

## Effect of Modelling Techniques on Aggressive Behaviour Among University Students in Taraba State, Nigeria

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### Abstract

This study examined the Effect of Modeling Technique on Aggressive Behavior among University Students in Taraba State, Nigeria. The study was guided by two research questions and two null hypotheses. The pre-test and post-test quasi-experimental research design was used for the study. A total of one hundred and thirteen (113) 300 level students with high record of Behavioral problems in Public Universities in Taraba State, Nigeria were used for the study. The instrument used for the study was titled "Aggressive Behavioral Scale" (ABS) which was validated by three experts from Educational Psychology and Guidance and Counseling in the Departments of Counseling, Educational Psychology and Human Development of Taraba State University, Jalingo. Mean and Standard deviation were used to answer the research questions whereas the t-test was used to test the null hypotheses at 0.05 level of significance ( $\alpha$ -level). The hypothesis of no significant difference were rejected where the p-value  $\leq \alpha$ -level while the null hypothesis of no significant difference were accepted where the p-value  $> \alpha$ -level. Findings revealed that the use of Modeling Techniques is effective in reducing Aggressive Behaviors among University students in Taraba State, Nigeria. Based on the findings, it was recommended that Counselors should adopt the use of Modelling Technique to address aggressive behaviors among University undergraduate students.

**Keywords:** Modelling Technique, Aggressive Behaviour, Counsellors, Psychologists, Effect

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### 1. Introduction

Aggression is simply the feeling of anger exhibited by a person. It occurs more frequently among people of diverse age groups depending on the prevailing circumstances. Aggression may be termed as an intense uncontrollable outburst of anger expressed through cursing, kicking, hitting, biting, screaming, rolling on the ground, destruction of property and related behavior that may be dangerous to those around as well as to furnishings. Aggression plays an important motivational role. Freud argues that aggression is an innate, independent, instinctual tendency in human beings. Other investigators have asserted that our survival depends on our instinct for aggression (APA, 2010).

Aggression is often a reaction to frustration. However, psychologists have noted considerable aggressive behavior in relatively unfrustrated children. The frequency and form of aggression shown by children depend in part on imitation. When they see someone displaying aggression, they tend to imitate that person, particularly if it is someone significant such as a parent, sibling or friend. Children can model aggression from movies also. As a psychologist, Fromm as stated in Eze & Umaru (2007) notes the rage of aggression is quite vast. In general, aggression seems to occur only when the child is in the presence of an adult particularly the one quite familiar and near to him like parent, grandparents, and teachers or in an institutional setting, the childcare workers. In this way, by its own typical demonstration, the aggression seems to be a pure attention-seeking behavior. It often appears when the child fails to realize his objectives by some other ways or becomes conditioned to realize them through the intense uncontrollable rage (Eze & Umaru, 2007).

According to Eneasator *et al.* (2020), aggressive behaviour is an act of using one's strength, power and position to hurt or frighten the weaker individual for no justifiable reason. In a similar vein Jamiu (2025) opined that aggressive behaviour is a cluster of behaviours such as engaging in physical aggressive behaviour, verbal aggressive behaviour, anger and hostility. It is also considered to be a form of behaviour which can either be expressed directly or indirectly and has the likelihood of hurting someone else. It simply means the act of

dominating and intimidating others and paying no attention to their feelings. Factors associated with Aggressive Behavior may include; Children who witness violent behavior – either on television, in movies or firsthand- are likely to imitate aggressive actions in their interactions with peers, teachers and family members. Likewise, children who are witness to or victims of abuse or violence at home or in school are likely to respond with aggressive in their play or any social situation, Many a time the aggressive mode of the child's behavior in the form of temper tantrums get linked with reinforcement received by him through the satisfaction of his desires or needs through his aggression outbursts (Tieger, 1990). Once he realizes his objectives through such means, he is habituated to repeat it whenever he needs so in future.

