

EFFECT OF SOCIAL SKILLS COUNSELLING TECHNIQUES ON CLASSROOM AGGRESSIVE BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN MINNA EDUCATIONAL ZONE, NIGER STATE, NIGERIA

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Abstract

This study examined the Effect of Social Skills counselling techniques on classroom aggressive behaviour among secondary school students in Minna educational zone of Niger State, Nigeria. Two (2) null hypotheses were tested. Pre-test post-test quasi experimental design was employed for this study. The population comprised of fifty-six (56) identified students with classroom aggressive behaviour from Senior Secondary School II. The sample size of twenty (20) students with high incidence of classroom aggressive behaviour as indicated by their scores on the instrument tagged Bussy-Perry's Aggressive Behaviour Scale exhibited by Students was used to select the participants purposively. The hypotheses were tested using paired sample t-test and analysis of covariance (ANCOVA) at 0.05 alpha level of significance. The findings revealed significant positive effect of social skills counselling technique on classroom physical aggressive behaviour among senior secondary school students in Minna educational zone of Niger State and the study also revealed significant positive effect of social skill counselling technique on classroom verbal aggressive behaviour among senior secondary school students in Minna educational zone of Niger State, Nigeria. Based on these findings, it was recommended that School counsellors, School psychologists, psychotherapists should use social skills counselling techniques to modify classroom aggressive behaviour among senior secondary school students.

Keywords: Aggressive Behaviour, Social skills, Social skills Counselling Technique

Introduction

Classroom aggressive behaviour is a major school problem affecting children and adolescent in all parts of the world, the serious consequences of classroom aggressive behaviour have generated considerable amount of attention from the media and the public, as well as educators, school officials, researchers, practitioners and lawmakers in recent years. Classroom aggressive behavior is considered as one of the principal sources of teaching and learning problems. It affects a teacher's ability to function effectively and these behaviours sometimes significantly interfere with the learner's own learning and that of others in the class. These aggressive students lack proper concentration in the classroom activities and they exhibit both physical and verbal aggression, such as fight, abuse and calling of names.

Failure to address this classroom aggressive (physical and verbal) behaviours compromises the learning environment whereby academic activities are interrupted, curriculum content not covered; teacher's authority undermined, and most importantly, decrease the opportunities for the effective teaching and learning in the classroom. In the light of the pressure of classroom aggressive behaviour places on teachers and the students, it is important to device appropriate techniques to modifying these behavioural problems in order to enhancing the teaching and learning environment.

Students with classroom aggressive behaviour socially lack the skills to control their aggressive behaviour and these aggressive students lose opportunity to participate in classroom activities and their physical and verbal aggressive behaviour interrupt the teaching and learning process, making classroom activities uneasy for the teacher and may cause loss of concentration. This however, could increase other learning difficulties among students.

Classroom aggressive behaviours are manifestations of behaviour that can cause harm to oneself and others. They are expressed by students in various forms which could be broadly categorized into physical and verbal aggressive behaviour. Classroom aggressive Physical dimension involves harming others through hitting, kicking, stabbing, pushing, grabbing, biting, while Classroom aggressive verbal dimension involves inflicting pains through the use of words for such as yelling, screaming, name calling and use of abusive words (Bushman & Huesmann, 2010).

For students to be successful in inclusive settings, their classroom behaviour must be consistent with teachers' demands, academic expectation to promote teaching and learning process of the learners. An appropriate academic, social, and behaviour skills are required to allow students to become part of the classroom activities, the school and the community. Unfortunately, for reasons both inside and outside the classroom, the behaviour of some students may interfere with learning and socialization of their classmate. It is necessary for teachers to know and understand how to alter classroom aggressive behaviours for purpose of gainful academic exercises, most of the school teachers respond to these classroom aggressive behaviours differently. These responses include; corporal punishment, time-out, withdrawal of privileges and suspension from school (DeWall & Anderson, 2011).

