

**EFFECT OF SOCIAL SKILLS TRAINING AND VALUES CLARIFICATION
COUNSELLING TECHNIQUES ON AGGRESSIVE BEHAVIOUR OF SENIOR
SECONDARY SCHOOL STUDENTS IN KONTAGORA METROPOLIS, NIGER
STATE, NIGERIA**

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ZARIA, NIGERIA**

APRIL, 2021

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES
AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE
(PH.D) IN GUIDANCE AND COUNSELLING**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
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APRIL, 2021

DECLARATION

I YunusaAbejideJimoh declare that this Thesis entitled“Effect of Social Skills Training and Values Clarification Counselling Techniques on Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria”, was carried out by me under the supervision of Prof. S. Sambo, Prof. R. M. Bello and Dr. B. K. Dagari of the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was presented for another degree in this or any other institution.

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CERTIFICATION

This Thesis entitled: “EFFECT OF SOCIAL SKILLS TRAINING AND VALUES CLARIFICATION COUNSELLING TECHNIQUES ON AGGRESSIVE BEHAVIOUR OF SENIOR SECONDARY SCHOOL STUDENTS IN KONTAGORA METROPOLIS, NIGER STATE, NIGERIA” by YunusaAbejide JIMOH meets the regulations governing the award of Ph.D in Educational Guidance and Counselling of Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Thesis is dedicated to my late parents Mr.Jimoh MustaphaAlare and Mrs Maryam Jimoh.

ACKNOWLEDGEMENTS

All adorations and praises are due to Allah (SWT). Gratitude to Almighty whose worth cannot be quantified for His infinite mercy, grace, wisdom, guidance and strength bestowed on me and the opportunity given to me towards the completion of this Thesis. To Him I am most grateful

The researcher is sincerely grateful to the three supervisors; Prof. SaniSambo, Prof. R. M. Bello and Dr. B. K. Dagari for their inexorable efforts, guidance, supports and constructive criticism at various stages of the Thesis. The researcher is grateful to the Head of Department, Educational Psychology and Counselling, Ahmadu Bello University Zaria, Prof. M. I. Abdullahfor his support. The immense gratitude of the researcher goes to the internal examiners; Prof. E. F. Adeniyi and Prof. J. A. Gwanifor their productive criticism and suggestions which have enriched the Thesis. The researcher is as well grateful to Prof. Musa Balarabe, Prof. D. Oliagba, Prof. Aisha I. Mohammad, Prof. K. Mahmud, Dr. HadizaTukur, Dr. S. A. Adisa, Dr. Umar Yunusa, Dr. G. L. Likko, Dr. L. K. Maude and all staff of the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University Zaria for their pedagogic support, constructive criticism, suggestions, contributions and cooperation towards successful completion of this study.

The researcher sincerely appreciates his employer Federal College of Education Kontagora, Niger State and the management team for their prompt release and support to proceed on this study. The researcher is grateful for the guidance and encouragement received from the Dean, School of General Education, F. C. E. Kontagora, Dr. (Mrs.)Ikani, V. E., the immediate past Dean Mrs. Gloria B. Bulus and other staff of the school.

Similarly, the researcher is indebted to Dr. O. D. Aremu for his support and encouragement in the course of this study. The researcher acknowledges the cooperation and encouragement of AlhajiAbubakar, the head of Department, Educational Psychology, Guidance and Counselling, Federal College of Education Kontagora, Dr. A T. Jibril, and contemporaries in the Department (Mr. Joji Ibrahim and Mr. AminuAbubakar).

The Director, Niger State Secondary Education Board, Mal. Bello, M., Principals U. B. E. Model (Mal. Mukhtar S. B.), Model School (Hajjiya Amina Galadima) and Government Day Secondary School (Umar DalhafiBeri) are all appreciated. The vice principals (Admin and Academic) and the school counsellors are as well acknowledged.

The researcher is indebted to his beloved wife BalkisuSalihu, children Maryam Yunusa,AmeenahYunusa and AbdulrahmanYunusafor their understanding, support and patience during the course of my study and writing of this study. The researcher expresses his gratitude to the entire family members Appostle Francis Abejide, Mr. Jimoh Ibrahim, JimohFatimat, Mustapha Abdulrafiu, OriadeNafisat, Mustapha Balkisu and JimohTawakaltu.

The researcher sincerely appreciatesSheikh DhikrullahiOpeloyeru(Chief Imam Yoruba Community in Kontagora),Prof. M. M. Aliyu, Mohammed AbdulwasIU, Mohammad Saidu, Mohammed Ibrahim, Barr. IdrisuAliyuHussain, AbdulrasheedAliyu, Mall Mohammed Abdullahi and their respective families for their cooperation, comments, suggestions and support. May Allah (SWT) grant them joy and happiness in the world and hereafter. The researcher appreciates his sponsor the Tertiary Education Trust Fund (TETFUND) and all authorities and scholars whose materials were consulted and cited in this study. To you all, thanks and remain blessed.

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LIST OF ABBREVIATIONS

BRS	Behaviour Rating Scale
SBQ	Student's Behaviour Questionnaire
SST	Social Skills Training
VCC	Value Clarification
SSTCT	Social Skills Training Counselling Technique
VCCT	Value Clarification Counselling Technique

OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the following terms are operationally defined:

Aggressive Behaviour: Student behaviour that cause harm, pain or anxiety to other students which could be hostile, emotional, instrumental and/or relational.

Emotional Aggressive Behaviour: a kind of behaviour of students which inflict pains on another hastily without considering the consequences of the action.

Hostile Aggressive Behaviour: Behaviour exhibited by students to hurt other students or school personnel due to feelings of unpleasantness or displeasure.

Instrumental Aggressive Behaviour: Behaviour exhibited by students to cause harm or pain to another person in order to attain a goal or objective such as gaining attention, recognition, social approval or material things (money).

Relational Aggressive Behaviour: a type of behaviour exhibited by students to cause pain to another person by causing pain to the person relations (family & friends), tarnishing ones reputation or social status.

Social Skills Training: A counselling technique used to assist aggressive students to acquire interpersonal skills which will enhance effective relationship with other people and help them act competently in social situation.

Values Clarification Counselling: A counselling technique used in helping aggressive students (clients) to be able to reason logically, make decision and act or behave base on their values.

ABSTRACT

This study investigated the effect of social skills training and values clarification counselling techniques on aggressive behaviours of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. The objective of the study was to determine the effect of social skills training and values clarification counselling techniques on aggressive behaviours (hostile, emotional, instrumental & relational) of senior secondary school students in Kontagora, Niger State, Nigeria. Pretest posttest quasi experimental design was adopted. Behaviour Rating Scale (with coefficient of 0.90) was used for the identification of the participants. The population of the study was one hundred and one (101) senior secondary school students identified with characteristics of aggression in Kontagora Metropolis, Niger State, Nigeria. A sample size of thirty (30) participants was purposively selected and fifteen (15) subjects each were assigned into two groups of social skills training and values clarification counselling. Students' Behaviour Questionnaire (with coefficient of 0.82) was used to obtain data for both pre-test and post-test. The intervention sessions lasted for ten weeks (two sessions of 60 minutes each per week) for each of the two treatment groups. Data collected were analyzed using descriptive statistics of mean, standard deviation and inferential statistics of paired sample t-test and Multivariate Analysis of Covariance. The findings revealed that social skills training counselling technique had significant effect on hostile aggressive behaviours of senior secondary school students ($t=15.75, p=.000$). However, social skills training counselling technique had no significant effect on emotional aggressive behaviour of senior secondary school students ($t=.80, p=.435$). The findings also revealed that values clarification counselling technique had a significant effect on hostile, emotional and relational aggressive behaviours of students ($t=11.00, p=.000$; $t=6.15, p=.000$ and $t=7.54, p=.000$) respectively. It was concluded that social skills training and values clarification counselling techniques had significant effect on aggressive behaviours of senior secondary school students in Kontagora, Niger State, Nigeria. It was recommended that school counsellors and psychologists should employ social skill training and values clarification counselling techniques in reducing aggressive behaviours of senior secondary school students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Manifestation of aggressive behaviour is one of the major global problems seen among students. Its prevalence among secondary school students is disturbing. Aggressive behaviours are manifestations of behaviours that can cause harm to oneself and others. They are expressed by students in various forms which are broadly categorized into physical and verbal aggression. Physical aggression involves harming others through hitting, kicking, stabbing, shaking, pushing, grabbing, biting and vandalism. Verbal aggression involves harming through words for example, yelling, screaming, name calling and use of abusive words (Bushman & Huesmann, 2010). Each of these aggressive types could be hostile, instrumental, relational or emotional.

Hostile aggressive behaviour is exhibited to cause discomfort to someone who made one angry or feel uncomfortable. Emotional aggression is harm caused impulsively to other person such as fan of a rival school in a sport competition. The instrumental aggressive behaviour is exhibited to cause displeasure to others to achieve a non aggressive goal such as attention, recognition and social approval. Relational aggression is causing displeasure to the relatives and friends of and things belonging to others. Aggression can be found anywhere humans gather; in the home, workplace, schools, campus, planes, trains, buses and on the street. This behaviour of aggression such as assault, arson, stabbing, violence and riot is seen in both male and female, though variation exists both in types and reasons for which it is exhibited.

Aggression appears to be the most prevalent and distressing deviant behaviour among students. It starts from the home in form of physical or verbal between couples, siblings or parents and moves into the school in form of punishment, verbal abuse and/or social neglect.

According to Aluede (2011), Shekary, Ladani and Rostani (2013), Onukwufor (2013) and Izuchi and Anetoh (2014), manifestations of aggressive behaviours are common among secondary school students. The pervading incidence of aggressive behaviour among secondary school students is one of the most frustrating issues confronting parents, teachers, school administration and community leaders. In secondary schools, the use of weapons such as knives, dagger, bottles, axes and clubs for fighting is common among students especially during inter class and inter school sports competitions.

From a national survey of crime and safety in Nigeria, it was discovered that aggressive behaviour is on the increase (Cleen Foundation, 2012). Data from Anambra State Ministry of Education between 2012 and 2013 showed that a total of 6,580 (68%) secondary school students were involved in 2,996 violence cases in 257 public secondary schools (Obikeze & Obi, 2015). The report also showed that occasional harm was 63.7%, bullying/threatening/interference 21.3% and gossiping/nicknaming 15%. A total of 13 violent incidences resulting in death occurred at schools within a one year period (Post Primary School Service Commission, 2013 in Obikeze & Obi, 2015). Obikeze and Obi (2015) further reported that the act of getting involved in at least one physical fight was 72.9% among boys and 27.1% among girls in the state.

Aggressive behaviour among students has many serious consequences for students. The students are often socially rejected and stigmatized. They lose opportunity to partake in class or school activities because staff and students are afraid of such students disrupting their class with aggressive or violence behaviour and may cause harm to them. When students behave aggressively in school, they interrupt the teaching and learning process, challenge the teacher and may cause lose of concentration. Also, aggressive behaviour could increase truancy and drop out among students. Students may become truants because of fear of being threatened or bullied

by an aggressor. Other students may form group(s) to protect themselves and which may increase the rate of violence in schools.

One of the contributing factors to the development of aggressive behaviour among students is deficit in social skills. Students exhibit aggressive behaviours because they often lack skills of interacting with others. Social skill training is a valuable therapeutic approach to the modification of many behaviour problems. Social skill training aims at increasing students' ability to perform essential social behaviours that are vital to the achievement of success in social situations or context. It improves interpersonal skills such as how to act and react in a social situation. Social skills are (verbal & non-verbal) used to communicate effectively with other people. It represents the ability to express feelings, thoughts, behaviours or ideas that are important in enabling a person to achieve social interaction. Teaching social skills develop the attitude, assertiveness and self-worth of students. Students with aggressive behaviour can be trained in a variety of social skills such as smiling when greeting, shaking hands when meeting someone, using the right tone and volume of voice in making request or complaining, maintaining eye contact etc. to assist in developing interpersonal skill and competencies. Social skills training cover three aspects which are communication, assertiveness and conflict resolution. Social skills training has been used in preventing aggression (Fraser, Galinsky, Smokowski, Day, Terzian, Roderick & Guo, 2005), improving social and emotional competence of students with learning disability (Momeni, Barak, Kazemi, Abolghasemi, Babaei & Ezati, 2012), social self efficacy (Olaz, Medrano & Cabanillas, 2014), reducing bullying behaviour (Isiyaku, 2016) and avoidant personality disorder (Lawal, 2016) among students.

