

EFFECTS OF MODELING STRATEGY ON AGGRESSIVE BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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Abstract

This study investigated the effects of modeling strategy on Aggressive Behaviour of Secondary School Students in Anambra State. The purpose was to determine the effects of modeling strategy on aggressive behaviour of secondary school students in Onitsha Education Zone. Two research questions guided the study and one null hypothesis was tested at 0.05 level of significance. The study employed the pre-test post-test quasi experimental research design. A total of one hundred and eighty-one (181) students (93 male and 88 female) drawn from intact classes of two co-educational school located in Onitsha were used for the study. The instrument for data collection was an inventory called Aggressive Behaviour Inventory (ABI) with 22 items. The instrument was subjected to construct validation using factor analysis and tested for reliability using Cronbach alpha, which yielded internal of 0.65 and 0.79 respectively. Group one was subjected to modeling approach while group two was subjected to conventional approach. The research questions were answered using mean and standard deviations while analysis of co-variance (ANCOVA) was used to test the null hypothesis at 0.05 significance level. The findings of the study revealed among others that modeling counselling strategy has significant effect on aggressive behaviour of secondary school students. It further revealed that modeling counselling strategy reduced the aggressive behaviour of secondary school students. Based on these findings the study recommended among others that school counsellor should use modeling counselling strategy to help students reduce or discard their aggressive behaviours.

Key Words: Modeling Strategy, Conventional approach, Aggressive behaviour, Secondary School, Students

Introduction

Background of the Study

Every student has the potential to be good. Students are also capable of self-regulation and self-control, but since they live together as members of a recognized group of the larger community, new kinds of behaviour are bound to emerge. Umezulike and Eneasator (2010), observed that behaviour is the function of the interaction of hereditary and environmental variables. Therefore, people's way of behaviour could be seen in positive or negative forms. Positive forms of behaviour are those that conform to the demands of the society and are socially acceptable, while negative forms are those that do not conform to the acceptable

standard of the society and environment and are also aberrant to man. Sometimes, however certain issues or lack of priorities of life goals make students exhibit behaviours that contrast with societal expectations. Such misbehavior that are inappropriate and disruptive include aggressive behaviour.

Aggressive behaviour falls under conduct disorder-behavioural-problem. Egbochuku (2008) defined aggressive behaviour as a behaviour disorder resulting in dominating or winning, accomplished by humiliating, degrading, belittling or over powering other people in order to make them weaker and less able to express and defend their rights and needs. In the context of this study aggressive behaviour is an act of using one's strength, power and position to hurt or frighten the weaker individual for no justifiable reason. It simply means the act of dominating and intimidating others and paying no attention to their feelings. Aggressive in any form is influenced by many factors such as family, peer and temperament among others. Karen (2010) specifically identified various variables as predictors of aggression. These include biological factors, socio-demographic variables, parenting styles, personality traits, viewing films and frustrations that accompany low scholastic achievements. Aggression is more likely in persons with poor coping ability, poor problem-solving ability, poor social skill and poor social support.

Aggressive behaviour can be acquired as learned coping behaviour. According to Egbochuku (2008) aggressive behaviour can be learned through observation and imitation of similar models and can be reinforced and maintained by a number of rewarding conditions. Rewarding conditions may be found in families, peers, and environment. Odoemelam (2005) noted that such aggressive behaviour problems can be caused by problems in the home; socio-economic status of parents, mass media, television, movies and video films, peer group, school influence and inability to satisfy physiological needs. She further affirmed that low self-esteem, safety practice, rejection, neglect, parental over expectation and faulty disciplinary measure from moralistic parents could all bring about aggressive behaviour.

In an ecology behaviour analysis by Merrian and Caffarelle (2010) on self-monitoring effects on students' behaviour found that aggressive behaviour could take many forms such as teasing, threatening, hurtful name-calling, pushing, hitting, shoving, kicking, pinching, locking-up in a room, biting, scratching, sending written hasty notes to victims, forcefully taking objects away from others, making people feel uncomfortable and fearful or any other behaviour that violates the rights of another. Aggressive behaviour is becoming more sophisticated daily, for instance, Ray (2010), in his study, highlighted that there exist digital aggressive behaviour which involves using cell phone and computers to send menacing text messages or create threatening and hate-filled information on person.

