



EFFECT OF MODELING COUNSELLING TECHNIQUE ON DESTRUCTIVE BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN BAUCHI METROPOLIS

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Abstract

This study sought to find ways of reducing these disruptive problems. In doing this, three objectives were raised with corresponding number of research questions and hypotheses. The pre-test post-test quasi experimental design was employed with sixty samples drawn from three co-education senior secondary schools in Bauchi metropolis. The research instrument was a modification of Veiga (2008), DBSPS. Reliability coefficient two times were 0.712 and 0.832. The research hypotheses were tested using paired sample t-test, independent t-test and analysis of variance at 0.05 alpha level of significance. One of the hypotheses was rejected while two were retained. Finding of the study revealed that modeling technique can effectively reduce students' disruptive behaviour. Based on this finding, the study recommended that teachers, counselors and parents should employ modeling technique in the management of disruptive behaviour.

Keywords: *Modeling technique, Destructive behaviour,*

Introduction

Education is birth right of every individual in respective his/her colour, race, political and religion affiliation, whether from silver-spoon family/royal class or ordinary citizen. But to acquire the education as mention above the learner he/she is expected to exhibit behaviour or attitude of some moral value that will afford him and others to learn without any difficult. Education institution has some dos and don'ts that that every learner must adhere strictly to for the smooth

teaching and learning to take place. The development of citizenship skills, conformity to social rules and norms, co-operation and positive style of social interaction has been a traditional and valued education objective in Nigeria (Federal Republic of Nigeria, 2004, 2013). For example , the school report requires ,under social behaviour that form teacher assesses and rates the extent to which the following social competency skills have appeared in the student ; punctuality, attentiveness , initiative , perseverance , carrying out assignments , organizational ability, neatness , politeness , honesty , self-control , spirit of co-operation , obedience , sense of responsibility, public speaking, (Bauchi state, Senior Secondary Annual Report, 2019). These social outcomes are promoted by class room rules that discourage students from display of disruptive, aggressive and non-compliant behaviour and encourage students to share resources, work well with others and solve problems in positive ways. Thus behaving in socially appropriate and responsible ways is valued in its own right as an important educational objective which also fosters personality development. The rampant cases of truancy, immorality, bullying, loitering, lateness to school and other irregularities that are now in vogue in secondary school are clear indications that something is wrong.

Every teacher's desire is to have a class of learners that make the job easy; a class that poses no behaviour problem or challenge, a class that responds to learning willingly, a class that carries out instructions impeccably. This is the ideal class but a mirage in most schools. Every school and classrooms as a matter of fact is characterized by students with varied temperament; while some are easy going, amicable, well-adjusted and eager to learn, others are simply difficult, posing behaviour challenges like disruptive classroom problems such as aggression towards peers, engaging in physical altercation or damaging properties; deviant behaviours like blatant or vocal disregard for rules, devaluing teachers' expertise and judgment. Social disruptions like interrupting discussions with off topic information, engaging in private conversation with a peer or passing round notes during instructional times. Some other behaviour challenges are emotional such as persistent withdrawal tendencies. These are students that when compared with their peers are inactive in the classroom (Brophy, 2010).

Some children unfortunately do not enjoy academic activities because of one problem or another. The cause and solution to some of these problems are not

identified by the teacher and relevant others. In most cases students displaying disruptive classroom behaviours often face disciplinary consequences which sometimes result in removal from school through suspension or even expulsion. Instead of receiving help from teachers and relevant others some are stigmatized or called names or totally ignored. The result of this is that some students do not enjoy schooling while others withdraw at the slightest opportunity. This work attempts to examine the efficacy of modeling in modifying challenging classroom disruptive behaviours. The treatment proves effective, then teachers should add it to their repertoire of behaviour management techniques for enhanced teaching and learning activities. The disruptive students most times stretch teachers' patience and confidence especially during class activities, (Dunbar, 2004). In any form, classroom behaviour challenges affect the smooth running of any normal class activity.