Another contributing factor of aggression among students is the confusing nature of the society. Students live in a confusing society where decisions concerning their attitude and action

in response to school, home, religion, love, sex and friendship need to be made. The home admonish what she values, school gives rules and regulations, religious group preach morality and the media advertise live style of celebrity which are all in contradiction. This gets the students confused. To make decisions in this confusing society requires clear values and focus. Values clarification counselling provides learning experiences which help individuals to reflect their actions and reactions about life. It is an educational strategy of teaching morality and ethical principles of bringing people together to share their opinions and perception of values. It exposes students to various ideals and permits appreciation of relative nature of values.

Value clarification counselling raises issues concerning students' values; make them sort out their values rather than forcing them to accept a particular value. The strategies of values voting and public interview are employed in values clarification for aggressive behaviour in this study. The goal of value clarification is to help students become conscious of their values and how their values influence their actions, reaction and decisions, thus determine their ways of lives. Students can be more self-directed and effective when they understand their values better. This could help students look inward and reflect on some life confusing situations with the hope of living in a less confused world. Empirical evidence attested to the effectiveness of value clarification technique in behaviour modification. According to Benish-Weisman (2015), the relationship between values and social behaviour has been established across many studies including the relationship of values and aggression. Benish-Weisman (2015) found mutual associations between self-transcendence values and aggression across time. Oliha and Audu (2015) maintained that value clarification technique is effective in the treatment of all forms of antisocial behaviour such as truancy Attribution behaviour, aggression, depression, anxiety, unhappiness, low self-concept and low self-esteem; socially undesirable behaviour. Value

clarification technique is effective on punctuality problem (Rai, 2014) and dropout tendency (Oliha & Audu, 2015). The techniques of social skill training and value clarification were used to determine their effects on aggressive behaviour of senior secondary school students in Kontagora Metropolis, Nigeria.

1.2 Statement of the Problem

The incidence and prevalence of aggressive behaviour of senior secondary school students are seen in demonstration, rallies, rioting, fighting with weapons such as knives, axes, sticks and cutlasses, bullying biting, shoving, pushing, slapping, spreading of false rumour and names calling. From experience of being a teacher (the researcher), secondary school students are seen fighting, threatening and bullying one another for no genuine reason rather than to show dominance, gain recognition and social approval. Weapons such as knife, dagger, bottle, sticks and axe are used among students for fighting especially during evening games, inter class/inter-house or inter-school competitions which leave many students with injuries and emotional trauma.

There are several cases of students breaking each others' heads, males harassing females on their way home and ganging up against teacher(s). For example, the records of the sampled senior secondary schools in Kontagora revealed students cases of fighting with teachers, burgling of school offices and stealing school properties. In 2019, a student cut a teacher with cutlass for catching him and others having sexual misconduct within the school. This scenario has effects on the academic performance of the students and their overall wellbeing in the school. The adverse effect of aggression does not only affect the academic performance of the students but also impaired the normal functioning of the entire school system. It also has a great implication on the aggressive victims, families of the aggressive and the victims and educational system.

Several measures have been employed at curbing aggressive behaviours among students. These include: establishment and administration of juvenile justice, promulgation of juvenile courts of laws, establishment of remand homes and establishment of security and law enforcement agencies (all by government). The school on the other hand, gives punishment of different kinds including suspension and expulsion. Despite all these measures, aggressive behaviours are very rampant among secondary school students. Therefore, there is the need for empirical studies to unveil strategies that would help in reducing aggressive behaviours (hostile, emotional, instrument and relational) most especially in schools; since the school is the building factory of the future leaders and followers. This study investigated the effect of social skills training and value clarification counselling techniques on aggressive behaviours of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

1.3 Objectives of the Study

The objectives of this study are to determine the effect of:

1. Social skills training counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
2. Social skills training counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
3. Social skills training counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
4. Social skills training counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
5. Values clarification counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

6. Values clarification counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
7. Values clarification counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
8. Values clarification counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
9. Social skills training counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
10. Values clarification counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

1.4 Research Questions

The study answered the following research questions:

1. What is the effect of social skills training counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?
2. What is the effect of social skills training counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?
3. What is the effect of social skills training counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

4. What is the effect of social skills training counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?
5. What is the effect of values clarification counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?
6. What is the effect of values clarification counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?
7. What is the effect of values clarification counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?
8. What is the effect of values clarification counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?
9. What is the effect of social skills training counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
10. What is the effect of values clarification counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

1.5 Research Hypotheses

The following null hypotheses were formulated for the study and tested at 0.05 level of significance:

1. There is no significant effect of social skills training counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
2. There is no significant effect of social skills training counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
3. There is no significant effect of social skills training counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
4. There is no significant effect of social skills training counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
5. There is no significant effect of values clarification counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
6. There is no significant effect of values clarification counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

7. There is no significant effect of value values clarification counselling on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
8. There is no significant effect of values clarification counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
9. There is no significant gender difference in the effect of social skills training counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
10. There is no significant gender difference in the effect of values clarification counselling Technique on hostile, emotional, instrumental and relational components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

1.6 Basic Assumptions

The research study is based on the following assumption that:

1. Social skills training counselling technique would have effect on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
2. Social skills training counselling technique would have effect on emotional aggressive behaviour of students of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

3. Social skills training counselling technique would have effect on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
4. Social skills training counselling technique would have effect on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
5. Values clarification counselling technique would have effect on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
6. Values clarification counselling technique would have effect on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
7. Values clarification counselling technique would have effect on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
8. Values clarification counselling technique would have effect on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
9. Social skills training counselling technique would have gender difference in the effect on hostile, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

10. Values clarification counselling Technique would have effect on hostile, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

1.7 Significance of the Study

Aggressive behaviour of students in secondary schools is a great concern to everyone. This study would provide literature and data knowledge for reference by all concerned with management of aggressive behaviour not only among students but for all individuals who also exhibit aggressive behaviour. The data knowledge will provide information on the causes, factors and consequences of aggressive behaviour and how such behaviours could be managed for wellbeing of all mankind. However, it is expected that the findings of the study would be of immense benefit to theory building, counsellors, psychologists, teachers, parents, curriculum designers/planners, researchers and government.

The study would provide relevant, valuable and up to date information to professional counsellors and psychologists on the causes and effects of aggressive behaviour among secondary school students and how the behaviour of parents, teachers and significant others contribute to aggressive behaviour of the students. The findings of the study will provide the counsellors with elaborate knowledge on the effect of social skills training and values clarification counselling techniques on aggressive behaviour among senior secondary school students. The findings of this study will provide detailed knowledge on the use of social skills training and values clarification counselling techniques in reducing aggressive behaviour among secondary school students. The social skills and values clarification counselling treatment package will be of immense relevance to counsellors and psychologist for therapeutic interventions.

The effect of aggressive behaviour on teaching and learning process cannot be underestimated. This study will help the teacher to understand that aggressive behaviour among secondary school can be triggered by their actions and reactions, methods of teaching, attitude towards students and work especially in the classroom. The findings of the study will expose the teachers to understanding that relationship with students in a more dignifying manner without undermining their worth and dignity will foster non aggressive behaviour among the students and enhance discipline in the school.

This study will help the school administrators with comprehensive knowledge and adequate understanding about the effects of students' aggressive behaviour on teaching and learning, school facilities and general welfare of staff and other students. The findings of this study will help them to come up with Programmes that will help in reducing aggression among students. The findings of this study will also be useful to curriculum planners. It will sensitize them on the issue of values to improve schools curriculum in order to develop healthy values among the students of secondary schools.

Furthermore, the findings of the study is hoped to stimulate and improve students skills in effective interpersonal relationship within and outside the school with fellow student, parent, sibling and significant others through the understanding of their values and learning of skills on how to make friend with people. This will expose them to the fact that they can make demand or request, express love or grief in a more socially acceptable manner without undue faceoff. It will also help students to understand the implication of their involvement in aggressive behaviour.

To the parents and guardians, the findings of the study will provide them with the wealth of knowledge on the environmental and home conditions that could trigger aggressive behaviour in their children or wards and it will help them to build skills to prevent aggressive behaviour in

their children so that the society can be safe for habitation. The findings of the study may further expose parents and guardians to the essence of values clarifications and teaching of social skills in the modification of behaviour of their children/wards. The findings of this study would be published in journals to provide beneficiaries access to the study.

The study will help government in the area of crime prevention and enhance tranquility in the society. It may help government and non-governmental organizations in the provision of school based Programmes that will further contribute to effective teaching and learning of senior secondary school students.

1.8 Scope and Delimitations of the Study

The study covered two (2) senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. The sampled schools were Model School Kontagora and Government Day Secondary School Kontagora. Senior secondary school two students (SS II) constituted the subject of the study. The study was delimited to four (4) aggressive behaviour categories (hostile, emotional, instrumental & relational) and two (2) counselling techniques of social skills training and values clarification counselling techniques.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The focus of this chapter is to review relevant literature on the variables of investigation.

The related literatures are reviewed under the following sub-headings:

2.2 Conceptual Framework

2.3 Theoretical Framework

2.4 Empirical Studies

2.5 Summary of the Review of the Related Literature

2.2 Conceptual Framework

2.2.1 The Concept of Aggression

Aggression is a psychological construct that is used to describe any behaviour put up (exhibited) by an individual against another with the sole aim of influencing pain (physical or psychological). In social psychology, aggression is most commonly defined as a: (1) behaviour, (2) that is intended to harm another person, (3) who is motivated to avoid that harm (Bushman & Huesmann, 2010; DeWall, Anderson & Bushman, 2012). Ferguson and Beaver (2009) defined aggressive behaviour as behaviour which is intended to increase the social dominance of the organism. According to Alokun and Osakinle (2015), aggressive behaviour is a behaviour that causes physical or emotional harm or threat to others. Haruna (2015) viewed aggressive behaviour as behaviour meant either to injure another to gain something for the aggressor or to result in both injury and extraneous gains.

Aggression is as old as human relation or interaction throughout human history. There is no universally accepted definition of the term aggression. Aggression has been defined from

diverse points of view and tends to generate some sorts of confusion; this is because the term differs depending on perception, society and orientation. Aggression is any act carried out with the intention of harming another person (Coon & Mitterer, 2012 & Kassin, Fein & Markus, 2008). Onukwufor (2013) referred to aggression as any act that hurt, harm or destroy which must be intended or deliberate. Aggression 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). Imhonde (2014) referred to aggression as behaviour between members of the same species that is intended to cause humiliation, pain or harm.

Most definitions of aggression or aggressive behaviour used in literature share a common feature of intent to harm or destroy. This feature 'intention' cannot be seen by another person, therefore how do one knows what the other person's intentions are? Using these definitions lie in the eyes of the beholder. The characteristics of human aggression are subjective rather than objective judgments. In the analysis of the term aggression, Warburton and Anderson (2015) observed that there are three key issues with defining human aggression. First, it is hard to interpret research findings and theories about aggression without a clear definition.

Psychologists (Bushman & Huesmann, 2010 & Coon & Mitterer, 2012) have converged around the notion that aggression is any behaviour enacted with intention to harm another person who is motivated to avoid the harm. The second issue is that many laymen and misinformed professionals use the tem interchangeably with related but conceptually distinct phenomena such as anger and hostility. Aggression in psychology refers to behaviour and not a mind set or an emotional state. Feelings (such as anger), attitudes (such as wishing the worst for another) and motivations (such as the desire to win or control one's environment) may contribute to a person behaving aggressively but are not aggression per se. A third definitional issue according to

Warburton and Anderson (2015) involved the common practice of using the term violence interchangeably with the term aggression. Using these synonymously brings about miscommunication and confusion among researcher, public policy makers and the public in general. Among most social psychologists, violence is a subtype of aggression that is intended to cause harm extreme enough to require medical attention or to cause death or causing severe emotional harm. Therefore, it can be deduced that all violent behaviours are aggression but most aggression is not violence.

Aggressive behaviour must be a deliberate act and not by accident. The inflicting of pain to another student accidentally cannot be regarded as aggressive behaviour. Aggressive behaviour comes in different forms; it can be in form of word or action. Aggressive behaviours include biting, yelling, name calling, fighting, temper tantrums, threat, bullying, assault, nagging, arson, kidnapping, murder (Alokan & Osakinle, 2015), quarrelling and failure to act with intent to hurt and spreading of vicious rumour (Kassin et al, 2008), humiliation, slander, insult (Beheshtifar & Azadi, 2014) and it could also be in form of teasing, criticism and taunting. Aggressive behaviour can be reactive or in retaliation, proactive as an attempt to provoke a victim, overt or secretive (Alokan & Osakinle, 2015). It can also be self directed (Gabbey, 2013).