Young adult exhibits more frequently or more intensely aggressive behaviour during adolescence and within the scope of school age. There has been increasing incident of aggressive behaviour such as beating, intimidating and dominating behaviour among secondary school adolescents in Anambra State, which has assumed an alarming rate (Onuoha, 2010). The above assertion is in line with reports of Principals, Guidance Counsellors and Teachers obtained during a preliminary investigation carried out in schools in Onitsha Urban Education zone by the researcher to find out the level of aggressive behaviour of secondary school students. One principal reported that a class prefect forcefully pushed a fellow student in the class, the victim landed on a broken window surface, which gave him a deep cut on his forehead and he almost bled to death, simply because the victim, reported the prefect to the form mistress of not copying note in the class. Another principal reported that one of the junior student was hospitalized for sustaining spinal injury due to aggression from a fellow senior

student. More so, that a male teacher in his school received a hard blow from a student he was interrogating. Though the principal expelled the student from the school, the following day, the student came to school, raining abusive words, cursing everyone, without showing any remorse or change in behaviour. He added that he had suspended over twenty students and expelled ten within 2015/2016 academic session due to aggressive behaviour.

During the interactive session with the Guidance Counsellors and teachers, a teacher reported how a senior student hit a junior prefect and the victim fell down and collapsed. His reason was that the victim refused to answer his call and snubbed him. Another, teacher reported that many students were stabbed on the chest at the least/slightest provocation with very sharp and dangerous instrument such as broken lockers, bottles and biro due to aggression. The Guidance Counsellor reported of increasing cases of serious aggressive behaviour she attends to daily. These include, manipulating friendship and forcefully demanding undue favour and respect from both junior and weak students. The reports are also in line with Onuoha (2010). The above cases are life cases recorded vividly in both principal's and the guidance Counsellor's Log books during 2015/2016 sessions.

The above cases show that aggressive behaviour can disrupt the enabling learning environment needed for optimal and meaningful activities for both the aggressor and the victim. Negative aspects of aggressive behaviour have many serious repercussions for the victim and aggressor. The victims are stress saddled with school phobic, low self-concepts, full of anxiety and dejection, diminished interest in school activities among others, while the aggressor on his part develops inferiority complex and a sense of irrelevance. His attitude makes him infamous among his peers and the general school community. Sturmey (2010) critically observed the risk of aggressive behaviour to 'self' and to 'others'. He affirmed that the aggressive ones are always socially rejected, victims of retaliation from peers, at risk of abuse from staff and family members. While to others, people around the person suffer significant risk because injuries to peers, staff and family members are very obvious and common. Aggressive behaviour patterns can disrupt the school programme and may lead to riots in the school and community.

Meanwhile, most school administrators and teachers are applying varieties of disciplinary measures to tackle the problem of aggressive behaviours among students in school. Nakpodia (2010) reported that such conventional approach measures include, kneeling down, head knocks, ear pulling, slapping, manual work, sweeping and tidying the school environment, sending out of class, writing impositions, flogging, suspension, expulsion and reporting to the Police among others. In his study, he found that the above conventional measures adopted by the schools to control and reduce aggressive behaviour, are yet to achieve their aims because they seem ineffective to address the problem. They appear deficient and inappropriate as techniques in their application and administration, because most often students are involved again in cases of aggressive behaviours.

Ikpeazu (2008) in his study proved that disciplinary action or penalty that is not followed up with a well-organized plan to remove the cause of misbehavior tends to create even more serious problems. His findings also revealed that the experimental subjects significantly improved positively on their behaviour patterns quite unlike their counterparts in the control group. The implication of the above is that the conventional or control measures presently used do not lead to the development of self-control; rather it makes the child to be timid and fearful. The above have agitated the mind of interested stakeholders to seek appropriate measures to combat aggressive behaviour among school children. There is urgent need therefore, to introduce services and methods that will address the adjustment problems of students in