In Nigeria, the schools and teachers respond to these classroom problems differently. These responses include; corporal punishment, time-out, withdrawal of privileges, suspension from school. Sometimes parents or guardians are invited for dialogue, the offenders are made to pay for destroyed properties and in extreme cases expulsion is the verdict. The fact that there are still students exhibiting disruptive and other challenging behaviours in the classrooms despite the above measures means that there is an urgent need to examine other ways of dealing with classroom challenging behaviours.

The ability of every teacher to manage students' challenging classroom behaviour is very important and should be in their professional repertoire. This is because it affects the quality of teaching and learning in any classroom. By management, it means the ability of the teacher to establish a classroom atmosphere that is quite conducive for teaching, learning and productive interaction. According to (Cope, Heron, & Heward (2007)), the process is an approach in teaching which values the right and individuality of every student just as it promotes positive view of people. The sure way to achieve this is the application of behaviour modification technique in the classrooms. Behaviour modification techniques include a series of teacher implemented activities and actions aimed at improving classroom behaviour like remaining seated, talking only when permitted, remaining on task and submitting work on schedule, proper handling of class, school and other peoples' properties like books, and treating other students with respect. Some techniques deal with

ways of discouraging unacceptable behaviours such as disruptive behaviour, wandering around the classroom and not completing assignments. The knowledge of behaviour modification techniques is therefore very important for every teacher because it enables the teacher to cope or help students with behaviour challenges. The modification of unacceptable behaviour is a crucial aspect of teaching because if classroom control is weak or inadequate, effective teaching and learning cannot take place.

Thus, the necessity to examine the efficacy of other method of coping, or modifying these classroom behaviour problems for better and enhanced teaching and learning atmosphere. Modeling acceptable behaviours for the students could be all that is needed for a complete turnaround for some of the target students. Giving ‘target’ students series of ‘talks’ on dangers of disruptive behaviours and how to overcome withdrawal tendencies could bring about what conventional measures could not achieve. Because these talks are meant to be orientations and educative, devoid of threats and punishments, the method could bring about desired changes. Other methods include the use of incentives for approved behaviours.

Modeling is a teaching therapeutic technique in which teacher or therapist or model perform an activity that the students have previously found difficult to perform and encourages it be copied (Bandura, 1991). Most human behaviours are learned observationally through the process of modeling. In modeling, one person, while observing another persons’ behaviour, forms an idea on how the particular behaviour is 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 behaviour like the observed model. This phenomenon involves four element processes according to Bandura (1997). This includes: Attentional, Retentional, Motor Reproduction 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 behaviour. All that is required is that a situation resembling the one observed by the subjects presents itself 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 (observational learning).

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 behaviours in a particular situation to enable the therapist identify the maladaptive elements in his or her responses. The therapist then model the appropriate behaviour as the client watches. Then the client incorporates this new behaviour in his or her repertoire and then begins its practice. This helps to improve the client behavioural competencies. Assertiveness training also combines modeling and role-playing techniques. In assertiveness training, clients are trained to comfortably express negative emotion, such as resentment, by being assertive rather than passive or aggressive. Modeling can either be participant or symbolic.

Every class is often confronted with students who engage in behaviours that are disruptive to educational process. Students may be late for class, leave early, talk inappropriately, or even sleep during class. If ignored or handled poorly, even a single act of incivility can have a long term impact on classroom atmosphere (Chukwumah, 1991). Disruptive students make the teachers' work an uphill climb. The individuals exhibiting disruptive behaviour most times have their learning disrupted, their social acceptance as well as their opportunities for general inclusion into the larger group hampered. Extreme challenging behaviours can be dangerous and life threatening (Dunbar, 2004).

Despite these various measures of handling classroom challenging behaviours, these problems still exist. It is against this background that this study investigates the efficacy of modeling technique for classroom disruptive behaviour among senior Secondary School Students in Bauchi metropolis, Bauchi State.