Going by all cited definitions from the related literature regarding the concept of aggression, it is obvious that for an act or behaviour to be regarded as aggressive behaviour, the infliction of physical or psychological harm on others has to be deliberate. Therefore unintentional or accidental infliction of harm on others cannot be classified as aggressive behaviour. Secondary school students tend to be aggressive for diverse reasons. According to Izuchi and Anetoh (2014), students exhibited aggressive behaviour to gain an elevation of status,

be feared by other students, maintain membership of a peer group, show superiority over others and be respected by other students. Haruna (2015) described four goals of aggression:

- a. Coercion: Attackers may primarily cause pain or inflict pain on their victims as an attempt to influence the behaviour of the other person.
- b. Power Dominance: Aggressive behaviour is often aimed at preserving or showing supremacy and authority.
- c. Impression Management: Many of the offenders were 'self-image promoters' who work hard at manufacturing the impression of themselves as formidable and fearless; whose fights designed to impress the victim and the audience.
- d. Evidence of the desire to hurt: Having been provoked earlier by the recipient of the injury, they want to hurt another individual. This means that they hurt another person because something provokes their previous experience of hurt.

From the definitions provided above aggression or aggressive behaviour can be distinguished in several ways from other phenomena. First, aggression is an observable behaviour; not a thought or feeling. Although aggressive cognitions (hostile attitudes, beliefs, thoughts, or wishes) and aggressive affect (feelings of anger, rage, desire for revenge) can and frequently do serve as important precursors to aggressive behaviour, neither aggressive cognition nor aggressive affect is considered aggression. Second, the act must be intentional and be carried out with the goal of harming another. This means that accidental harm (unintentionally elbowing someone in a crowded room) does not count as aggression. The focus on intent also outweighs the outcomes of the behaviour in question (whether or not harm has actually occurred). This means that scenarios in which one person harms another for their benefit (a doctor amputating a patient's leg to save his or her life, but also causing pain) are not considered aggression.

Conversely, scenarios in which individuals attempt to harm another but fail to do so (a person shoots to kill someone but misses) are considered aggression. Third, aggression involves people, meaning that damaging inanimate objects (kicking a wall, smashing plates, or pounding one's fists on a table) is not considered aggression unless it is carried out with the intention of harming another person (slashing the tires on your enemy's car). Finally, the recipient of the harm must be motivated to avoid that harm. This condition excludes phenomena such as masochism (deriving pleasure, often sexual, from pain), suicide, and assisted-suicide from the realm of aggression. This does not mean that some of these latter forms of behaviour are totally unrelated to aggression. Indeed, some of the same psychological processes are likely at work. Nonetheless, research over many decades has shown that the more specific definition of "aggression" used by social psychologists has proven to be extremely useful in developing and testing high-quality theories of aggression, and shown that the various types of behaviours that do meet this specific definition are very similar in etiology and underlying processes.

Students in the secondary schools tend to be aggressive for different reasons. Some exhibit aggressive behaviours in order to gain an elevation of status (Wikipedia, 2017), while some others exhibit aggressive behaviours in order to be feared by other students. Furthermore, some students in the secondary school are aggressive to maintain their membership to a certain peer group while some are aggressive to show superiority and to be respected by other students.

2.2.2 Forms of Aggression

As previously noted, aggressive behaviour among students in secondary schools can take various forms. It can take the form of screaming, shouting or becoming very disturbed as a result of slight hindrance. It also takes the form of quarrelling, insubordination, bullying, revolution, destruction of school property, protest, angry shouts of rebellion etc. To classify aggression may

be a very tasking because there are so many forms of aggression. Several researches have provided empirical work to support different classification of the concept and several categorization schemes have been proposed to organize the many types of aggression (Krahé, 2013; Parrott & Giancola, 2007). In the study of human aggression, many dichotomous distinctions have been proposed. This section describes the most common distinctions made in classifying aggressive behaviour,

Onukwufor (2013) described two major categories of aggression to be physical and verbal aggression. According to Adekoya and Ogunmola (2014) referred to it as a substitutional behavioural activity that man does to inflict harm on others either by verbal mocking or by physical pain. Physical aggression includes activities in which actual physical harm is intentionally done to a person, animal or object such as hitting, kicking, stabbing, shooting, pushing and shoving, throwing objects, breaking objects, defacing property and setting of fires. Verbal aggression involves the use of words to harm another person such as making threats, writing threatening notes or letters, names calling, gossiping and teasing. Onukwufor (2013) explained that physical aggression is hostile form of aggression with the aim of causing bodily damage. This form of aggression include kicking, molesting, harassing, biting, pushing, torturing, fighting, bullying, vandalism, destruction and gangsterism, shoving, hair pulling, stabbing and shooting while verbal aggression such as insulting with bad language, displaying anger, threatening, swearing and being sarcastic is to causes emotional and psychological pain.

Kassin, et al. (2008) described two forms of aggression; instrumental and emotional. According to the authors, the aggression of a hired gun is an example of instrumental aggression, in which harm is inflicted as a means to a desired end. Aggression aimed at harming someone for

personal gain, attention or even self-defense. Emotional aggression is often impulsive, carried out in the heat of the moment; harm is inflicted for its own sake.

Warburton and Anderson (2015) categorized aggression into physically harming another (i.e physical aggression) such as hitting, biting, clubbing, stabbing and shooting; hurting another with spoken words (i.e. verbal aggression) such as yelling, screaming, swearing and name calling; and hurting another's reputation or friendships through what is said to others verbally or digitally (i.e. relational aggression). The authors further categorized aggression into direct (with victim physically present) and indirect (enacted in the absence of the victim such as smashing someone's property or spreading rumour about the person).

Onukwufor (2013) identified four forms of aggression; these are hostile, instrumental, emotional and relational aggression. To the author, hostile aggression takes place when the aggressor's primary intention is to harm the victim as a result of anger; instrumental aggression is a means to some other ends. It occurs when there is an intent to injure but the aggression is merely a means towards achieving other non-injurious goals such as to win social approval or to get money. Robbery/stealing, kidnapping and terrorism are examples of instrumental aggression; in emotional aggression, harm is inflicted for its own sake. It is often impulsive and it is carried out at the heat of the moment; relational aggression is mainly concerned with targeting a person's relationships and social status such as threatening to end a relationship, engaging in gossip, backbiting and trying to get others to dislike the target.

Haruna (2015) cited five categories of aggression. These are over aroused, impulsive, affective, predatory and instrumental aggression.

- i. Over Aroused Aggression: Students engage in behaviour that is characterized by high levels of activity that result in frequent accidents and aggressive incidents. Students

- who push and shove their peers often provoke or initiate an aggressive response from their peers.
- ii. Impulsive, Aggression: students are generally quiet and passive in their demeanour but into a flurry of activity and violence that can be uncharacteristically destructive.
 - iii. Affective Aggression: students demonstrate rageful aggression. Their behaviour is described as appearing to be chronically angry, resentful and hostile.
 - iv. Predatory Aggression: students who demonstrate predatory aggression are described as students who wait for opportunity to get back at another person in a harmful manner.
 - v. Instrumental Aggression: students who engage in instrumental aggression demonstrate behaviour that allow them to get their own way through intimidation of others. This may or may not engross strong emotion but is motivated by concerns more imperative to the aggressor than the harm doing itself.

Euler, Steinlin and Stadler (2017) identified two forms of aggression; reactive and proactive. Reactive aggression is described as an impulsive response to a perceived threat or provocation, often associated with high emotional arousal, anxiety and anger. Proactive aggression is described as an instrumental, organized, cold-blooded and motivated by anticipation of reward. Alokun and Osakinle (2015) viewed reactive aggression as hostile and impulsive behaviour in response to threat or frustration while proactive aggression involves commission of aversive acts that are often unprovoked and directed toward possessing objects or controlling others.

The diversity of the definition of the concept of aggression is the case of the diversity of its classification (Kulesza, 2015). Kulesza (2015) considered aggression in three dimensions;

- i. According to the moral content of the behaviour - social aggression (destructive, acting against the community) and pro-social aggression (serve the interest of an individual and society).
- ii. According to aggression inflicted - instrumental and affective
- iii. According to its character - offensive and defensive.

Given the enormous number of subtypes of aggression that have emerged in the literature as shown above and the considerable overlap that exist between many of those subtypes, several categorization schemes have been proposed to organize the many types of aggression. Two of the most recently proposed taxonomies of aggression provide an overview of the many different types of aggression while avoiding redundancy. As stated by Allen and Anderson (2017), the taxonomies are provided as:

2.2.2.1 Response Modes

One of the most common distinctions made in classifying aggressive behaviour is by response mode. Aggression is most often classified as physical, verbal or relational in nature (Bushman & Huesmann, 2010). Physical aggression involves physically harming another person (punching, kicking, stabbing, or shooting). Verbal aggression involves using words to harm another person (name-calling, swearing or screaming). Relational aggression (sometimes called social aggression) involves harming another person by damaging their social relationships or making them feel unaccepted or excluded (spreading rumors, neglecting to invite someone to a social event or telling others not to hang out with someone).

2.2.2.2 Traditional Dichotomous Distinctions

This is the second taxonomy as identified by Allen and Anderson (2017). Each of the response modes described can vary along the characteristics discussed in this section. For

example, physical aggression can be considered hostile or instrumental, direct or indirect, and active or passive. The same is true for verbal and relational aggression.

2.2.2.3 Hostile Versus Instrumental Aggression: The distinction between instrumental and hostile aggression is one of the oldest and most prevalent classification schemes. Hostile aggression is motivated by a desire to hurt a person and is characterized as affectively “hot” behaviour that is angry and impulsive. This type of aggression is also known as “angry,” “affective,” “retaliatory,” “impulsive,” and “reactive” aggression (Allen & Anderson, 2017). They amplify further that hitting someone who has made you angry (perhaps by insulting you) would be an example of hostile aggression. In contrast, instrumental aggression (also known as “premeditated” & “proactive” aggression) is motivated by a desire to attain some other goal (money, social status, sex) and typically is characterized as affectively “cold” behaviour that is calm and calculated. The harm caused by instrumental aggression to the victim is simply a means of attaining the other desired goal. Shooting at the police in order to safely escape from a bank robbery would be an example of instrumental aggression.

2.2.2.4 Direct Versus Indirect Aggression: Aggression can also be classified as direct or indirect (Krahé, 2013). Direct aggression occurs when the victim is physically present whereas indirect aggression occurs when the victim is physically absent (DeWall, et. al, 2012). For example, as given by Allen and Anderson (2017), punching someone in the face would be considered direct physical aggression whereas hiring a hit man to assassinate the same person would be indirect physical aggression (although the hit man's action would be direct). Similarly, insulting someone to their face would be direct verbal aggression whereas anonymously sending mean emails to the same person would be indirect verbal aggression.

2.2.2.5 Displaced and Triggered Displaced Aggression: Aggression is also sometimes classified as displaced (versus not displaced) or triggered displaced aggression (a subset of displaced aggression). Displaced aggression occurs when an innocent substitute target becomes the victim of aggression (Bushman & Huesmann, 2010). For example, say a receptionist is snubbed by a customer at work. Although the receptionist is very annoyed but refrains from retaliating, if he then goes home and yells at his wife for no obvious reason, then displaced aggression has occurred. On the other hand, when the substitute target is guilty of some relatively negligible fault, the triggered displaced aggression has occurred. For example, if the same receptionist had come home to find that food is yet to be served, this minor offense may have triggered him to aggress against her verbally. Here, there is an apparent reason for the aggressive explosion (i.e., the un-served food), but his aggressive response is inconsistent to the offense.

First, sometimes it is unfeasible to retaliate against the provocateur. This can happen because the provocateur is either absent (one receives poor job performance evaluations by email) or an intangible entity (heat, foul odors). Second, the aggressor may fear retaliation from the provocateur (as in the case of an employee refraining from retaliating against a frustrating boss for fear of getting fired). This fear of consequences inhibits aggression against the dangerous provocateur and facilitates aggression against less dangerous substitute targets. Both types of displaced aggression occur for two primary reasons (Bushman & Huesmann, 2010).