schools. Those strategies are needed to discourage students from exhibiting aggressive and maladaptive behaviours and guarantee them meaningful outlook in life. Early study by Sturmey (2010) revealed that there are systematic and scientific way of changing an undesirable behaviour to a desirable one, which is attained through learning and other psychological principles. The rationale behind behaviour therapy is based on the fact that behaviour is learnt, if behaviour is learnt then behaviour can also be unlearned (Umezulike and Eneasator, 2010). The choice of strategy is because of its efficacy in powerfully influencing interpersonal behaviour change through observation, perception, participation, hearing and feeling. According to Iwuama (2003), individuals are capable of controlling their behaviours when taught how to, and the result will be more lasting than when applied by someone else. One fundamental basis of this strategy is the mobilization of the will power of the subjects involved. Consequently, to modify behaviour, one needs to fall back on such strategy as modeling strategy in counselling.

Modeling is a behaviour modification strategy that employs the use of the will power of the individual, involves a careful observation and imitation of desired model. Cohen (2009) observed that modeling is the acquisition of knowledge through observation and imitation. It is a potential form of learning skill that enables students to analyze their own attitudes, gain new insight into their own behaviour and that of their peers and others with a view of developing new attitudes. The principles involved are the presentation of real life or symbolic modes to demonstrate in sequence the specific and appropriate behaviour desired to be learned. Observing the behaviour of a model may lead individuals to alter already established responses, which gives rise to behavioural changes, by strengthening or inhibiting the responses. Modeling strategy affords an effective way to change behaviours as students tend to imitate the behaviours of their classmates who they perceive as significant, demonstrating acceptable behaviours (Merrian and Caffarelle, 2010).

Modeling strategy in the context of this study is a process of exhibiting appropriate behaviour by a model. It could be transmitted into students exhibiting maladaptive (aggressive) behaviour, who through observation, imitation and role play can reproduce such desirable behaviour as displayed by a model. Modeling in counselling is an assistance given to an individual exhibiting aggressive behaviour. A model is set, acting as a role model for the individual to observe, imitate and reproduce appropriate behaviour seen in the model. Modeling strategy is psycho-educational approach that can be applied by the school counsellors to produce result in reducing and improving aggressive behaviours of boys and girls considered rampant in secondary schools today.

Statement of the Problem

The present day school system currently, is characterized by a lot of disciplinary problems arising from negative behaviour of students. Some students exhibit severe aggressive behaviours that negatively affect teaching and learning. Most adolescents are faced with varying degree of problems as they grow and interact with their environment. They either learn adaptive or maladaptive modes and ways of reacting to experiences in their environment. One of these maladaptive modes of reaction is through aggressive act which violates social norms, rules and regulations, damages the peace of neighbourhood and affects the people who live around. Aggressive behaviour as a conduct disorder, disrupts the enabling environment, as well as effective learning, because learning is more effective in an environment devoid of behavioural problems such as aggressive behaviour among others. Students who are victims of aggressive behaviour report fear of going to school, progressive lower levels of self-esteem, higher levels of depression and diminished ability to learn in school.

Moreso, school administrators, managers and teachers have tried to solve the problem of aggressive behaviour in schools by employing various conventional measures like flogging, suspension and even expulsion, yet these could not solve the problem of aggressive behaviour because conventional measures seem to be deficient and inappropriate. Essentially, the major problem of this study is to determine the effects of modeling strategy on aggressive behaviour of secondary school students in Anambra State.

Purpose of the Study

The purpose of the study was to determine the effects of modeling strategy on aggressive behaviour of secondary school students.

Specifically, the study investigated the effect of:

1. Treatments on the aggressive behaviour of secondary school students.
2. Modeling strategy on the aggressive behaviour of secondary school students.

Research Questions

The following research questions guided the study.

1. What is the effect of treatments on the mean aggressive behaviour scores of secondary school students?
2. What is the effect of modeling strategy on the mean aggressive behaviour scores of secondary school students?

Hypothesis

One null hypothesis guided the study and was tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean aggressive behaviour scores of students exposed to modeling strategy and those exposed to conventional strategy.

Method:

The pre-test and post-test quasi-experimental research design was used for the study. Non-equivalent control group design was adopted to establish the effect of modeling (m) strategy of counselling on aggressive behaviour of secondary school students.

