerisms made by individuals, organisms, systems or artificial entities in conjunction with themselves or their environment, which includes the other systems or organisms around as well as the (inanimate) physical environment. It is the computed response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary (Minton & Khale, 2014). Taking a behaviour informatics perspective, a behaviour consists of behaviour actor, operation, interactions, and their properties. A behaviour can be represented as a behaviour vector (Cao, 2010).

According to Karban (2015), a broader definition of behaviour, applicable to plants and other organisms, is similar to the concept of phenotypic plasticity. It describes behaviour as a response to an event or environment change during the course of the lifetime of an individual, differing from other physiological or biochemical changes that occur more rapidly, and excluding changes that are result of development (ontogeny). Social behaviour is behaviour among two or more organisms within the same species, and encompasses any behavior in which one member affects the other. This is due to an interaction among those members. Social behavior can be seen as similar to an exchange of goods, with the expectation that when one gives, one will receive the same. This behavior can be affected by both the qualities of the individual and the environmental (situational) factors. Therefore, social behavior arises as a result of an interaction between the two—the organism and its environment. This means that, in regards to humans, social behavior can be determined by both the individual characteristics of the person, and the situation they are in.

Behavioural disorders involve a pattern of disruptive behaviors in children that last for at least 6 months and cause problems in school, at home and in social situations. Nearly everyone shows some of these behaviors at times, but behaviour disorders are more serious. Behavioural disorders may involve: Inattention. An emotional and behavioural disorder is an emotional disability characterized by the following: An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. Consistent or chronic inappropriate type of behaviour or feelings under normal conditions.

Learning Disorder

Learning is the process or experience of gaining knowledge or skill. An example of learning is a student understanding and remembering what they have been taught. Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in certain plants (Karbon, 2015). Some learning is immediate, induced by a single event (example being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved (Daniel, Daniel, & Daniel, 2011).

Human learning starts at birth (it might even start before) and continues until death as a consequence of ongoing interactions between people and their environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. Research in such fields has led to the identification of various sorts of learning. Learning may occur consciously or without conscious

awareness. Learning that an aversive event can't be avoided nor escaped may result in a condition called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development (Sandman, Hetrick, & Peeke, 2007).

Play has been approached by several theorists as the first form of learning. Children experiment with the world, learn the rules, and learn to interact through play. Lev Vygotsky agrees that play is pivotal for children's development, since they make meaning of their environment through playing educational games. For Vygotsky, however, play is the first form of learning language and communication and the stage where a child begins to understand rules and symbols.

A learning disorder is an information-processing problem that prevents a person from learning a skill and using it effectively. It generally affects people of average or above average intelligence. Learning disorders in reading are usually based on difficulty perceiving a spoken word as a combination of distinct sounds. This can make it hard to understand how a letter or letters represent a sound and how letter combinations make a word.

Neurological Problems

A neurological disorder is any disorder of the nervous system. Structural, biochemical or electrical abnormalities in the brain, spinal cord or other nerves can result in a range of symptoms. It is also seen as any disorder of the nervous system. Structural, biochemical or electrical abnormalities in the brain, spinal cord or other nerves can result in a range of symptoms. Examples of symptoms include paralysis, muscle weakness, poor coordination, loss of sensation, seizures, confusion, pain and altered levels of consciousness. There are many recognized neurological disorders, some relatively common, but many rare. They may be assessed by neurological examination, and studied and treated within the specialties of neurology and clinical neuropsychology.

Interventions for neurological disorders include preventive measures, lifestyle changes, physiotherapy or other therapy, neurorehabilitation, pain management, medication, operations performed by neurosurgeons or a specific diet (Zis & Hadjivassiliou, 2019). The World Health Organization estimated in 2006 that neurological disorders and their sequelae (direct consequences) affect as many as one billion people worldwide, and identified health inequalities and social stigma/discrimination as major factors contributing to the associated disability and suffering. The specific causes of neurological problems vary, but can include genetic disorders, congenital abnormalities or disorders, infections, lifestyle or environmental health problems including malnutrition, and brain injury, spinal cord injury, nerve injury and gluten sensitivity (with or without intestinal damage or digestive symptoms).