2.2.2.6 Active Versus Passive Aggression: Active aggression involves engaging in harmful behaviour whereas passive aggression involves failing to engage in helpful behaviour. For example, kicking or insulting someone would be considered active aggression whereas intentionally “forgetting” to invite someone to a party or intentionally withholding help from

someone who is drowning would both be considered passive aggression (in fact, the latter could be considered passive violence, given its severity) (Allen & Anderson, 2017).

2.2.2.7 Overt Versus Covert Aggression: Aggression is also sometimes classified as overt or covert (Krahé, 2013). Overt aggression is highly visible behaviour such as making fun of someone or beating them up in front of their friends. In contrast, covert aggression is relatively low in visibility, such as leaving mean notes for a person or spreading rumors about people behind their back.

2.2.2.8 Legitimate Versus Illegitimate Aggression: It has also been proposed that aggression can be classified as legitimate versus illegitimate (Krahé, 2013). Capital punishment (which meets the social psychological definition of aggression) is legal in many countries and thus could be considered legitimate aggression. In contrast, homicide would be considered illegitimate aggression. The distinction between legitimate and illegitimate aggression outside of the legal realm is highly subjective. If a group of slaves were to rise up and aggress against their masters in order to gain their freedom, this is likely to be considered legitimate aggression to the slaves and anyone else that is against slavery. The same behaviour, however, is much more likely to be considered illegitimate aggression by the slave-masters and anyone else supportive of slavery. Another excellent example of the subjectivity of the legitimate-illegitimate aggression distinction is found in the controversy surrounding corporal punishment (spanking children). Although corporal punishment is considered a criminal act in many countries, it is completely legal for parents in the United States and is considered by many to be a legitimate form of behavioural control and child rearing. However, despite the legal status of and support for corporal punishment in the U.S., there are still many parents and non-parents who consider it an illegitimate form of aggression. Similarly, although capital punishment is legal in some parts of

the U.S. there is still a great deal of controversy concerning its legitimacy. Thus, even when a given act of aggression is clearly legal or illegal, there is still a large amount of subjectivity in classifying that behaviour as legitimate or illegitimate aggression.

2.2.2.9 Personological and Situational Aggression: The General Aggression Model (GAM; DeWall & Anderson, 2011 & DeWall, et. al., 2012); a widely-used, integrative, and comprehensive theoretical framework for understanding human aggression emphasizes that aggressive behaviour is greatly influenced by both personological and situational variables. As such, any given instance of aggressive behaviour can also be dimensionally classified based upon the extent to which it is influenced by person factors, situation factor, or both. Examples of person factors that increase the likelihood of aggression include: traits (narcissism or susceptibility to hostile attribution, perception, & expectation biases), sex (males tend to be more physically aggressive & more likely to engage in violent behaviours), beliefs, attitudes (positive or negative attitudes towards violence), values, long-term goals and scripts. Situation factors that increase the likelihood of aggression include: aggressive cues (presence of weapons or recent exposure to media violence), provocation (being insulted or shoved), frustration (being blocked from obtaining a goal), pain and discomfort (being kicked or exposed to loud noises or hot temperatures), drugs (alcohol and caffeine) and incentives (money, social status, goods).

In behaviourists terms, situation factors can be thought of as antecedents that increase the likelihood of aggressive behaviour, depending upon their associations with different consequences (rewards and punishments). For example, if a person often retaliates when provoked and is always satisfied after retaliating, the satisfaction reinforces the aggressive behaviour and provocation becomes an establishing operation (it increases the likelihood of aggression in the presence of provocation). In contrast, if a child is always punished for pushing

other children in front of his parents, then parental presence becomes a discriminative stimulus and decreases the likelihood of aggressive behaviour. Thus, if a pacifistic individual is provoked to the point of engaging in uncharacteristic aggression, this would be classified as situation-based over person-based behaviour. In contrast, if a highly aggressive individual attacks someone in the relative absence of situational risk factors for aggression, that behaviour would be classified as person-based over situation-based. Of course, in many (if not most) scenarios, aggressive behaviour is both personologically and situationally determined, as in the case of a narcissistic individual retaliating against someone who has insulted them or a sexist man becoming especially aggressive towards women after drinking alcohol. Therefore, most instances of aggressive behaviour are not clearly person- versus situation-based, but it can nonetheless be helpful to consider the extent to which the behaviour was instigated by personological and situational variables (Allen & Anderson, 2017).

2.2.3 Causes of Aggression

Aggression is a complex and multi-facet determined. A wide spectrum of factors have been associated and identified. Many research works (Green, 2008 & Coon & Mitterer, 2012) identified factors responsible for the development and persistence of aggressive behaviour. Gabbey (2013) identified family structure, relationship with others, work or school environment, social or socio-economic factor, individual characteristics, health conditions, psychological issues and life experiences as the causes of aggressive behaviour. Green (2008) identified frustration, trauma, neglect, watching of violent films, as well as verbal and/or physical attack. Adeyemi (2016) added excessive alcohol and cocaine especially when the person under the influence of such drug is provoked or attacked.

Bushman and Husmann (2010) conceptualized aggression as a product of precipitating situational factors and predisposing personal factors. They identifies precipitating situational factors to include unpleasant event (aversive stimulus, temperature, social rejection, social stress), presence of weapons, alcohol and anonymity and predisposing personal factors to include personality, psychopathy, narcissism, poor self control, low arousal, low serotonin, high testosterone, family environment, peer influence. The cause of aggressive behaviour can be categorized into nature – nurture factors or variable i.e. biological and environmental factors.

2.2.3.1 Genetic/Biological Factors

Physiological studies have shown that some brain areas are capable of triggering or ending aggressive behaviour (Coon & Mitterer, 2012). The authors reported that there is a relationship between aggression and such physical factors as hypoglycemia (low blood sugar), allergy and specific brain injuries and diseases. For both men and women, higher level of the hormone testosterone may be associated with more aggressive behaviour. Male and female have the hormone but the male has high level of the hormone. This makes the men more likely to participate in physical aggression than the women (Coon & Mitterer, 2012).

Another biological factor causing aggression is serotonin. Serotonin act as chemical messengers in the nervous system, transmitting information; it appears to work like a braking mechanism to restrain impulsive acts of aggression. Low level of serotonin in the nervous system of humans and animals are associated with high levels of aggression (Kassin, et. al., 2008). Kassin, et. al., (2008) further explained that like testosterone, serotonin appears to be both a cause and a consequence of behaviours relevant to social status and dominance.

Biological factor include the neurological and chemical imbalance of the body (Kulesza, 2015). The hormone most consistently linked with aggression is testosterone and males have

around 10 times as much as females and levels are much high in older teenagers and young adults than in older men (Warburton & Anderson, 2015) when people dominate others their testosterone levels typically increase along with their level of aggression. According to Turblad, Raine, Zheng and Baker (2009), inherited characteristics of human accounted for perhaps a quarter to a third of aggressive dispositions.

2.2.3.2 Child Abuse

Child abuse can be physical, sexual or emotional. Not providing for a child's need is also a form of abuse. In African society, Nigeria inclusive, corporal punishment is widely used as a corrective measure for deviant behaviours among children. This includes brutal canning (Alokan & Osakinle, 2015). They further identified child labour such as domestic services, shop attendance, catering services, head-loading, factory worker, hawking and prostitution. Children who grow up in a violent family not only witness aggression; they often feel the burnt of it (Kassin, et. al., 2008).

Physical abuse at home is a strong factor in the development of aggressive behaviour among school children. Alokan and Osakinle (2015) observed that most abused children experience greater emotional damage than any physical damage which may push the child to become depressed, socially withdrawn, think of suicide, become violent and drug addict.

In a study conducted by Hussey (2008), it was found that children who are neglected before their second birthday exhibit higher level of aggressive behaviour between the age of four and eight. He observed that child is considered neglected when parents or caregivers fail to make available adequate child's basic physiological needs of food, water, clothing and shelter and provide appropriate supervision. Aggressive behaviour exhibited during this period includes

arguing, cruelty to others, destruction of property, disobedience, threatening people and fighting or physically attacking others (Hussey, 2008).

In another study by Alink, Cicchetti, Kim and Rosgosch (2011), it was found that when children are maltreated, they show higher levels of disruptive/aggressive behaviour. In the study of Kolla, Malcolm, Attard, Arenovich, Blackwood and Hodgins (2013) where they documented childhood experiences of maltreatment among violent offenders with anti social personality disorder (ASPD) to determine whether maltreatment is associated proactive and reactive aggression. It was found that childhood physical abuse was associated with reactive aggression even among violent offenders. This finding explains a very strong influence of childhood abuse on the development and persistence of aggression over life span.

2.2.3.3 Substance Abuse

Alcohol intoxication consistently cause both men and women to behave aggressively inside and outside the laboratory and is linked with a substantial proportion of murders, assaults, rapes, and incidents of intimate partner violence (Warburton & Anderson, 2015), violent crime, suicide and automobile fatalities (Kassin, et. al., 2008). This is as a result of the aggressor's experiencing a diminished ability to inhibit their aggressive impulses that cause disinhibition and/or an increase in physiological arousal such as stimulants, amphetamines and methamphetamines (Warburton & Anderson, 2015). From the analysis of literature, it is gathered that alcohol reduces anxiety, which in turn lowers people's inhibitions against aggression and drinking of alcohol disrupts the way in which human process information (Kassin et al, 2008).

Bushman and Huesmann (2010) provide several possible explanations for why alcohol increases aggression in human. Firstly, alcohol reduces inhibitions. Normally people have strong inhibitions against behaving aggressively and alcohol reduces this inhibitions. Secondly, it

creates a myopic effect on attention; this cause people to focus attention on the more salient provocative features of a situation and pay less attention to more subtle inhibitory features. Thirdly, they explained that alcohol increases aggression by decreasing self-awareness; when attention is focus on self, people become more aware of their internal standard but alcohol reduces people's ability to focus on these internal standards. The fourth explanation provided that alcohol disrupt executive functions of human (cognitive ability) that help man plan, organize, reason, achieve goals, control emotions and inhibit behaviour tendencies.

2.2.3.4 Social Rejection

Humans have a fundamental need to feel socially included and to have supportive and enduring relationships. When this need is thwarted through social exclusion or rejection, people sometimes behave more pro-socially to facilitate re-inclusion. Social rejection occurs when an individual is secluded by some individuals from a group or relationship. According to Leary (2010), it means that others have little desire to include an individual in their group and relationships. DeWall and Bushman (2011) viewed social rejection as a complex construct, consisting of behaviours that can range from ignoring to actively expelling a person from a group or relationship. The main response to such rejection is aggression, (DeWall & Bushman 2011 & Warburton & Anderson, 2015) especially when the person does so without significant social reprisal (Warburton & Anderson, 2015). Taylor and Taylor (2016) observed that aggression may not be the result of the rejection, but a response to what the rejection is communicating to the individual about himself.

2.2.3.5 Environmental Stress

A variety of environmental stressors can increase the tendency to aggression. The most notable are physical pain, bad smelling odour, loud or aversive noise and hot temperatures

(Warburton & Anderson, 2015). The authors stressed further that aggression is most likely when the individual has no control over the environmental stressors. According to Adekoya and Ogunmola (2014), behaviour is acquired according to the nature of the influencing variables of the environment which an individual lives in. they further observed that if the environment is void of quarrelling, fighting, anger, hot temper and aggression, an individual develops peaceful behaviour.

2.2.3.6 Media Violence

It is very common among students today spending lots of hour a day exploring various media such as television, video games, movies, the internet and other social media like WhatsApp, 2go, facebook, etc. wide spread exposure of students to media violence contributes to aggressive behaviour. According to Coon and Mitterer (2012), Albert Bandura showed in his studies of imitation that children may learn new aggressive behaviour by watching violent or aggressive behaviour or they may learn that violence is okay. Either way, they are more likely to act aggressively. Warburton and Anderson (2015) considered that it is one of the most studied phenomena by social psychologists and violent media exposure increases the likelihood of aggressive behaviour and causes desensitization to violence in both the short and long terms.

2.2.3.7 Availability of Weapons

The presence of weapons has been linked by many to aggressive behaviour among students. Research has showed that the mere presence of weapons, even if they are not used, can increase aggression (Bushman & Huesmann, 2010). Availability of weapons motivate the intent of using it and this increase aggressive tendency in an individual. A meta-analysis of 56 published studies confirmed that the mere sight of weapons increases aggression in both angry

and non angry individual (Carlson, Marcus-Newhel & Miller, 1990 in Bushman & Huesmann, 2010).