Objectives of the Study

The purpose of this study is to find out the effects of modeling technique on disruptive classroom behaviour among secondary school students. Therefore the objectives of the study include:-

1. To determine the effect of modeling technique in the pre and post-test means score on disruptive classroom behaviour.
2. To determine the efficacy of modeling and on disruptive classroom behaviour.

3. To determine the effect of modeling on disruptive classroom behaviour based on gender

Research Questions

The following research questions are raised to guide this study:-

1. What is the effect of modeling technique in the pre and post-tests mean scores on disruptive classroom behaviour?
2. What is the effect of modeling and on disruptive classroom behaviour?
3. What is the effect of modeling on disruptive classroom behaviour based on gender

Hypotheses

The following hypotheses are formulated to guide the research

1. There is no significant difference in the effect of modeling technique in the pre and post-test mean score on disruptive classroom behaviour
2. There is no significant difference in the effect of modeling technique on students' classroom disruptive behaviour of those expose to treatment.
3. There is no significant difference in the effect of modeling on disruptive classroom behaviour base on gender.

Methodology

The research design that was adopted for this study is quasi-experimental design. This design is appropriate for this study because it capable of covers fewer participants under controlled condition. Population of this study consisted of 6150 senior secondary class two students in all the senior secondary schools in Bauchi metropolis, while simple random sampling procedure was used to identified 60 senior secondary class two students (SSS2) with high incidence of disruptive behaviour from three co-educational senior secondary schools in Bauchi metropolis. Again random sampling technique was used to select the sample size of 15-20 which is adequate for counselling, the use of 20 subjects per school with a total of 60 subjects is deemed appropriate. Disruptive Behaviour Scale Professed by students (DBSPS) by Veiga (2008) was adapted for this study, scoring was done manually using the guideline. The minimum score was $1 \times 25 = 25$ while

maximum score was $4 \times 25 = 100$. To select respondents for the study, response was first counted and summed up as total scores and those that score 40 marks and above are targeted to have destructive behaviour and were selected as experimental group using group A&B while group C was used as control group. The scale ranges from Very often (4), Often (3), Sometimes (2), To never (1).

Moreover copies of the initial draft of the instrument were given to five experts in the Department of Educational, Psychology and Counselling, Faculty of Education, ABU, Zaria to vet and check both content and face validity of the test. The suggestions, views, and comments given by these experts were noted and effected to establish the face and content validity of the instrument. To establish the reliability of the instrument a test re-test method of reliability was used. The instrument was administered twice with an interval of two weeks to the same respondents of the selected secondary school students with destructive behaviour from Saadu Zungur Model Secondary School, Bauchi. The two sets of scores were correlated using the Cronbach, Alpha method of reliability coefficient two times were 0.712 and 0.832 in the first and second administration of instrument respectively. This indicated that the instrument is reliable. The data collected was analyzed using Mean descriptive statistics and standard deviation statistics in answering the research questions whereas paired t-test and independent t-test and analysis of variance (ANOVA) were used to test the hypotheses at 0.05 level of significance.

Table 1: Paired sample t test statistics on the difference in the effect of modeling technique in the pretest and post-test mean scores on disruptive classroom behaviour

Modeling p(sig)technique	N	Mean score	Std. dev	Std. Error	df	T calculate
Pre-test	20	50.2500	9.17017	2.05051	19	8.158
Post-test	20	34.8000	6.57427	1.47005		

calculated $p < 0.05$, at $df 19$

Table 1, shows significant difference exist in the effect of modeling technique in the pretest and post-test mean scores of disruptive classroom behaviour. Reason being that the calculated p value of 0.000 is lower than 0.05 alpha level

of significance while the t-calculated value of 8.158 is higher than the t-critical value of 1.96, at df 19 Their calculated mean disruptive behaviour in the pretest and post-test mean disruptive classroom behaviour are 50.2500 and 34.8000 respectively. This means that their mean disruptive behaviour after exposure to modeling technique significantly reduced, implying a significant effect of modeling. Therefore, the null hypothesis which states that there is no difference in the effect of modeling technique in pretest and post-test mean scores on disruptive classroom behaviour is therefore rejected

Hypothesis Two: There is no significant difference in the efficacy of modeling technique on disruptive classroom behaviour of senior secondary school students.