According to Alder, the famous psychologist belonging to analytical School of psychology, the need to dominate or self assertion is the prime motive or spring board of human behavior. In some of the children, it is found in excess which may compel them for resorting aggression outbursts or uncontrolled rage in order to make others fearful and accept their dominance, In some cases, biological factors may also play a decisive or side role for inciting or paving the way for sudden emotional outbursts and aggressive behavior (Okeye, 2001). The malfunctioning of the glands and nervous system may well trigger off such situations in some or the other cases.

Measures suggested in reducing Aggressive Behavior may include; Reduce the time your child spends with playmates who engage in aggressive behavior, reinforce the non-aggressive and good behavior of your problem child immediately as and when it happens, and try not to resort to physical punishment may actually increase aggressive behavior, probably because it conveys the idea that hitting is okay others suggested Measures includes, self monitoring (APA, 2010), self management (Obikezie Odomelan, 1998) and assertive desentization (APA, 2010, punishment (Okoye, 2011) techniques were used to reduce Aggressive Behavior, but prove inefficient, Modeling Techniques have been suggested to help to reduce such behavioral problems/scourged.

Modeling also called imitative learning and social learning refer to a change in behavior that is, learning by vicarious experience or imitation. Much of the basic work on modeling has been conducted and stimulated by Bandura and his colleagues (Bandura 1965, 1989, 1991). In modeling one person while observing another's behavior forms an idea on the particular behavior are performed, codes the information in his or her memory and later uses this coded information as a guide in his or her attempt to perform the behavior like the observed model.

This phenomenon involves four elemental processes according to Bandura (1991). These include: Attention, Retention, Motor-Reproductive and Motivational processes. Sometimes the subject may not have to perform the response he observes or be reinforced for making it, for him or her to learn the new behavior. All that is required is that a situation resembling the one observed by the subject presents it several weeks, months or years later, and the subject using the information already coded in memory through observation, produces a response resembling the one observed in the original situation or through Observation learning. (Bandura, 1991, Kniveton 1986).

Role-playing can sometimes be combined with modeling to deal with stressful situations. In role-playing the client is instructed to act out his or her behaviors in a particular situation to enable the therapist identify the maladaptative elements in his or her responses. The therapist/Psychologist or Councillors then models the appropriate behaviors as the client. The client incorporates these new behaviors in his or her repertoire and practices them under the watchful eyes of the therapist. This helps to improve the client's behavioral competence. When modeling is used in behavior modification three effects have been documented: Development of new behaviors, elimination of anxieties/fears and facilitation of the performance of already established behavior (Dollar & Miler, 1989 & Bandura, 1965, 1989, 1990). Modeling: is a Teaching therapeutic techniques in which teacher or therapist or model perform an activity that the students has previously found difficult to perform and encourages it be copied (O;leary & Beck, 2001).

Modeling is a procedure of choice when the task is to develop behavior that is not in the client's repertoire. In fact the basic value of modeling is that the behavior need not to be in the client's repertoire, but that could be developed purely by imitation (Ghandour, 1984). This is of particular value in overcoming behavioral deficits. Research has documented that the effects of such modeling goes mere mimicry and can generalize to innovative behavior, different settings, and different stimulus conditions. This can help to alter the behavior of aggressive clients (Tieger, 1990).

To the researchers, modeling involves imitating a desirable behavior and eliminating the un-desirable behavior. Thus, the study sought to find out the effect of modeling technique on Aggressive behavior among university undergraduate students in Taraba State, Nigeria.

### 1.1 *Statement of the Problem*

Modeling is a teaching therapeutic technique in which a teacher or therapist or model perform an activity that the students has previously found difficult to perform and encourages it be copied.

Today's school system across every level of education is characterized by a lot of negative and aggressive behavioural issues exhibited by some students. Some students exhibit severe aggressive and maladaptive behaviours that negatively affect teaching and learning. An example of such 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.