2.2.3.8 Provocation

Provocation is a powerful factor that triggers aggression a person. Warburton and Anderson (2015) asserted that provocation does not need to be directed, people can be provoked to aggress by social exclusion, having rumour spread about them and a range of other indirect provocations. Weidler, Habel, Hupen, Akkoc, Schneider, Blendy and Wagels (2019) stated that provocation is one of the most powerful context factors of aggression; it modulates not only behaviour but also affective states of individuals. Aggressive behaviour and emotions associated with harm were higher in the increasing provocation condition.

2.2.3.9 Home Factors

Literature provides body of evidence that aggression runs in families. Physical aggression of boys at two years of age was reported by Kulesza (2015) to be predicted by a history of familial criminality. Youths who participate in high levels of anti social behaviour are much likely to have a biological parent who also engages in chronic anti social behaviour than other youths.

Family is a key agent of socialization; it is a fundamental cell of life in society. According to Kulesza (2015), parents are to be blamed for aggressive behaviour of their children. The absence of the father, marital discord, depressive mother, annoying parents, unfavourable economic conditions of the family and so on are responsible for children aggressive behaviour. Kulesza (2015) stated that the reason for aggression inherent in the family include parental punishment i.e. prohibitions, orders, use of threats and shouting as well as corporal punishment (which include abuse and beating).

2.2.3.10 School Factor

School like the family is an important agent of socialization and as well an essential factor of aggressive behaviour among school children. Factors associated with the school may include environmental (class size & organizational structure), psychological (stress, lack of clear rules) and social (bad teacher-student relationships) factors.

2.2.3.11 Peer Influence

Peer relations have been identified as a salient risk factor in the development of aggressive behaviour problems. There is growing evidence that peer interaction plays multiple roles in social, cognitive, and moral development. It is possible that children and teenagers learn aggression from their peers. Peers may illicit aggression or may serve as role models to other children who have a predisposition to aggressive behaviour. Wakolia, Kiptionyb, Chemweic and Chonge (2016) observed that peers may motivate aggressive behaviour through their interaction. They stated that many children who are aggressive as young children continue to be aggressive because their aggression was rewarded by their peers as valuable. Children learn much from the behaviour of others they see around. They model the aggressive behaviour to which they are exposed and successfully defend themselves with aggression. Most students conform because they are scared of being rejected by their peers.

2.2.4 Effect of Aggressive Behaviour of Students

According to Horan, Chory and Goodboy (2010) aggression is portrayed as an antisocial behaviour. Efrati-Virtzer and Margalit (2009) identified aggression as a disrupting behaviour. Uludag (2013) stated that aggression possesses potentiality of being led to violence and criminal activities wherein extreme cases could be closely associated with psychopath. There are numerous and serious consequences of aggressive behaviour not only to the victim but also to

the aggressor and the people around them. Students who engage in physical aggression in school present a serious challenge to maintaining a safe and supportive learning environment. Unlike many other forms of student aggression, fighting is explicit, is violent and demands attention. A fight between students in a classroom, a hallway or the lunchroom brings every other activity to a halt and draws fellow students and concerned adults toward the violence. The disruption is total, the after-effects lingering and the potential for serious injury very real.

Alokan and Osakinle (2015) observed that in some occasions, properties worth millions of naira have been vandalized and razed down by aggressive youths and at its lower level, acts such as name calling, slugging others, destroying other's properties, fagging and bullying are rampant. This affects the overall development of the individual by affecting their mental health academic achievement and growth, psycho-social functioning and adjustment of students.

Aggression affects personal and social functioning of the both the aggressor and victims. It interferes on the normal classroom functioning and other social events. Fayso (2019) stated that aggression significantly affects students' proper development in their schooling and later in life. This indicates that children who exhibit aggressive behaviour at early age may likely show antisocial behaviour during adulthood. The victims of aggression usually experience long-lasting social emotional, psychological and academic problems ranging from anger, truancy, anxiety, bitterness, depression, lack of concentration, low self-esteem, academic failure, change of school to even dropping out of school in some severe cases.

Aggressive behaviour causes injuries to peers family members, school teachers and others in the community. Students identified to be aggressive often have difficulties in forming genuine relationships, although, some appear relatively well adjusted. The development of aggressive behaviour among students has adversely affected the academic performance of the

students and other over all wellbeing. The continue involvement of students in aggressive behaviour has brought miseries and anguish to many parents, teachers, guidance counsellors and government.

Stigmatization and rejection are also consequences of aggressive behaviour for the aggressors. The aggressors are at the risk of abuse from staff and family members and they are the victims of retaliation from peers. As a consequence of their unskilled social behaviour aggressive boys tended to be quickly rejected by unfamiliar peers

2.2.5 The Concept of Social Skills Training

Social skills training is the first counselling technique employed in this study to help in reducing aggressive behaviour among secondary school students. The concept of social skills is a term for specific behavioural sequences which an individual must master in order to act competently in social situations. Skills cannot be regarded as isolated incidents, but consist of a range of relational skills which must be adapted to different social contexts (Gundersen, 2010). Such skills according to Gundersen (2010), may be situation-specific such as applying norms and rules in different settings, skill-specific, such as starting a conversation, showing sportsmanship, giving compliments or resisting peer pressure, or they may manifest themselves as general adaptation skills such as regulating one's distance, tone of voice or eye contact. Social skills is a set of competency behaviour learn by an individual to facilitate positive social relationships which contributes acceptance, friendship development satisfactory social adjustment and adaptation to ones environment.

Khalil (2012) quoted Kurtz, Mueser and Kim (2008) to have viewed social skills to represent the constituent behaviours which when combined in appropriate sequences and used with others in appropriate ways and places, enable an individual to have the success in daily

living reflected by social competence. The ability of an individual 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 (Gundersen, 2010).

The fundamental idea in social skills training is that people can be challenged with psychological problems because they are not very good at engaging in social interaction sequences, that require appropriate and well-timed use of eye contact, conversational turn-taking, self-disclosure, voice quality and volume, touch, gesture and proxemics (McLeod, 2013). For example, McLeod, (2013) stated that a person may have been brought up from a family where no one engaged in eye contact or personal disclosure and leaving home for college, the person may find it difficult in making friends. Poor interpersonal relationship or difficulties in developing and maintaining interpersonal relationship significantly diminish the quality of life and psychological well-being of every individual.

Social skills training is a form of cognitive behavioural therapy in which patients learn skills in social and interpersonal relationships. Social skill training is a valuable therapeutic approach to the modification of many behaviour problems. Social skill training aims at increasing students' ability to perform essential social behaviours that are vital to the achievement of success in social situations or context. It improves interpersonal skills such as communication and how to act and react in a social situation through techniques of self instruction, modelling, role playing/behaviour rehearsal, feedback and reinforcement. 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. Social skills are the behaviours (verbal & non-verbal) that one used to communicate effectively with other people. It represents the ability to perform those behaviours that are important in enabling a person to achieve social competence. This gives room for reinforcement and feedback to encourage and motivate student in exhibiting the new behaviour.

Social skills training has emerged over the past 30 years as a widely used psychiatric rehabilitation technology for teaching individuals the specific skills necessary for achieving instrumental and affiliated goals. Psychosocial skills training refers to a class of treatment interventions that uses methods and principles derived from social learning theories to train (or retrain) motor and interpersonal skills and competencies. As reviewed by Khali (2012), in social skills training Programme the complex behaviours are analyzed and broken down into a smaller set of discrete behavioural elements that are then trained using various core behavioural techniques. These techniques include problem or skill specification, didactic instruction, modeling, role-play or behavioural rehearsal, coaching, feedback, verbal reinforcement, generalization training and homework. Specific interventions may not use all these techniques, but, in general, interventions that are considered social skills training will use at least some of them. Social skills training is an intervention involving the use of three or more of these methods. Social skills training in this study is to provide aggressive students with a foundation in the pro-social behaviours and social-cognitive skills in which they are deficient and that are necessary for successful social interaction. This social skills package demonstrates commitment

to providing members (students) with every opportunity to develop their communication skills and enrich their every day experiences and interpersonal relationship.

2.2.6 Components of Social Skills Training

The basic premise of social skills training is that complex interpersonal skills involve the smooth integration of a combination of simpler behaviours, including nonverbal behaviours (facial expression, eye contact); paralinguistic features (voice loudness and affect); verbal content (the appropriateness of what is said); and interactive balance (response latency, amount of time talking). These specific skills can be systematically taught and through the process of shaping (rewarding successive approximations toward the target behaviour), complex behavioural repertoires can be acquired (Khalil, 2012).

Gresham & Elliott (2008) identified social skill domains to include:

Communication: The act or process of imparting or interchanging thoughts, opinions, or information by speech, writing or signs. Key terms: conversation, interchange, talk, information transmittal, nonverbal communication, basic pragmatics

Cooperation: The act or instance of working or acting together for a common purpose; more or less active assistance from a person; willingness to help or work together. Key terms: joint action, collaboration, synergy, partnership, teamwork, coalition, participation, mutual assistance

Assertion: A positive statement or declaration, often without support or reason; an act of sticking up for oneself or for what is right. Key terms: claim, bold declaration, affirmation, clear and firm statement.

Responsibility: The ability to make moral or rational decisions on one's own, and to be answerable for one's behaviour; the quality or state of being trustworthy or dependable.

Empathy: Identification with or understanding of another's situation, feelings, thoughts, attitudes, or motives; the ability to imagine how another person is feeling and to understand his or her mood. Key terms: sympathy, compassion, commiseration, understanding, kindness, warm-heartedness, benevolence, philanthropy

Engagement: The act of involving someone in an activity; involving oneself or becoming occupied; the act of sharing in the activities of a group. Key terms: participation, involvement, connecting, interest

Self-control: Control or restraint of oneself or one's actions or feelings; the ability to control one's emotions and remain calm even when feeling angry, afraid, excited or upset. Key terms: poise, self-restraint, reserve, self-regulation, level-headedness.

To Bello and Abdullah (2010), social skills training have three basic components which are communication, conflict resolution and assertiveness. These are explained as follows:

2.2.6.1 Communication: Communication is the essential oil that lubricates social interactions within all areas of society. The quality of oil can make the difference between an ineffective or successful exchange. The way in which individuals communicate and how effective their interactions are depend on many factors, not least of which is life experience. Communication is the process of sharing ideas, information and messages with other individuals (Ehiozuwa, 2011). Effective communication is most central to any interpersonal relationship and when it provides opportunity to share problems, anxieties and concerns, ineffective communication results to frustration, anger, tension, bitterness, stress and anxiety (Bello & Abdullah, 2010).

Several factors can affect communication among students; these include:

- i. Personality: the culture, needs, desire, values, problems, religion, gender and age of the student;

- ii. Social context such as appropriateness of communication at different occasions and levels. What is considered appropriate communication in one context will highly be inappropriate in another.
- iii. Physical environment such as temperature, noise level and ventilation.

2.2.6.2 Conflict Resolution Skills: Conflict among secondary school students are inevitable, students may hold diverse views on certain ideas, values or belief. As reported by Bello and Abdullah (2010) serious unresolved conflicts may cause serious emotional and psychological problems. It can also lead to frustration among students and make students aggress. Conflict resolution skills can be used by counsellors to help students resolve their differences. In the case of aggression among secondary school students, the following conflict resolution strategies may be employed:

- i. Control:
- ii. Collaboration: parties explore their differences, propose alternative and suggest mutually satisfying solutions;
- iii. Compromising: coming to term by accepting a position that somehow satisfies each of the parties;
- iv. Accommodation: accepting the other party's position and giving up one's position;
- v. Avoidance: avoiding the situation completely or postponing it.

2.2.6.3 Assertiveness: Assertiveness means to tell someone clearly and directly what one wants. It is a form of communication in which a person states what he or she wants or beliefs in without infringing on the right of other people to get it (Ehiozuwa, 2011). To be assertive means to be bold enough to say one's mind in the face of challenging situation without being hostile. In an interpersonal relationship, internalizing grievance inhibits finding solution to problems. Students

must be encouraged to voice out their grievances. As explained by Charlesworth (2008), clients are first taught the difference between non-assertive, assertive and aggressive behaviour before they are taught assertiveness skills. He further asserted that clients learn assertive skills through modelling, role-playing and graded task assignments in real life situations. This is a behaviour modification technique that can be used to increase free and expression of feeling and thought.