Table 2: Independent t- test statistics on the difference in the efficacy of Modeling technique on disruptive classroom behaviour of senior secondary school students;

Variable	groups	N	Mean	Std. dev	Std. Err	Df	T calculate	sig(p)	sig(p)
Mean classroom	modeling								
Disruptive scores	(Exp.)	20	34.8000	6.57427	1.47005	38	0.959	0.343	

calculated $p > 0.05$, Calculated $t < 1.96$, at df 38

The results of the independent t-test statistics of table 2 above, there is no significant difference in the efficacy of Modeling on disruptive classroom behaviour of Senior Secondary School students. Reason being that the calculated p value of 0.343 was found to be higher than the 0.05 alpha level of significance while the t-calculated value of 0.959 was found to be lower than the t-critical value of 1.96, at df 38, Their calculated mean disruptive classroom behaviour was 34.8000 by students exposed to Modeling technique. This means that there is no significant difference in the efficacy of modeling on disruptive classroom behaviour of senior secondary school students, that is, modeling technique is very effective in reducing classroom disruptive behaviour. Therefore, the null hypothesis which states that there is no significant difference in the efficacy of Modeling on disruptive classroom behavior of senior secondary school students is retained.

Hypothesis Three: This null hypothesis states that there is no significant gender difference in the effectiveness of modeling technique on classroom disruptive behaviour.

Table 3: Independent t test statistics on the gender differences in the effectiveness of modeling technique on classroom disruptive behavior

Variable	Sex	N	Mean	Std. dev	Std. Err	Df	T calculate	sig(p)
Mean modeling Classroom Disruptive score	Male	12	34.6667	7.26553	2.09738	18	0.108	0.915
	Female	8	35.0000	5.85540	2.07020			

calculated $p > 0.05$, at df 18

The results of the independent t-test statistics on table, 4.3.4 above, shows there is no significant gender difference in the effectiveness of modeling technique on classroom destructive behaviour. . Reason being that the calculated p value of 0.915 was found to be higher than the 0.05 alpha level of significance while the t-calculated value of 0.108 was found to be lower than the t-critical value of 1.96, at df 18 Their calculated mean disruptive classroom behaviour were 34.6667 and 35.0000 by male and female students exposed to Modeling technique respectively. This implies that there is no significant gender difference in the effectiveness of modeling technique on classroom disruptive behaviour. This means that modeling technique is very effective in reducing classroom disruptive behaviour for both male and female students. . Therefore, the null hypothesis which states that there are no significant gender differences in the effectiveness of modeling technique on classroom destructive behaviour is thus retained.

DISCUSSION

The first finding indicate that technique modeling counselling technique has effect on the reducing destructive behaviour mean score of the treated subject. This is because treatment reduced destructive behaviour of experimental subject tremendously. This showed that modeling technique can bring about reduction in the disruptive behaviour of students. By this the first null hypothesis which states that there is no significant difference in the effect of modeling technique

in the pretest and post-test mean scores on disruptive classroom behaviour is rejected.

To further buttress the effectiveness of modeling technique on disruptive classroom behaviour, when the mean scores of the subjects exposed to modeling technique was compared to that of the control group significant difference was observed. This finding is in agreement with the work of Thomas, Becker and Armstrong (1968). They used teachers' modeled behavior to eliminate disruptive classroom behaviour. The researchers made the teachers to model acceptable behaviour and without verbal instructions; the students picked up the modeled behaviour and discarded their unruly behaviours. Similarly Nwanuo (2012) in a study with secondary two students in Owerri, used Cognitive modeling to reduce impulsive behaviour. Similarly, it corroborates the findings of O'Connor (1972), who in a study affirmed that modeling and shaping as behaviour modification techniques can effectively be used to eradicate social withdrawal and inadequate social behaviour in secondary school students.