A neurological examination can, to some extent, assess the impact of neurological damage and disease on brain function in terms of behavior, memory or cognition. Behavioral neurology specializes in this area. In addition, clinical neuropsychology uses neuropsychological assessment to precisely identify and track problems in mental functioning, usually after some sort of brain injury or neurological impairment.

Alternatively, a condition might first be detected through the presence of abnormalities in mental functioning, and further assessment may indicate an underlying neurological disorder. There are sometimes unclear boundaries in the distinction between disorders treated within

neurology, and mental disorders treated within the other medical specialty of psychiatry, or other mental health professions such as clinical psychology. In practice, cases may present as one type but be assessed as more appropriate to the other (Butler, 2015). Conditions that are classed as mental disorders, or learning disabilities and forms of intellectual disability, are not themselves usually dealt with as neurological disorders. Biological psychiatry seeks to understand mental disorders in terms of their basis in the nervous system, however. In clinical practice, mental disorders are usually indicated by a mental state examination, or other type of structured interview or questionnaire process. At the present time, neuroimaging (brain scans) alone cannot accurately diagnose a mental disorder or tell the risk of developing one; however, it can be used to rule out other medical conditions such as a brain tumor (NIMH Publication, 2009). In research, neuroimaging and other neurological tests can show correlations between reported and observed mental difficulties and certain aspects of neural function or differences in brain structure.

THEORETICAL FOUNDATION

Social Learning Theory by Albert Bandura (1977)

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: “Learning would be exceedingly labourious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.” Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioral, an environmental influence. Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973) and psychological disorders, particularly in the context of behavior modification (Bandura, 1969). It is also the theoretical foundation for the technique of behavior modeling which is widely used in training programmes. In recent years, Bandura has focused his work on the concept of self-efficacy in a variety of contexts (Bandura, 1997).

METHODOLOGY

The research was a descriptive study and was carried out in the 73 public secondary schools in South East Senatorial District in Rivers State. The population of the study consisted of all the 730 school prefects across the 73 public secondary schools in South East Senatorial District in Rivers State. The school prefects were chosen as respondents because they are better positioned to give account and disclose the true situation of things about the influence of Televised Aggression on Social Adjustment of Adolescents. Out of the 730 school prefects, 399 school prefects were drawn from selected schools as the sample size with the aid of Taro Yamane’s sample size determination formula. While, the stratified random sampling technique was employed in selecting the respondents. A self-structured questionnaire titled (Influence of Televised Aggression on Social Adjustment of Adolescents) was used to elicit information from the respondents. The instrument was coded using four 4 point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).The instrument was

duly validated by experts in confirmation by the research supervisor and the test-retest method of reliability was employed, and it yielded a reliability index of 0.70. To ensure precision in the use of instrument, the researcher employed the services of three researches assistant that assisted in the distribution and retrieval of the instrument back from the respondents. Out of the 399 copies of questionnaires that were distributed, only 375 copies were properly filled and returned. 24 copies were either torn or misplaced by the respondents. The research questions were answered using means scores and percentage.

RESULTS AND DISCUSSION

Result presentation and discussion of findings.

Research Question 1: To what extent does televised aggression cause behavioural disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?

Table 1: Mean Response on the extent to which Televised Aggression cause Behavioural Disorder on the Social Adjustment of Adolescents.

| | Items | VHE | HE | LE | VLE | T |
|---|---------------------------------------------------------------|----------------|----------------|---------------|---------------|-------------|
| 1 | Television viewing promotes act of violence among students. | 200 (53.3%) | 150 (40%) | 25 (6.7%) | - | 100% |
| 2 | Action movies encourages aggressive behaviour among students. | 300 (80%) | 75 (20%) | - | - | 100% |
| 3 | It promotes nudity among secondary school students. | 94 (25.1%) | 94 (25.1%) | 93 (24.7%) | 94 (25.1%) | 100% |
| 4 | Television viewing encourages bad sexual habit among student. | 250 (66.7%) | 125 (33.3%) | - | - | 100% |
| | Total Percentage Response | 56.2% | 29.6% | 7.9% | 6.3% | 100% |