Assertiveness allows one to feel self confident, gains respect from people one associate with, increases chances of honest relationship which in turn improves decision making ability and goal attainment (University Counselling Center, 2008 in Bello & Abdullah, 2010). The University Counselling Center (2008) further identified some techniques of improving assertiveness to include:

- i. Being specific and as precise as possible about what one wants, thinks and feels;
- ii. Being direct by delivering one's message to the intended person;
- iii. Owning one's message by acknowledging that it is directly the individual's frame of reference and his or her own conception of what is good or bad, right or wrong;
- iv. Asking for feedback which can encourage the other to correct misconceptions one may have and also encourage the other to express his or her opinions or feelings thereby encouraging his or her feedback to be clear, direct and specific.

Looking at the basic components of social skill training an individual is said to be non aggressive when he or she in specific social situations, will with a high degree of probability achieve both his/her own and the common goals in ways which safeguard his/her own fundamental rights and those of the interaction partner(s) and satisfies explicit culture- and community-specific laws and regulations and implicit norms of behaviour, which in turn leads to a positive regard by others. Hence, Social skills training is to promote self-awareness and

understanding of what one and other people might experience as barriers to effective communication

2.2.7 Techniques in Social Skills Training (SST)

The use of SST by counsellors and therapists begins with the breaking of the complex social behaviour into smaller units or sub-components and arrange the sub-components in from less difficult to a more difficult social behaviour. The aim of SST is to teach a range of fundamental social skills and strategies to deal with common challenges of people in social situations. In SST, the lengths of interventions vary considering the variables of age and gender of the client, and the nature and severity of the challenges.

Social skills training technique is a counselling technique which employs the use of other techniques to help client achieve social competence. The SST techniques include instruction, discussion, modelling, role playing/behaviour rehearsal, feedback and reinforcement (Spence, 2003 & Charlesworth, 2008). According to Spence (2003), social skills behaviour include a series of non-verbal responses such as appropriate use of eye contact and facial expression and basic verbal skills that influence other. Verbal skills such as tone, rate and volume of speech influence the emotion conveyed (anger, fear, happiness) which in turn influence how others respond. These basic skills have important social consequences over and above what an individual actually says or does in an interaction (Spence, 2003).

Instructions, discussion and modelling techniques are used in SST to provide information about how to perform a particular response and show the importance of the response or behaviour for successful social outcomes. Modelling in SST is designed to help the clients see that the steps interconnect into a performance which is socially affected. It is employed to ensure

that clients are exposed to examples of the appropriate ways in which the skills can be used and provides opportunity for the client to practice.

Behaviour rehearsal, role playing and practice represent essential learning strategies used in SST Programme to help the clients act out specific role after they have modeled the role. The three are used to put into action the target response for skill acquisition and improvement. This should occur as often as possible and it may take place within the session or as assignment at home, school or any real life social situation. According to Spence (2003), it has been observed that the skills practice limited to clinic training session is insufficient to practice long lasting and substantial improvement in social behaviour in school, family and other social settings.

Feedback in SST is received concerning the client performance of the skills in the session and clients are assigned home work to promote more use of the skills in various social situations. Practice of skills is only important when it brings about some forms of feedback to know whether the performance is satisfactory or there is need for adjustment or improvement. Feedback in the case of aggression may need to be provided by counsellors, peer, teachers and parents. Reinforcement is another important aspect of SST which involves praising of client in successful participation of exhibition of appropriate target behaviours.

2.2.8 Effectiveness of Social Skills Training

Social skills training counselling technique has been used in the treatment of many challenges of social situations. It is observed that group counselling through SST caused clients to confront their negative perceptions, to act in more socially productive ways and have more optimistic perspective of their future lives (Augustine, Longmore, Ebenezer & Richard, 2012). The authors further asserted that training in group rather than individually appeared successful as it enables clients to practice newly learnt social skills in a safe and interesting environment.

In the study of Augustine, et. al. (2012) on the effectiveness of SST for reduction of self-perceived stigma in leprosy patient in rural India, it was discovered that shame, guilt, anger, fear, sense of helplessness and lack of confidence repeatedly expressed in the initial interview of the patients were replaced with expression of acceptance, hope, courage, increased self-confidence and assertiveness.

SST has been proved to be effective in improving social skills among schizophrenic patients. This is shown in the study of Khalil (2012) who investigate the effectiveness of SST Programme on improving the social skills of schizophrenic patients. The results indicated that schizophrenic patients were able to acquire social skills, improved their conversation, assertiveness and interpersonal skills. The teaching of social skills is essential to successful reduce emotional behaviour problem among individuals..

Empirical evidences have revealed the effectiveness of social skills training in improving social and emotional competence of students with learning disability (Momeni, et. al., 2012), social self efficacy (Olaz, et. al., 2014), for persons with chronic schizophrenia (Kumar & Sigh 2015), reducing bullying behaviour (Isiyaku, 2016) and avoidant personality disorder (Lawal, 2016) among students. Effectiveness of SST vary as a function of the presenting problems, intervention measure employed, period of intervention, location and the counsellor involved.

2.2.9 The Concept and Nature of Values

Human society exists for individual and group life. Societal rules are made by people and the same rules guide the behaviour of the people in the society. No society is healthy, creative or strong unless it has a set of common values that give meaning and purpose to life. Different individuals, societies have different perceptions of what should be considered good or bad. When one thinks of the concept values, one thinks of what is important to him or her in life. Individuals

are known to hold different values (achievement, respect, security) with distinct esteem. What is highly valued by an individual, a community or society may not be in another. Initially, the study of value was viewed with suspicion by Western social scientists as too subjective for scientific study, the concept of values found increasing use beginning with *The Polish Peasant in Europe and America* (Oyserman, 2015).

Values are difficult to define even though every individual and society views and uses the concept in different ways and contexts. Enu and Esu (2011) noted in Anzene (2014) that values are basic beliefs and attitude in society whether of individuals or groups which are considered worthwhile and serve as a guide to choices and behaviour in our daily life. Values are ideals that guide or qualify ones personal conducts, interactions with others and involvement in career. Values stand for ideas that guide the conduct of one's life. Values are significant or worth attributed to something in life. This centers on what is right or wrong, desirable or undesirable. Individual's value gives him a sense of purpose and direction, serves as a base for behaviour manifestation and helps in the understanding of the right and wrong.

According to Oyserman (2015), values can be conceptualized on the individual and group level. At the individual level, values are internalized social representations or moral beliefs that people appeal to as the ultimate rationale for their actions. Though individuals in a society are likely to differ in the relative importance assigned to a particular value, values are internalized socio-cultural goals that provide a means of self-regulation of impulses that would otherwise bring individuals in conflict with the needs of the groups and structures within which they live. At the group level, values are scripts or cultural ideals held in common by members of a group; the group's 'social mind.' Differences in these cultural ideals, especially those with a moral component, determine and distinguish different social systems. Values, to which individuals feel

they owe an allegiance as members of a particular group or society are seen as the glue that makes social life possible within groups. Yet, they also set the stage for frictions and lack of consensual harmony in intergroup interactions. Values are thus at the heart of the human enterprise; embedded in social systems, they are what makes social order both possible and resistant to change. Values are not simply individual traits; they are social agreements about what is right, good to be cherished.

It is observed that children adhered to the values the parent and elders in the community admonished or inculcate in them. Once a value is internalized, it becomes either consciously or unconsciously, a standard for guiding actions and making choices. The value then determines behaviours or modes of conduct. Because values are at the basis of choice, the choices that people make reflect their perception of what is right, just, or what is cherished at a particular time. Values are thus at the heart of the human enterprise; embedded in social systems, they are what makes social order both possible and resistant to change. Beheshtifar and Azadi (2014) stated that values are social consensus (shared among a large number of people), do not depend on personal judgment and associated with emotions. As time passes by, there exists a controversy between the parental values and some of the new values copy from outside. In the last few decades, adolescents and youths have adopted consciously or unconsciously some values through interaction with the media. This however, is causing intra and inter-personal conflict and thus requires the attention of professional counsellors.

Anzene (2014) cited some dominant values which formed the core values upheld by a larger section of the Nigerian society to include detesting laziness, dignity of labour, respect for parent/elders, hospitality, public spiritedness, respect for authority, hard-work, respect for sanctity of life, honesty and truthfulness. He expressed further that when these values are grossly

compromised, then what one gets is greed, corruption, dishonesty, violent crime, political killing, kidnapping and so many other antisocial behaviour. Therefore, outlining some fundamental values in counselling may be difficult; however, some values in counselling may include commitment to:

- i. Respecting human rights and dignity;
- ii. Ensuring the integrity of practitioner-client relationship
- iii. Enhancing the quality of professional knowledge and its application
- iv. Alleviating personal distress and suffering ;
- v. Fostering a sense of self that is meaningful to the person(s);
- vi. increasing personal effectiveness;
- vii. Enhancing the quality of relationships between people;
- viii. Appreciating the variety of human experiences and culture

There are inexhaustible list of values. It depends on individuals, families, societies or nations. Things cherished by one may differ from the other; when one holds humility in high esteem the other may hold it with low esteem. Virtues such as hard work, honesty, humility, diligence, love towards fellow humans, respect for elders, discipline, independence and so on form values of different individuals, groups and societies.

2.2.10 Characteristics of Values

In conceptual explanation of values Schwartz (2012), identified six main features that are implicit in the writings of many theorists:

1. Values are beliefs linked inextricably to affect. When values are activated, they become infused with feeling. People for whom independence is an important value become

aroused if their independence is threatened, despair when they are helpless to protect it, and are happy when they can enjoy it.

2. Values refer to desirable goals that motivate action. People for whom social order, justice, and helpfulness are important values are motivated to pursue these goals.
3. Values transcend specific actions and situations. Obedience and honesty values, for example, may be relevant in the workplace or school, in business or politics, with friends or strangers. This feature distinguishes values from norms and attitudes that usually refer to specific actions, objects, or situations.
4. Values serve as standards or criteria; values guide the selection or evaluation of actions, policies, people, and events. People decide what is good or bad, justified or illegitimate, worth doing or avoiding, based on possible consequences for their cherished values. But the impact of values in everyday decisions is rarely conscious. Values enter awareness when the actions or judgments one is considering have conflicting implications for different values one cherishes.
5. Values are ordered by importance relative to one another. People's values form an ordered system of priorities that characterize them as individuals. Do they attribute more importance to achievement or justice, to novelty or tradition? This hierarchical feature also distinguishes values from norms and attitudes.
6. The relative importance of multiple values guides action. Any attitude or behaviour typically has implications for more than one value. For example, attending church might express and promote tradition and conformity values at the expense of hedonism and stimulation values. The tradeoff among relevant, competing values guides attitudes and

behaviours. Values influence action when they are relevant in the context (hence likely to be activated) and important to the actor.

All values possess similar characteristics. What distinguishes one from another is the type of goal or motivation that it expresses. Based on the universal requirements of human existence, Schwartz value theory defines ten broad values according to the motivation that underlies each of them (Schwartz, 2012). These values are likely to be universal because they are grounded in one or more of three universal requirements of human existence with which they help to cope. These requirements are needs of individuals as biological organisms, requisites of coordinated social interaction, and survival and welfare needs of groups. Individuals cannot cope successfully with these requirements of human existence on their own. Rather, people must articulate appropriate goals to cope with them, communicate with others about them, and gain cooperation in their pursuit. Values are the socially desirable concepts used to represent these goals mentally and the vocabulary used to express them in social interaction. The natural way to pursue important values is to behave in a way that expresses or shows the values or promotes the attainment of the values. People pursue security values by acting in ways that promote personal safety and pursue hedonism values by engaging in pleasurable activities. The ten broad values are:

Self-Direction: independent thought and action--choosing, creating, exploring.

Stimulation: Excitement, novelty, and challenge in life.

Hedonism: Pleasure or sensuous gratification for oneself.

Achievement: Personal success through demonstrating competence according to social standards. Competent performance that generates resources is necessary for individuals to survive and for groups and institutions to reach their objectives.

Power: Social status and prestige, control or dominance over people and resources. Both power and achievement values focus on social esteem. However, achievement values (ambitious) emphasize the active demonstration of successful performance in concrete interaction, whereas power values (authority, wealth) emphasize the attainment or preservation of a dominant position within the more general social system.

Security: Safety, harmony and stability of society, of relationships and of self.

Conformity: Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms. Conformity values derive from the requirement that individuals inhibit inclinations that might disrupt and undermine smooth interaction and group functioning. Conformity values emphasize self-restraint in everyday interactions; usually with close others (obedience, self-discipline, politeness, honoring parents & elders).

Tradition: Respect, commitment and acceptance of the customs and ideas that one's culture or religion provides.

Benevolence: preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group'). Benevolence values emphasize voluntary concern for others' welfare. (helpful, honest, forgiving, responsible, loyal, true friendship, mature love).