The second finding indicate that technique modeling counselling technique has effect on the reducing destructive behaviour mean score of the treated subject. This is because treatment reduced destructive behaviour of experimental subject tremendously. the calculated p value of 0.343 was found to be higher than the 0.05 alpha level of significance while the t-calculated value of 0.959 was found to be lower than the t-critical value of 1.96, at df 38, Their calculated mean disruptive classroom behaviour was 34.8000 by students exposed to Modeling technique Also, when the mean scores of the subject exposed to modeling technique was compared to that of the control group significant difference was observed. This showed that modeling counselling technique can bring about reduction in destructive behaviour among secondary school students in Bauchi Metropolis. By this, the second null hypothesis which states that there is no significant efficacy of modeling technique on the reducing destructive behaviour among secondary school students in Bauchi Metropolis is rejected.

This finding is in line with Kim and Franklin (2009) who also stated that modeling technique is highly effective in helping students reduce the intensity of their negative behaviours. Though there is a slight difference in their level of effectiveness in favour of modeling technique. The reason may be due to the fact that destructive behaviour is a attitudinal problem that leads to undesirable behaviour in learning activities, whereas modeling is a technique that mainly

focuses on behaviour problems. Chronis, Gamble, Roberts and Pelham (2016) also claimed that modeling is to widen students' conscious perspective and thus allow room for a change in destructive behaviour to an active learning.

The third finding claims that modeling counselling technique has no differential effect in reducing destructive behaviour among secondary school students in Bauchi metropolis, because the treatment reduced destructive behaviour tremendously. It shows that calculated p value of 0.915 was found to be higher than the 0.05 alpha level of significance while the t-calculated value of 0.108 was found to be lower than the t-critical value of 1.96, at df 18. Their calculated mean disruptive classroom behaviour were 34.6667 and 35.0000 by male and female students exposed to Modeling technique respectively. It was found that insignificant difference existed between the male 34.6667 and female 35.0000 mean scores of both male and female that were exposed to modeling counselling technique treatment. This showed that modeling counselling technique can bring about reduction in destructive behaviour experienced among secondary school students in Bauchi Metropolis who were exposed to the treatment. By this the third null hypothesis which states that there is no significant effect of modeling technique in reducing destructive behaviour among secondary school students in Bauchi Metropolis is accepted. That is, when appropriate counselling technique like modeling is adequately applied on students with destructive behaviour or with attitudinal/behaviour problem like vandalism behaviour they will be able to amend such destructive behaviour among secondary school students irrespective of their genders. The finding is in line with Wilson (2009) who summarized the views of three researchers that used a general measure in student's behaviour and found no differences in destructive behaviour between the genders experienced.

Conclusion

Based on the results of finding in this study, the following conclusions were drawn.

1. Modeling technique was found effective in reducing disruptive classroom behaviour
2. Effect of modeling technique in the mean scores on classroom disruptive behaviour obvious

3. There is no significant differential effect between male and female expose of modeling counselling technique in reducing destructive behaviour among secondary school students in Bauchi metropolis.

Recommendations

Based on the findings of this study, the researcher recommended the following:

1. The teachers, counsellors and psychologists are encouraged to use modeling technique in reducing destructive behaviour among secondary school students because of the technique strength in reducing destructive behaviour among secondary school students.
2. The school counsellors, psychologists and the authority should be encouraged to use the technique to reduce destructive behaviour among secondary school students, because the finding shows that the technique proved efficient in reducing procrastination behaviour among secondary school students.
3. Career day and talks should be organized for secondary school students and emphasis must be on the adverse effect of destructive behaviour on their academic achievement.

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