Sometimes parents or guardians are invited for dialogue, but still students exhibit classroom aggressive behaviours, despite the device measures. This is for the obvious fact that these students constitute a nuisance for themselves, fellow students, teachers, management of schools and to a larger extent the school community. In some situations, teachers simply avoid these students or have very little to do with them. Other teachers are ignorant of the fact that these students need help, while other teachers are actually at a loss as to what to do with them or how to help them.

Bushman and Huesmann (2010) opined that classroom aggressive behaviour as a sub-set of school violence among school students that occurs in many schools across the globe. According to American Psychological Association (2012) and UNESCO (2021) reviewed the statistics of classroom aggressive behaviour to be approximately 40% to 80% among school children and adolescents

In Nigerian, the prevalent rate of classroom aggressive behaviour has not been fully established though Egbochukwu (as cited in Owuamanam & Makinwa, 2015) has revealed that in Benin City, Nigerian almost four in every five participants reported to have one dimension of classroom aggressive behaviour such as physical, verbal, relational and cyber.

In a nationwide survey of school disruptive/aggressive behaviour in Nigeria conducted by the Nigeria Protection Analysis (2021), it was revealed that physical violence and psychological violence accounted for 85% and 50% respectively of the bulk of violence among children in schools. Several evidences had shown through systematic observations and reported cases from teachers to the principals and Para-counsellors of classroom aggressive behaviour among students in Minna educational zone of Niger State, the most prevalence cases within the educational zone comprises of physical aggressive behaviour which involves hitting, pushing, kicking and verbal

The modification of classroom aggressive behaviour is a crucial aspect of teaching and learning process because if classroom control is weak or inadequate, effective teaching and learning cannot take place.

This necessitated the need to examine the efficacy of other techniques of coping with these classroom aggressive behaviours to enhance teaching and learning process and to promote acceptable classroom behaviours. Giving students' intervention with social skill counselling techniques on classroom aggressive behaviours on how to overcome physical and verbal tendencies that could bring about what conventional measures could not achieve. Because these techniques are meant to be orientations and educative, devoid of threats and punishments, the method could bring about desired changes.

Social skill is a behavioural counselling technique meant to help persons with difficulties in relating to other people to improve the ability to function in everyday social situations, through teaching of some inter personal skills like eye contact, as well as verbal and nonverbal behaviours involved in social interactions. It also facilitates initiating and maintaining positive social relationships, contributes to peer acceptance and friendship development, result in satisfactory school adjustment, and allow individuals to cope with and adapt to the demands of the social environment”.

The ability of a student to establish and maintain positive social relationships depends largely on factors such as being able to interpret social situations, care about others, regulate our anger and aggression, and being able to resolve conflicts in a constructive way. Children and adolescents who can master and apply these skills well are generally described as having good social competence, while those who cannot do so, are often characterized as children and young people with behavioural problems

Statement of the Problem

Education is generally regarded as one of the major instruments that influences one's life in terms of social and economic aspect. Students go to school to learn and when such learning does not take place as a result of classroom aggressive behaviour, the aim of education is defeated. School plays an important role in the development of individuals. Schools are institutions established for teaching and learning process for effective individual and collective personality development, knowledge, aspiration, positive attitudes, skills and human interpersonal enhancement; these can only be achieved in a safe and conducive classroom environment that is free from both physical and verbal aggression such as intimidation, humiliation, harassment, fight, insult and fear. Student's classroom aggressive behaviours ranged from low-level nuisances to severe classroom aggressive behaviour that are capable of disrupting free flow of teaching and learning activities of the learners. Concisely, classroom aggressive behaviour is “an activity that causes distress for teachers, physical pains, emotional disturbance, interrupts the learning process which could lead to teachers' continuous comments to aggressive student”. Or any “activities which disrupt and impede teaching and learning processes that is involving physical and verbal aggressive behaviour”, some secondary school teachers have repeatedly ranked classroom aggressive behaviour as one of the most serious hurdles in effective teaching and learning process in the classroom.