Source: Field Survey, 2020

From table one above in item 1; very high extent is 53.3%; high extent is 40% and low extent is 6.7% while very low extent has zero response. This indicates that television viewing promotes act of violence among students. In item 2, very high extent is 80%; high extent is 20%, while low extent and very low extent has zero response. This implies that, action movies encourage

aggressive behaviour among students. Item 3, very high extent is 25.1%; high extent is 25.1%; low extent is 24.7% and very low extent has 25.1%. This means that, there is a tie, an equal belief on how televised aggression promotes nudity among secondary school students. Finally, item 4, very high extent has 66.7%; low extent has 33.3%. While, low extent and very low extent has zero response. This implies that, television viewing encourages bad sexual habit among student. Hence, it can be reasonably concluded that televised aggression cause behavioural disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State to a very high extent with a total percentage response of 56.2% which is highest among others.

Research Question 2: Does televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?

Table 2: Mean Response on how Televised Aggression enhanced Learning Disorder on the Social Adjustment of Adjustment.

| | Items | VHE | HE | LE | VLE | T |
|---|----------------------------------------------------------|----------------|----------------|----------------|---------------|-------------|
| 5 | It increases my scope of reasoning. | 200 (53.3%) | 100 (26.7%) | 40 (10.7%) | 35 (9.3%) | 100% |
| 6 | Televised aggression leads to poor academic performance. | 150 (40%) | 150 (40%) | 50 (13.3%) | 25 (6.7%) | 100% |
| 7 | It teaches me the latest fashion trend. | 300 (80%) | 75 (20%) | - | - | 100% |
| 8 | It keeps me entertained while reading. | 80 (21.3%) | 100 (26.7%) | 100 (26.7%) | 95 (25.3%) | 100% |
| | Total Percentage Response | 48.7% | 28.4% | 12.6% | 10.3% | 100% |

Source: Field Survey, 2020

From table two above, in item 5; very high extent is 53.3%; high extent is 26.7%; low extent is 10.7% and very low extent is 9.3%. This reveals that televised aggression increases student scope of reasoning. In item 6, very high extent is 40%; high extent is 40%; low extent 13.3% and very low extent has 6.7%. Indicating that, televised aggression leads to poor academic

performance among students. Item 7, very high extent is 80%; high extent is 20% while low extent and very low extent has zero response. This means that, televised aggression teaches student the latest fashion trend. Item 8, very high extent has 21.3%; low extent 26.7%; low extent 26.7% and very low extent 25.3%. This shows that, television viewing keeps student entertained while reading. Thus, it can be concluded that televised aggression enhances learning disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State, with a total percentage response of very high extent (48.7%).

Research Question 3: To what extent doe televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?

Table 3: Mean Response on the extent to which Televised Aggression cause Neurological Problems on the Social Adjustment of Adolescents.

| | Items | VHE | HE | LE | VLE | T |
|----|---------------------------------------------------------|----------------|---------------|-------------|---------------|-------------|
| 9 | It encourages smoking among secondary school students. | 370 (98.7%) | 5 (1.3%) | - | - | 100% |
| 10 | It causes drug abuse among students. | 300 (80%) | 75 (20%) | - | - | 100% |
| 11 | Televised aggression makes student to think abstractly. | 210 (56%) | 95 (25.3%) | 30 (8%) | 40 (10.7%) | 100% |
| 12 | It encourages clubbing among secondary school students. | 198 (52.8%) | 85 (22.7%) | 90 (24%) | 2 (0.5%) | 100% |
| | Total Percentage Response | 71.9% | 17.3% | 8% | 2.8% | 100% |