It is observed that, university authorities and other stakeholders in the university education system have tried to solve the problem of aggressive behaviour among students by employing various conventional measures such suspension, expulsion and rustication, yet these could not solve the problem of aggressive behaviour because conventional measures seem to be deficient and inappropriate. It is in the light of the above that the researchers have put the problem of this study in question form thus: does modeling techniques has any effect on aggressive behaviour of university students in Taraba State.

### 1.2 *Purpose of the study*

The purpose of this study is to find out the effect of modeling technique on Aggressive behavior among University students in Taraba State, Nigeria. Specifically, the study sought to determine:

- i. effect of modeling technique in the pre and post-test means score on aggressive behaviour.
- ii. effect of modeling technique on aggressive behaviour based on gender

### 1.3 *Research Question*

- i. What is the effect of Modeling Technique on aggressive behaviors in treated and untreated group among university students?
- ii. What is the effect of Modeling Technique on aggressive behaviors based on gender among university students?

### 1.4 *Hypotheses*

This study was guided by the following hypotheses that were tested at 0.05 level of significance

**H<sub>01</sub>:** There is no significant difference in the effect of Modeling Technique on Aggressive Behavior in treated and untreated subject.

**H<sub>02</sub>:** There is no significant difference in the mean score of the male and female students exposed to Modeling Techniques on Aggressive Behavior as measured by ABS.

## 2. Methodology

### 2.1 *Design of the Study*

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 technique on aggressive behaviour of university students.

### 2.2 *Area of the Study*

The study was conducted in Taraba State. The study area is one of the thirty-six (36) states of Nigeria and is located in the North-eastern part of Nigeria. It bounded in the west by Nasarawa and Benue States, northwest by Plateau State, north by Bauchi and Gombe States, northeast by Adamawa State, south and east by Cameroon. The State has sixteen (16) Local Government areas and two Special Development Areas. The State has two public universities and one private university.

### 2.3 *Population of the Study*

The population for this study was one thousand, two hundred and fifty-five (1,255) respondents, comprising 300 level students of education in the three universities in Taraba State.

### 2.4 *Sample and Sampling Technique*

A total of one hundred and thirteen (113) 300 level students in the Universities in Taraba State, Nigeria was used as sample for the study. The sample was drawn purposively from the Universities in the study area. The universities were randomly assigned to experimental and control group. In each of the universities, one intact stream each of 300 level in the faculty of Education was randomly selected for the study.

### 2.5 Instrumentation

The instrument used for the study was a 13- item Aggressive behavioral Scale (ABS) developed by the researchers. Each item on the questionnaire was rated on a four point scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

### 2.6 Validation of the Instrument

The instrument was validated by three experts from Educational Psychology and Guidance and Counseling in the Departments of Counselling, Educational Psychology and Human Development, Taraba State University, Jalingo. The validators were required to scrutinize the instrument to establish both its face, content and construct validity.

### 2.7 Reliability of the Instrument

In order to establish the internal consistency estimate of the instrument, a pilot test was conducted in the private university in Taraba State. The private University was not be part of the study however, it has same characteristics with the population of the study. During the pilot test, the instrument was administered on a sample of forty-five (45) 300 level students. Cronbach alpha reliability method was used to estimate the reliability coefficient and it yielded a reliability index of .86

### 2.8 Method of Data Collection/Treatment Procedure

Before the commencement of the training, the researchers familiarized themselves with the subjects to ascertain whether student experience aggressive behaviors in school. This, helped the researchers in determining how best to motivate the subject to acquire the new strategy.

Immediately after assigning the subject to treatment and control groups, the pretest was administered to them. Instructions on Modeling Techniques were taught to those in treatment groups. All these were done through the following: Biographic histories of non-violent personalities, civility recitation environment, changing skills and contractual fulfillment; modeling of good behavior; reinforcement skills and evaluation of feedback, (for examples, Make a colorful chart with a space for each day of the week.

The trained research assistants who are lecturers of Guidance and Counseling or Educational Psychologist were used with each one of them handling the treatment and the control group respectively. This helped to minimize the teacher effect. The study lasted for four weeks through which scores were gathered for the pretest and the post-test respectively.