Table 1: Pre-test – Post-test non-Equivalent Group Design.

Groups		Pre-test	Treatment	Post-test
(A)	Treatment	ABI ₁	Modeling	ABI ₂
(B)	Control	ABI ₁	Control	ABI ₂

Key: ABI – Aggressive Behaviour Inventory

Sample and Sampling Technique:

The study was conducted within Onitsha Education Zone of Anambra State. Onitsha Education zone has twenty-two (22) public secondary schools which comprised of seven (7) boys, seven (7) girls and eight (8) mixed (co-educational) schools. The study took place in two (2) Co-educational schools. These are Prince Memorial High School, and Modebe Memorial Secondary School. The population of the study comprised of 2626 senior secondary school class II (SS2) students for the 2015/2016 academic session. Two co-educational secondary schools were drawn for the study through simple random sampling. The two schools were assigned to the treatment and control group through a simple balloting approach. In each school, one intact class was drawn for the study. In all a total of two intact classes were used. One intact class was assigned to each of the two groups as presented in the table below.

Table 2:

School	Group	Male	Female	Total
Prince Memorial High School	Modeling	30	31	61
Modebe Memorial Sec. School	Control (conventional)	30	27	57
Total		60	58	108

In all therefore, a total of 108 students (60 male and 58 female) were employed for the study.

Instrument for Data Collection

The instrument for data collection was an inventory called the 'Aggressive Behaviour Inventory' (ABI) with 22 item inventory built around two indicators. A self-reporting inventory structured on a four point rating scale of Very Often (VO), Often (O), Rarely (R), Very Rarely (VR) and weighted 4, 3, 2 and 1 respectively used for both the pre-test and post-test (see Appendix).

Validation of Instrument

The instrument was validated by three specialists. Two specialists in Measurement and Evaluation and one in Guidance and Counselling. Their contributions helped to restructure some of the items and the instrument was subjected to pilot test. The construct validity of the instrument was further determined through factor analysis using the principal component matrix.

Reliability of the Instrument

Test of internal consistency of the instrument (ABI) was determined using the Cronbach alpha. The two constructs extracted from the varimax rotated factor matrix guided the grouping of the instrument. Section A and B yielded alpha coefficients of 0.65 and 0.79 respectively.

Method of Data Collection

The (ABI) was administered to the selected treatment and control groups in each school by the facilitators, at the onset to obtain the pre-test scores. The respondents were required to indicate how frequently they are involved in aggressive behaviours. The nature of students responses and purpose for which it will serve were clearly explained to students and they were properly guided on how to respond to the questionnaire. The questionnaire sheets were collected immediately from the students. The scores from the first administration of the questionnaire made up the pre-test. Treatment procedures for the two schools proceeded during the same period for six weeks so as to control extraneous variable. The data was collected in two phases, the pre-test and post-test. Mean and standard deviations were used to answer the research questions while the analysis of co-variance (ANCOVA) was used to test the null hypothesis at an alpha level of 0.05.

Results:

Research Question I: *What is the effect of treatments on the mean aggressive behaviour scores of secondary school students?*

Table 3: Mean Aggressive Scores of Students Subjected to the Two Counselling Approaches

Method	N	Adjusted Mean	Std. Dev.
Modeling Approach	61	29.59	4.54
Conventional Approach	57	67.23	13.62

From the data presented in table 3, the mean scores of 29.59 w standard deviation of 4.54 for modeling counselling strategy was obtained while a mean score of 67.23 with standard deviation of 13.62 for conventional group (the control group) was also obtained. This is an indication that modeling strategy of counselling has significant effect on mean aggressive behaviour score of students when compared to conventional approach.

Research Question 2: *What is the effect of modeling strategy on the mean aggressive behaviour score of secondary school students?*

Table 4: Mean Aggressive Scores of Students Subjected to the Modeling Approach and Conventional Counselling Approach

Method	N	Adjusted Mean	Std. Dev.
Modeling Approach	61	29.59	4.54
Conventional Approach	57	67.23	13.62

Data presented in Table 4 show that students exposed to modeling counselling method recorded a mean and standard deviation scores of 29.59 and 4.54, while their counterparts exposed to conventional method recorded a mean and standard deviation scores of 67.23 and 13.62 respectively. This is an indication that modeling counselling strategy has significant positive effect on the aggressive behaviour of students when compared to conventional approach.