Evidence has shown through extensive literature review that punishment has been used to change bad behaviour. However, some of these behaviour problems still persist. Classroom aggressive behaviour as a social and academic problem needs to be given serious attention. The researcher as observed as class teacher for ten (10) years and during his visit to schools for teaching practice supervision, several reports of classroom aggressive behaviour. There are different forms of classroom aggressive behaviour, the school authority devices a means for curbing this classroom aggressive behaviour such as punishment of different kinds, suspension and expulsion. But despite all these measures, classroom aggressive behaviour among secondary school students is still rampant in classroom activities or teaching and learning process.

Onukwufor (2013) refers to aggressive behaviour as any act that hurt, harm or destroy which must be

intended or deliberate. Aggressive is an overt behaviour of a person that intended to harm another person physically or psychologically or to damage or destroy or take that person's property (Rahman & Nahar 2013).

This means that scenarios in which one person harms another for their benefit (e.g., a doctor amputating a patient's leg to save his or her life, but also causing pain) are not considered aggressive behaviour.

There are the empirical studies to unveil techniques that would help in addressing classroom aggressive behaviour most especially in teaching and learning situation among senior secondary school student in Minna educational zone of Niger State. These observations and several reported cases of classroom aggressive in schools most especial in the study area prompted the researcher into this study in order to minimize classroom (physical and verbal) aggressive behaviour.

Objectives of the Study

The study was guided by following objectives:

1. To determine the effect of social skill counselling technique classroom physical aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.
2. To determine the effect of social skill counselling technique on classroom verbal aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.

Hypotheses

The following hypotheses were tested:

1. There is no significant effect of social skill counselling technique on classroom physical aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.
2. There is no significant effect of social skill counselling technique on classroom verbal aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.

Classroom Aggressive Behaviour

Classroom aggressive behaviour is one major problem that teachers are facing in term of teaching and learning process today. That one or more students in a class who for whatever reason will not behave acceptably to allow for effective teaching are the bane of every teacher in secondary school today. There is no rigid criterion or definition of classroom aggressive behaviour. This is because what one teacher considers as classroom aggressive behaviour may not be seen as such by another. But basically, behaviour is defined as acceptable or not in a social context, and is also shaped by the broader environment in which people interact with each other. Obikeze, Ikwumelu and Eluu, (2014), classroom aggressive behaviour (disruptive) basically refers to a situation where a student or students engage in behaviour that substantially or repeatedly interrupts either the teacher's ability to teach or students' learning.

It is crucial to the success of both students and teachers that a system is in place to promote classroom management. Since corporal punishment is not long practicable in many schools, many educators claim that problem behaviour has been increased intensively and occur more frequently in classrooms, the use of corporal punishment was part of authoritarian approach to managing classroom environment.

Social skill counselling technique is a form of cognitive behavioural therapy in which patients learn

skills in social and interpersonal relationships. Social skill counselling technique is a valuable therapeutic approach to the modification of many behaviour problems. It provides students with opportunity to learn social skills behaviour such as smiling, hand shaking and eye contact to help in developing interpersonal relationship, model and role play or rehearse the behaviour within the session. This study employed the Quasi experimental design involving pre-test post-test only experimental group design, the design involved administered questionnaire and score for pre-test, then exposed the experimental group to the social skill counselling technique and same test is administered to the same group to obtained posttest. The population of this study was made up of eight-hundred and ninety-three (893) senior secondary school students (SSS II) in Minna educational zone and two schools were selected for the study with population of this study were fifty-six (56), sample size for this study was twenty (20) (SSS II) students that were selected from students identified with classroom aggressive behaviour through the used purposive sampling technique. The instrument for data collection was adapted from Buss-Perry (1992), with little modification, titled “Classroom Aggressive Behaviour Questionnaire (CABQ).

Results

Hypothesis One: There is no significant effect of social skill counselling technique on classroom physical aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.