Source: Field Survey, 2020

From table three above, in item 9; very high extent is 98.7%; high extent is 1.3%, while low extent and very low extent has zero response. This reveals that televised aggression encourages smoking among secondary school students. In item 10, very high extent is 80%; high extent is 20%, while low extent and very low extent has zero response. Indicating that, televised aggression causes drug abuse among students. Item 11, very high extent is 56%; high extent is 25.3%; low extent 8% and very low extent 10.7%. This means that, televised aggression makes student to think abstractly. Item 12, very high extent has 52.8%; low extent 22.7%; low extent

24% and very low extent 0.5%. This demonstrated that, television viewing encourages clubbing among secondary school students. Therefore, it is televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State, with (71.9%) percentage response of very high extent.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the means score of respondents on the extent to which televised aggression cause behavioural disorder on the social adjustment of adolescents in South-East Senatorial District in Rivers State.

Table 4: One-Sample t-Test

| | Test Value = 3 | | | | | |
|----------|----------------|-----|-----------------|-----------------|-------------------------------------------|--------|
| | T | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| VAR00001 | -2.646 | 374 | .003 | -.66667 | -1.2071 | -.1262 |

Source: SPSS VERSION 21 OUTPUT, 2020. P < 0.05 is significant (2-tailed)

The table 4 above indicated that $p.003 < 0.05$. This implies that, there is no significant difference in the means score of respondents on the extent to which televised aggression cause behavioural disorder on the social adjustment of adolescents. Therefore, the null hypothesis was accepted.

Hypothesis 2: There is no significant difference in the means score of respondents on how televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary school in South-East Senatorial District in Rivers State.

Table 5: One-Sample t-Test

| | Test Value = 4 | | | | | |
|----------|----------------|-----|-----------------|-----------------|-------------------------------------------|--------|
| | T | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| VAR00002 | -3.760 | 374 | .000 | -.80000 | -1.2453 | -.3547 |

Source: SPSS VERSION 21 OUTPUT, 2020. P > 0.05 significant (2-tailed)

The table 5 above shows that $p.000 < 0.05$. This means that, there is no significant difference in the means score of respondents on the extent to which televised aggression enhance learning disorder on the social adjustment of adolescents. Meanwhile, the null hypothesis was accepted.

Hypothesis 3: There is no significant difference in the means score of respondents on the extent to which televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South-East Senatorial District in Rivers State.

Table 6: One-Sample t-Test

| | Test Value = 3 | | | | | |
|----------|----------------|-----|--------------------|--------------------|----------------------------------------------|-------|
| | T | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| VAR00003 | 10.974 | 374 | .010 | .72533 | .5954 | .8553 |

Source: SPSS VERSION 21 OUTPUT, 2020. P > 0.05 significant (2-tailed)

The table 4 above revealed that $p.010 < 0.05$. This means that, there is no significant difference in the means score of respondents on the extent to which televised aggression cause neurological problems on the social adjustment of adolescents. Thus, the null hypothesis was accepted.

Discussion of Findings

The study analysis revealed the extent to which televised aggression causes behavioural disorder, enhances learning disorder and neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State. The three research questions have very high extent responses following the fact that televised aggression has negative influence on the social adjustment of adolescents. The three research questions were accepted.

COUNSELING IMPLICATION

It is therefore necessary and paramount for every individual, family, institutions, as well as organizations to employ the services in order to proffer solutions to issues like televised aggression on the social wellbeing of both children and adults. Counsellors are problem solvers that express care and concern for someone that need their services, and facilitate that person’s personal growth and bring about change through self-knowledge. It is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems.

CONCLUSION

The study analysis has shown that televised aggression influences the life of an adolescent in so many ways. Therefore, it can be concluded that every individual or families ought not to do without the service of a counselor in all institutions of learning in South East Senatorial District in Rivers State and beyond.

RECOMMENDATIONS

From the study findings, the following recommendations are made:

1. That every parent should try as much as they can to put eyes on what TV programmes their ward watches in order to avoid behavioural disorder.
2. School management should as well evaluate their students on daily basis to see the level of comprehension or learning disorder in them.
3. Government should restrict TV stations on the kind of movies they show.

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