Hull Hypothesis I:

H0₁: There is no significant difference in the mean aggressive behaviour scores of students exposed to modeling strategy and those exposed to conventional approach.

Table 5: Analysis of Co-Variance for Students Aggressive Scores by Counselling Methods (Modeling and Conventional only)

Sources of Variation	Sum of squares	Df	Mean Squares	F	Fcr
Covariates	61.807	1	61.807	.606	
Main Effects	41782.836	2	20891.418	204.309	
Counselling methods	41683.284	1	41683.284	408.642	3.92
Explained	41846.332	4	10461.583	102.560	
Residual	11526.490	113	102.004		
Total	53372.822	117	456.178		

Data presented in Table 5 revealed that the F-calculated value is 408.642, while the critical value is 3.92 at 0.05 level of significance. Since the calculated value is greater than the critical value the null hypothesis is rejected; therefore, there is a significant difference in the mean aggressive behaviour of students exposed to modeling and those exposed to conventional approach.

Discussion of Findings

Research question 1, table 3, the mean aggressive behaviour scores of secondary school students exposed to the treatment approach showed great differential reduction in the aggressive behaviour of students. Mean aggressive score of 29.59 was indicated for modeling counselling strategy while a mean aggressive behaviour score of 67.23 was indicated for conventional approach (control group) as measured through simultaneous adjustment employed for pre and post test data. This showed a significant difference due to treatment on the mean aggressive scores of students. The indication of the above is that the treatment

counselling strategy (modeling strategy) administered, had great effect and reduced the mean aggressive behaviour scores of students drastically, compared to students exposed to conventional approach. This finding is in consonant with the findings of Ikpeazu (2008) and Iwuama (2003) that counselling techniques/strategies have significant influence on aggressive behaviours of the students.

Research question 2, table 4 in the same vein students exposed to modeling strategy of counselling showed significant positive improvement more than those exposed to conventional approach (control group) with mean aggressive behaviour scores of 29.59 and 67.23 respectively. This was further strengthened by the result of null hypothesis in table 4, the F-calculated value of 408.642 and critical F-value of 3.92 at 0.05 level of significance were obtained. This showed that there is a significant difference in the mean aggressive behaviour scores of students exposed to modeling and those exposed to conventional approach. This is in agreement with the findings of Merrian and Caffarelle (2010), Sturme (2010), that modeling counselling strategy has significant positive effect on improving aggressive behaviour of students when compared to conventional approach.

Implications of the Study

The findings of this study have invaluable education implications. From the present study it was found that modeling strategy has positive significant effect on aggressive behaviour of students, hence the implication of this to Counsellors is that modeling strategy should be used in helping students overcome aggression, instead of conventional approach. Students properly guided and counseled could develop self-confidence and have internal (self) control to manage their own emotional behavioural changes. Such students can establish realistic goals.

The study also revealed great reduction of aggressive behaviour on the students counseled using modeling strategy than their counterparts exposed to conventional approach. Teachers, Counsellors and significant others in the society need to present themselves as 'role-model' before the school-going adolescents for them to emulate, as this will enhance stress-free learning environment among students.

Conclusion

Based on the findings of this study, the following conclusion was made. Students exposed and subjected to modeling strategy of counselling significantly improved in their mean aggressive behaviour scores. Hence, modeling strategy has positive striking effect in reducing aggressive behaviour of secondary school students.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. School Counsellors should use modeling strategy of counselling to help students reduce or discard their aggressive behaviours. Trained guidance Counsellors and teacher-Counsellors should be exposed to further training through intensive seminar and workshops on modeling strategy of counselling. This will undoubtedly enhance their competence in assisting students reduce aggressive behaviour.
2. Parents and significant figures who deal directly with students should always act as 'models', exhibiting desirable behaviour, void of aggression. They should be careful on what they say and do as this will influence the behaviour of the adolescents/students positively.

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