### 2.9 Method of Data Analysis

Mean and Standard deviation were used to answer the research questions whereas the t-test was used to test the null hypotheses at 0.05 level of significance ( $\alpha$ -level). The hypothesis of no significant difference were rejected where the p-value  $\leq \alpha$ -level while the null hypothesis of no significant difference were accepted where the p-value  $> \alpha$ -level.

## 3. Results and Discussion

**Ho 1:** There is no significant difference in the mean scores of students exposed to Modeling techniques and those not exposed to treatment.

**Table 1: Mean, Standard deviation and t-test of pre and post test scores of the two groups.**

	Group	N	Mean	Std dev	df	t-cal	t-crit
Pretest scores	Control	63	32.90	2.28	111	1.12	1.98
	Experimental	50	32.25	2.31			
Posttest scores	Control	63	34.10	2.72	111	3.23	1.98
	Experimental	50	63.00	1.49			

Table 1, shows that the t calculated for the posttest means score is 3.23. This is greater than the t-critical of 1.98. Hence, the null hypothesis is rejected. This reveals that significant difference exists in the means score of the students exposed to Modeling Techniques than those not exposed to treatment in the pretest scores. The finding of this study reveals that there is a significant difference exists in the means score of the students exposed to Modeling techniques in reducing Aggressive behavior of those not exposed to treatment. This finding is in line with the finding of Obikezie & Odomelan (1998) they examined the effect of cognitive restructuring and

management in reducing violent behavior in secondary school. The finding of this further reveals that student exposed to treatment using the following process: Biographic histories of non violent personalities, civility recitation environment, changing skills and contractual; fulfillment; modeling of good behavior; reinforcement skills and evaluation of feedback, out weight their counterpart of not involved in Aggressive behavior in the classroom as the assume to be responsible and follow the lay down rules and regulations as well as concentrate more in their study. When modeling is used in behavior modification three effects have been documented: Development of new behaviors, elimination of anxieties/fears and facilitation of the performance of already established behavior (Dollar & Miler, 1989 & Bandura, 1965, 1989, 1990). Modeling: is a Teaching therapeutic techniques in which teacher or therapist or model perform an activity that the students has previously found difficult to perform and encourages it be copied (O;leary & Beck, 2001).

**Ho2:** There is no significant difference in the mean scores of the male and female students taught Modeling techniques.

**Table 2: Mean, Standard deviation and t-test of male and female students as measured by ABS.**

	Group	N	X	Std	df	t-Cal	t-Crit	decision
Pretest	Male	71	18.50	2.35	111	1.62	1.98	Rejected
	Female	42	18.63	2.08				
Posttest	Male	71	28.50	9.82	111	1.84	1.98	Accepted
	Female	42	29.25	8.12				

Table 2 above revealed that t-calculated is 1.84 is less than t-critical of 1.98. that is, There is no significant difference between the achievement scores of male and female students exposed to Modeling techniques. The null hypothesis is therefore, accepted in favor of post test score. Conversely, the finding of this study also reveals that, there is no significant difference between the achievement scores of male and female students exposed to Modeling techniques. The null hypothesis is therefore, accepted in favor of post test score as measured by ABS. This finding is in line with the early findings of OLeary & Becker (2001), Obiekezie & Odomelan (1998) and Okoye (2001) on theraphitic skills in managing Aggressive behavior in schools. Similarly, the study reveals that gender was not a significant factor in causing differences on the Aggressive behavior exhibited by students as measured by ABS

#### 4. Conclusion and Recommendations

It was shown in this study that modeling technique is an essential behavior modification tools in reducing Aggressive behavior among university undergraduate students. Therefore, using Modeling techniques in training is effective in changing students' behavior in the classroom. Since new habit is formed. On the basis of the above findings, it was therefore recommended as follows:

1. Counselors should adopt the use of Modelling Technique to address aggressive behaviors among University undergraduate students.
2. Students irrespective of their sexes should be exposed to Modeling Techniques to reduces Aggressive Behavior in school

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