Universalism: Understanding, appreciation, tolerance and protection for the welfare of all people and for nature. This contrasts with the in-group focus of benevolence values. Universalism values derive from survival needs of individuals and groups.

2.2.11 Values Clarification Counselling Techniques

Values clarification as a counselling intervention began in the 1950s (Kirschenbaum, 2013) Rath (1972) in Kirschenbaum, (2013) noticed a distinct difference between the “emotional needs” and “value needs” of young people. He observed that children and youth had emotional

needs, which he categorized as the need for belonging, achievement, economic security and freedom from fear, love and affection, freedom from intense feelings of guilt, self-respect, and understanding one's world. When these needs were unmet, he saw that young people exhibited various emotional needs behaviours, including becoming overly withdrawn, aggressive, submissive or regressive or manifesting psychosomatic illness. To satisfy these unmet emotional needs, young people needed a variety of emotional supports and interventions from their caregivers- parents, teachers, youth leaders and if needed, mental health professionals

However, Kirschenbaum (2013) noticed as well that, in addition to emotional needs according to Raths, many children and youths had value needs. Before existentialism became widely known in the United States, Raths recognized that questions of meaning and value deserved serious attention. He saw that many youth were not clear on what was important to them or how to build lives that had meaning and satisfaction. Instead, they often demonstrated behaviour patterns such as:

- a. Apathy: A lack of interest or enthusiasm for life's activities;
- b. Flightiness: Jumping from one interest or passion to another, rarely sticking with goals and commitments;
- c. Over-conforming: Tending to always go along with the group;
- d. Over-dissenting: Tending to always take the opposing position, not apparently out of principle, but just to be different; and
- e. Poor Decision Making: Choices and decisions that too often resulted in unsatisfying results for themselves and/or harm to others.

According to Kirschenbaum (2013), it does not mean that the young people who exhibited these behaviour patterns had no preferences or goals at all, but their preferences and

goals never rose to sufficient clarity and importance to guide their behaviour in clear, consistent and satisfying ways. These are not values rather value indicators such as feelings, goals, likes and dislike, choices, opinions.

It is observed that true values should synthesize these value indicators; they should have an affective component (feelings, likes, dislikes), a cognitive component (opinions, beliefs, choices) and a behavioural component (actions, patterns) (Kirschenbaum, 2013). There should be a consistency or congruence between one's affect, cognition and behaviour. As reported by Kirschenbaum (2013), Raths (1972) wondered what could be done to help young people move away from the value-deficit behaviours and toward more value-driven behaviours. He observed that many young people rarely, if ever, had the opportunity to think about their lives in a supportive, yet challenging setting. So Raths began experimenting with an intervention designed to address this lack of values in the youth he worked with. He began asking young people "clarifying questions" about their lives; questions designed to help them close the gap between their feelings and choices and actual behaviour, questions to encourage a process of developing and implementing a more full-blown values system. Moreover, he refrained from judging or evaluating the young people's responses. He observed that the questions alone seemed to start thought processes in motion that led to deeper reflection and ultimately action on the part of the youth. It appeared that when young people went through this process, when they began the process of thoughtfully reflecting on their value indicators, then their value needs or value-deficit behaviour patterns often evolved into behaviour patterns more indicative of clear values.

Values clarification is a process that provides a learning experience which guides individuals to reflect on their lives and behaviour as they examine ideas, feelings about what they cherished. This process is more than an educational experience. It is not a didactic process using

a teacher to explain to the client what is good and acceptable. Values clarification can be a therapeutic process used to remedy emotional disturbances that are rooted in faulty thinking. It can be used as a cognitive therapeutic process. Here the role of an instructor is said basically to help the child to clarify his values; the main purpose being to help the students use rational thinking and develop awareness of not only their personals but also of social values. Value Clarification does not tell a person what his values should be, or what values he should live by; but it simply provides the means to discover what values to live by. Lack of values in pupil's ends in their maladjustment and the various problems are exhibited in school or home (Rai, 2014).

2.2.12 Values Clarification Processes

According to Oliha and Audu (2015), the utilization of values clarification as a therapeutic process should include guiding the client through three phases. The three phases are:

- (a) The discovery/awareness phase,
- (b) The claiming / reclaiming phase, and
- (c) The acceptance phase.

2.2.12.1 The Discovery/Awareness Phase: The client is encouraged to identify certain primary values that may be acceptable to her/him. The value is determined to be primary if the client believes that it is definitely represents what is good or worthy of cherishing. The exploration includes examining whether the value is good for one's self, for one's family, for significant others, for the community, society, and or the world. During the discovery/awareness phase, the client begins to accept particular values through a cognitive growth process. The client must cognitively grow to comprehend the value in action. After the conceptualization of the value as good, then it can be emotionally embraced.

2.2.12.2 Claiming/Reclaiming Values Phase: At this point in the process the values being considered move more into the emotional realm and are more than mental constructs. The values become more than an intellectual rule, model, spiritual principle, moral principle, or desirable guide for self, significant others, family, community, society and the world. The values being examined becomes the focus of an internal struggle to integrate something new or something that is missing into the personality system. The process of integration typically will include emotional discomfort because it requires reconciling a belief with behaviours and lifestyle that are incongruent with what has been accepted as good. As the individual claims or reclaims a particular value, she/he must be encouraged to examine past experiences. This process includes: how other treated the individual, how the individual treated others, what was the meaning of the social interaction, how does the value relate to goals, pleasures, and opportunities.

2.2.12.3 Acceptance Phase: The particular values that are being examined will be referred to by the client as now central to the client' worldview and lifestyle. The client will be able to refer to tangible expressions of the value through daily interaction. The particular values that have been accepted will be expressed as having a clear prominent position in the individual's hierarchy of ideals and ideas. There should be evidence of new affiliations with friends and/or a religious/spiritual community that embraces the set of values that the client has accepted.

The value clarification cases had been explained using John Dewey's theory of instrumentalism, which believed that "Philosophy is an instrument of action in human affairs and Ideas are tools with which men might change or improve mankind; and the truth or error of these Ideas is determined by whether or not they ultimately work in actual practice" (Murad, 2014). There are three processes of valuing. However, Simon, Howe and Kirschenbaum (1972) stated that valuing according to Raths, is composed of seven sub-processes:

Prizing one's beliefs and behaviours

1. Prizing and cherishing
2. Publicly affirming, when appropriate

Choosing one's beliefs and behaviours

3. Choosing from alternatives;
4. Choosing after consideration of consequences;
5. Choosing freely;

Acting on one's beliefs

6. Acting;
7. Acting with a pattern, consistency and repetition.

Prizing Values: The acts or those values which have been considered and chosen by persons must be cherished and prized. This means that if person has gone through the process of establishing his/her values he must be ready to publically show, affirm and announce it. "Value clarification engenders productivity, for man will work for the value which he truly prizes and cherishes" (Murad, 2014).

Choosing Values: Human will is the main source of their behaviours because it makes people act with full freedom and reflection. It also helps the persons to decide that what sort of cause of action he/she must take. It is through will, one is able to express his/her choices with liberty, and this freedom of choice through will also shows that the person is his/her own master. Thus, we can say that values must be chosen freely and must be chosen from among alternatives. Regarding deliberation, one must evaluate the positive and negative effects or in words pros and cons of all chosen acts or motives always take into consideration the importance and consequence of the chosen value. Therefore it is very essential that values must be chosen after

much consideration of the consequences that are correlated to each alternative. A value will only be established and clearly understood by considering the result of each alternative (Murad, 2014).

Acting on Values: in this case of values clarification one acts out the values one has prized, cherished and choose. The application of new knowledge begins only when person starts to clarify his values. His actions will be receptive and consistent in the same pattern on the values he/she has chosen. To prize and cherish is the highest goal of value. It is clear that the process of values clarification captures the two domains of cognitive human activity and the effective domain. When one is asked to make choices, or to decide thoughtfully from alternatives, or to analyze an issue and to decide, one is asked to think; but when one is asked, on the other hand, how one feels about that choice, is he happy with the choice and cherishes it. So we could say that “value is a result of activation of both the affective and cognitive domain” (Murad, 2014).

Accordingly, value is defined as that which results when all the seven criteria given above are satisfied. The value clarification approaches does not aim at instilling any particular set of values rather is to help students utilize the above seven processes of valuing processes to already formed beliefs and behaviour patterns and to those still emerging. Values clarification counselling is based on the seven criteria for the determination of value development. Rath was not interested in the content of values rather the processes whereby values come about.

According to Rath, Harman and Simon (1966), values started with beliefs one is proud of and willing to affirm after due selection from alternatives with regards to possible consequences and free from external pressure to chose any particular thing. Values clarification is an ongoing process that continues throughout one’s lifetime. An individual continues to examine his or her own life to determine which values are more or less important.

2.2.13 Values Clarification Strategies

Values clarification strategies are always employed for the purpose of stimulating thinking and bringing into awareness the processes of values clarification. Students are encouraged to take a position on what they believed, declare it publicly, make choice freely and act upon it. Whatever is said by students is accepted without sign of condemnation, rejection or ridicule. However the right of students to “pass” (the right not to say anything) on any strategy is respected and protected.

Simon, et. al. (1972) identified seventy nine (79) strategies of values clarification. These strategies include values voting, public interview, values grid, rank order either or forced choice, forced choice ladder, values geography, values continuum, spread of opinion, values whips, proud whip and values focus game. Two or more of these strategies can be used together in addressing a value issue. The two used in this work are:

2.2.13.1 Values Voting

Value voting provides a simple and very rapid means by which every students in a session can make a public affirmation on a variety of values issues (Simon, et. al., 1972). This is a strategy that allows student to indicate his feelings and thoughts publicly on any question asked by the counsellor and to see how others feel about same question. This according to Simon, et. al. (1972) developed the realization that others often see issues quite differently than one sees him/herself.

Values voting strategy emphasizes that people differ in opinions and thoughts and opinion of every individual on any issue is respected. The counsellor explains that a vote will be taken on ten (10) values questions and each student will show how he or she feels or thinks about the subject by doing the following: positive answer – raise hands; negative answer – thumbs

down; neutral or pass – fold arms. This may not be peculiar to all counsellors or therapists; other signs could be used or adopted.

2.2.13.2 Public Interview

This strategy gives clients center stage in the classroom or therapeutic setting and the opportunity to publicly affirm and explain his stand on various values issues (Simon et al, 1972). According to the author, this is one of the most dramatic values strategies; clients after public affirmation go over their answers and thoughtfully consider what they have said. As explained by Simon, et. al. (1972), the counsellor asks a volunteer who would like to be interviewed publicly about some of their beliefs, feelings and action. The volunteer sits at the chair in front of other clients in the counselling setting or at the center of the room and the counsellor ask the question sitting at the back of other students. Client has the right of passing if he does not wish to answer one or more of the questions. However, the client can as well ask the counsellor the questions that were put to him or her. Too many of the questions to the counsellor may take the focus off the clients.

2.2.14 Effectiveness of Values Clarification

According to Oliha and Audu (2015), values clarification is not only important for self-improvement and well-being but also in interactions with others. Psychotherapists use values clarification exercises to help clients learn more about themselves, set and accomplish goals. Oliha and Audu (2015) maintained that value clarification is effective in the treatment of all forms of antisocial behaviour such as truancy Attribution behaviour, aggression, depression, anxiety, unhappiness, low self-concept and low self-esteem; socially undesirable behaviour (Taffee, 2007), faulty thinking and frustration (Bello, 2011), dropping out tendency (Oliha & Audu, 2015). Value clarification is an insight behavioural procedure that emphasizes, recognizes

and changes negative thoughts and maladaptive beliefs. It is also common that wrong decisions often results in catastrophic life-styles. The value clarification technique will be helpful for reducing dropout behaviour. Since dropout behaviour, negate thoughts about schooling and class attendance, the technique will aid in changing the beliefs and values of the participants so as to decrease the undesirable deviant behaviour.