Table 1: t-test Comparison of the Mean Responses at Pretest and Posttest on Social Skill Counselling Technique on Classroom Physical Aggressive Behaviour

Variable	N	df	Std Dev	t-value Cal	Signlevel (p)
Pretest Social Skill (Physical)	10	9	3.63	17.47	0.000
Posttest Social Skill (Physical)	10		2.36		

Significant at 0.05 level significance

Table 1 shows the t-test Comparison of the mean responses at pretest and posttest on social skill counselling technique on classroom physical dimension of aggressive behaviour among senior secondary school students. From the table, the mean response of the respondents at pretest 31.10 and standard deviation of 3.63 while mean response of the respondents at posttest 20.60 and standard deviation of 2.36 with Degree of freedom =9, $t=17.47$, $p=0.000$ which is lower than at 0.05 level of significance. This indicates that there is significant effect of social skills counselling technique on classroom aggressive behaviour. Thus, the null hypothesis which states that there is no significant effect of social skill counselling technique on classroom physical dimension of aggressive behaviour among senior secondary school students in Minna educational zone of Niger State, Nigeria was rejected.

Hypothesis Two: There is no significant effect of social skill counselling technique on classroom verbal aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.

Table 2: t-test Comparison of the Mean Responses at Pretest and Posttest on Social Skill counselling technique on Classroom Verbal Aggressive Behaviour

Variable	N	df	Std Dev	t-value Cal	Signlevel (p)
Pretest Social Skill (Verbal)	10	9	3.03	8.516	0.000
Posttest Social Skill (Verbal)	10		2.85		

*Significant at 0.05 level of significance

Table 2 shows the t-test Comparison of the mean responses at pretest and posttest on social skill counselling technique on classroom verbal dimension of aggressive behaviour among senior secondary school students. From the table, the mean response of the respondents at pretest 30.90 and standard deviation of 3.03 while mean response of the respondents at posttest 19.80 and standard deviation of 2.85 with Degree of freedom =9, $t=8.516$, $p=0.000$ which is lower than at 0.05 level of significance. This indicates that there is significant effect of social skills counselling technique on classroom verbal dimension of aggressive behaviour. Thus, the null hypothesis which states that there is no significant effect of social skill counselling technique on classroom verbal dimension of aggressive behaviour among senior secondary school students in Minna educational zone of Niger State, Nigeria was rejected.

Discussion of Findings

Hypotheses 1 and 2 aimed at finding out if SST as a treatment technique could be used to reduce classroom aggressive (physical and verbal) behaviour of students. It was found that significant difference exists between the pre-test and post-test, mean scores of the subjects that were exposed to SST. This showed that SST can bring about improvement in the classroom aggressive behaviour of students. By this, the two null hypotheses which states that there is no significant effect of social skill counselling technique on classroom aggressive, physical and verbal behaviour among senior secondary school students is rejected. This finding is in line with Spence (2003), who conducted research on “Social Skills counselling technique with Children and Young People: Theory, Evidence and Practice” and found that deficits in social skills and social competence play a significant role in the development and maintenance of many emotional and behavioural disorders of childhood and adolescence. Social skills counselling technique aims to increase the ability to perform key social behaviours that are important in achieving success in social situations.

Behavioural SST methods include instructions, modelling, behaviour rehearsal, feedback and reinforcement, frequently used in association with interpersonal problem solving and social perception skills counselling technique. Similarly, the finding of this study was in line with the study of Ogunwale (2016) who works on the Effects of Token Economy counselling techniques on Disruptive classroom communication Behaviour among secondary school students in Zaria Metropolis. The study employed a quasi-experimental pre-test post-test control group design. The purposive sampling technique was used to select three private secondary school both Zaria and Giwa Local Government Area, while thirty-six students were also purposively selected to participate in the study during the third term of 2014/2015 academic session. Paired sample t-test and ANCOVA were used in testing hypotheses. Four of the hypotheses 1,2,3, and 5 were rejected while hypothesis 4 was retained. The result of hypothesis one revealed that Token economy counseling technique has significant effect in reducing Disruptive classroom communication behavior of secondary school students ($p\text{-value } 0.000 < 0.05$). The result of

hypothesis two showed a (p-value $0.000 < 0.05$) indicating that time-out counseling technique has significant effect in reducing Disruptive classroom communication Behaviour.

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