2.3 Theoretical Framework

2.3.1 Instinct and Psychoanalytic Theory by Sigmund Freud

In the field of education, a theory that gained popularity in the nineteen century is the instinct theory which submits that aggression is innate in man and other animals. The instinct theory of aggression viewed aggressive behaviour as motivated by neither the seeking of pleasure nor avoidance of pain rather as an evolutionary adaptation that had enable human to survive better (Bushman & Huesmann, 2010). Instinct theories noted the prevalence of aggression not only in human but also in animal. It proposes that aggression is primarily the outcome of innate or inborn urges. Sigmund Freud was the first to suggest that as part of his personality theory that aggression is a primary instinctual drive (Feldman, 2015). Disturbed by the horror of the battle field of Europe during the World War I, Sigmund Freud developed interest in providing explanation to aggressive behaviour in human beings. He advanced the theory that human beings have both an instinct to live and to die. Life instinct supposedly counteracts the death instinct and preserve life by diverting destructive urges outward towards others in aggressive acts. Lorenz instinct theory of aggression posited that if aggressive urges are not released through some other activities, would inevitably led to aggression. Sigmund Freud identified the death and life instinct. The death instinct is a profound, unconscious desire to

escape the tension of living by becoming still, inanimate dead while the life instinct motivate human beings to preserve and reproduce themselves (Kassin, et. al., 2008).

Konrad Lorenz, an ethologist (a scientist who studies animal behaviour) expanded Freud notions by arguing that human, along with members of other species have a fighting instinct, which in earlier times ensured protection of food supplies and weeded out the weaker of the species (Feldman, 2015). According to Konrad and Lorenz (1966) in Kassin, et. al. (2008), aggression is an innate, instinctual motivation and the will to live and aggress are compatible. In this case aggression secures an advantage in the struggle to survive. An individual who successfully aggress against others gains access to valuable resources such as food, territory and desire mates; this is because only those who survive are able to reproduce.

Feldman (2015) stated that the Lorenz instinct approach led to the controversial notion that aggressive energy constantly build up in an individual until the person finally discharges it in a process called catharsis; the longer the energy build up, the greater the amount of the aggression displayed when it is discharged. It appears that most human innately derive “pleasure” from hurting people who have provoked, angered or attacked them. This however, does not imply that aggression is an automatic instinctive response to provocation.

2.3.2 Social Learning Theory by Albert Bandura

Social learning theory is often described as the ‘bridge’ between traditional learning theory (i.e., behaviourism) and the cognitive approach. This is because it focuses on how mental (cognitive) factors are involved in learning. Bandura (1977) believes that humans are active information processors and think about the relationship between their behaviour and its consequences. Observational learning could not occur unless cognitive processes were at work.

These mental factors mediate (i.e., intervene) in the learning process to determine whether a new response is acquired (McLeod, 2016).

Talking from an opposite perspective from the innate theories which stated that aggression is innate or inborn urges, social learning theory emphasizes that social and environmental conditions can teach individual to be aggressive. The theory sees aggression not as inevitable but rather as a learned response that can be understood in terms of rewards and punishments (Feldman, 2015). Social learning theory is based on the assumption that people learn how to behave by observing others. The concept of modelling and learning through imitation are major features of the theory (Bandura, 1977). Bandura social learning theory has been one of the most widely used social psychological approaches to the study of human aggression. This theory view man as a member of a social group, the theory presumes that the environment plays an essential role in the behaviour of an individual. Social learning theory explains the acquisition of aggressive behaviours via observational learning processes and provides a useful set of concepts for understanding and describing the beliefs and expectations that guide social behaviour.

According to Bandura (1977), people acquire aggressive responses the same way they acquire other complex forms of social behaviour—either by direct experience or by observing others. In several classic experiments, Bandura showed that young children imitate specific aggressive acts they observed in aggressive models such as hitting a “bobo” doll that they had seen an actor hit (Bushman & Huesmann, 2010). Bandura developed the concept of vicarious learning of aggression by showing that children were especially likely to imitate models that had been rewarded for behaving aggressively.

Social learning theory implies that aggression begets aggression. For instance, children who are physically abused at home, those who suffer severe physical punishment and those who merely witness violent in the community are more likely to be involved in fighting, aggressive play and anti-social behaviour at school (Coon & Mitterer, 2012). Social learning theory emphasized that one learns from the examples of others as well as from direct experiences with reward and punishment (Kassin, et. al., 2008). Watching a parent hit the other parent or neighbours hit one another may not only increase children likelihood of hitting but also the children belief that hitting is normal when one is provoked.

According to Kassin, et. al. (2008), people do not only learn specific aggressive behaviour from aggressive models but also develop more positive attitude and beliefs about aggression in general and construct aggressive “scripts” that serve as guide for how to behave and solve social problems. The construction of aggressive scripts may be via observation of violence in the mass media. Script Theory by Huesmann (1986 & 1998) proposed that when children observe violence in the mass media, they learn aggressive scripts. Scripts define situation and guide behaviour (Anderson & Bushman, 2002). The person start by selecting the script to represent the situation and then assuming a role in the script. These scripts can be activated automatically in various situations leading to quick, often unthinking aggressive responses that follow the scripts they have learned.

Individuals that are observed are called models. Models are individuals who provide guide to appropriate behaviour through their own behaviour (Feldman, 2015). In society, children are surrounded by many influential models, such as parents within the family, characters on children’s TV, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate. Models influence the

pro-social helpful behaviours and affect anti-social behaviour such as aggression. Models who obtains desired goals through the use of aggression and are not punished for their behaviour are the most likely to increase aggression in children. One does not just imitate behaviour but also make cognitive inferences based on the observations and these inferences lead to generalization in behaviour. As cited by Aremu (2008), Bandura (1977) stated that stimuli emanating from the model's behaviour are processed by the learner through coded symbolically, organized cognitively and rehearsed. Aremu (2008) further identified four sub-processes of observational learning:

- i. Attention process: attention is drawn to the model with all sensory organs playing their roles. The client must be attentive to the model.
- ii. Retention process: the behaviour modeled under goes retention process involving encoding, consolidation and storage. This implies that the client must be able to remember the details of the model.
- iii. Motor reproduction: this involves the ability to carry out aspects of motor behaviour associated with the observed model. The client must have the ability to repeat the observed model.
- iv. Motivation Force: The motivation behind acting out modeled behaviour is determined by the anticipated reinforcement associated with the manifestation of the modeled behaviour. This means that, there must be a motivational force to make the client repeat the modeled behaviour.

When behaviour is viewed and then repeated at a later time, the behaviour usually has some intrinsic value and thus there is reason for the individual to maintain some mental images or model of the behaviour so that it can be used later (Neukrug, 2011). Children pay attention to

some of these people (models) and encode their behaviour. At a later time they may imitate (i.e., copy) the behaviour they have observed. They may do this regardless of whether the behaviour is 'gender appropriate' or not, but there are a number of processes that make it more likely that a child will reproduce the behaviour that its society deems appropriate for its gender.

An individual is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behaviour modeled by people of the same gender. The people around the individual will respond to the behaviour it imitates with either reinforcement or punishment. If a child imitates a model's behaviour and the consequences are rewarding, the child is likely to continue performing the behaviour. If a parent sees a little girl consoling her teddy bear and says "what a kind girl you are," this is rewarding for the child and makes it more likely that she will repeat the behaviour. Her behaviour has been reinforced (i.e., strengthened).

Reinforcement can be external or internal and can be positive or negative. If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement. A child will behave in a way which it believes will earn approval because it desires approval. Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behaviour (McLeod, 2016).

Furthermore, McLeod (2016) stated that the child also takes into account of what happens to other people when deciding whether or not to copy someone's actions. According to social learning theory, people observe the behaviour of models and the subsequent consequences of that behaviour; if the consequences are positive, imitation of the behaviour is likely to be easy but

when it is negative, imitation of such behaviour becomes difficult. For instance, a younger sister observing an older sister being rewarded for a particular behaviour is more likely to repeat that behaviour herself. This is known as vicarious reinforcement. This relates to an attachment to specific models that possess qualities seen as rewarding. Children will have a number of models with whom they identify. These may be people in their immediate world, such as parents or older siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess. Identification occurs with another person (the model) and involves taking on (or adopting) observed behaviours, values, beliefs and attitudes of the person with whom you are identifying.

The term identification as used by Social Learning Theory is similar to the Freudian term related to the Oedipus complex. For example, they both involve internalizing or adopting another person's behaviour. However, during the Oedipus complex, the child can only identify with the same sex parent, whereas with Social Learning Theory, the person (child or adult) can potentially identify with any other person.

2.3.3 Person-Centered Theory by Carl Rogers

Value clarification approach has a theoretical base in humanistic psychology. Rather than view man as being reactive to the forces in the environment as explained by the social psychology or the psyche by the psychoanalytic psychology, humanistic psychology highlighted the maturity, values and roles of meaning-making of man. These include autonomy and commitment, freedom and responsibility, personal decision and worldly adaptability, and self-awareness and the awareness of others (Bland & DeRobertis, 2019). Bland and DeRobertis (2019) summarized the humanistic perspective about human beings into five. Human beings:

- i. Supersede the sum of their parts; they cannot be reduced to components.

- ii. Have their existence in a uniquely human context, as well as in a cosmic ecology.
- iii. Are aware and are aware of being aware; they are conscious. Human consciousness always includes an awareness of oneself in the context of other people.
- iv. Have the ability to make choices and take, responsibility.
- v. Have goals and intentionally aim at their goals. They are aware that they cause future events, and seek meaning, value, and creativity.

Person-centered approach to counselling which is also known as client-centered, non-directive or Rogerian was developed by Carl Rogers. The name person-centered or client centered was derived from his belief about human nature that every individual possesses the power or ability for self understanding and initiation of self actualization. Person centered approach to counselling was build upon the assumptions which are based on belief about the nature of man. Carl Rogers is positive in his view of man taking cognizance of man's virtue rather than vices. Rogers strongly maintained that people are trustworthy, resourceful, capable of self understanding and self direction, able to make constructive changes and able to live effective and productive life (Corey, 2009). People when naturally motivated toward growth and provided the necessary conditions; they will better understand themselves accept their nature, heal previous wounds and develop into full functioning individuals. Client centered theory belief that:

1. The individuals are competent in determining their problems;
2. Individuals are capable of searching for solution to their problem;
3. Individuals are self directed and capable of directing their own affairs;
4. Individuals are capable of taking free and independent decisions if given non-threatening condition;
5. Individual is capable of self-actualizing by striving to be what he wants to be;

As long as counsellors are able to experience and communicate their congruence, unconditional positive regards and accurate empathy which provides growth-promoting atmosphere, significant changes in individual are most likely to occur and make humans what they are capable of becoming. The understanding of self in the person centered approach to counselling encompasses the understanding of one's values and goals which would further enhance growth process and better coping with present and future lives. Value clarification is entrenched in the humanistic theory as it provides opportunity to make students or clients make choice and decision fully knowing the implication and taken the responsibility for their actions.

2.3.4 Value Clarification Theory by Louis Rath

It has been observed that in the past, it was the adults and educators who guided and motivated the younger generations to live a worthy life. In order to do this, various types of methods, means and ways had been used; however these did not cater for the individuality of the younger generation (Murad, 2014). Emphasis was given to the authority. The adults forced their value systems on the youngsters irrespective of their interest. This sort of system does not create the skills of decision-making and independence in youth. It had been “proven that people are brought up and formed by moralizing educators, authoritative parents, and dogmatic preachers are not prepared to make their own responsible choices and value-decisions” (Murad, 2014). In the light of all this, we can say that value clarification is based on the approach formulated by Dr. Louis Rath, who developed his thought upon John Dewey's thinking; that says “Value Clarification is an educational philosophy based on the concept of humanity that says human beings hold the possibility of being thoughtful and wise and that the most appropriate values will come when people use their intelligence freely and reflectively to define their relationships with each other and with an ever-changing world” (as cited in Murad, 2014).

It is believed that if values do exist, they are personal things, but they cannot be personal until and unless they are chosen freely and penetrate the life of the person who considers them to be part and parcel for him or her. ‘Value clarification’ is a sort of manner to become human, and therefore, “it has nothing to do with the content of values people hold. Rather, it is concerned with the process of valuing” (Murad, 2014).

Murad (2014) stated that values clarification is also a means of reflecting, examining and recollection about our lives in order to discover within ourselves clearly what we like and dislike, what we want to do and what we don’t want to do. The bases of all this is upon the assumption that the process of development of values is a personal matter and it is a life - long process. Values are time bound, as the time changes, the world changes, and as humans change values are changed, due to this every human person tries to change his world accordingly. In this process he must learn how to value, and this is the purpose and aim of ‘Value Clarification Theory’ as Dr. Simon affirms it:

Seeking and clarifying our values is a lifelong challenge, but it rewards one with a healthy mental life and a satisfying personal growth. Someone who seeks to clarify his own values becomes a more purposeful, more productive human being with a greater passion for life, and hopefully with more consideration for his fellow human beings. He will often be a person with beautiful human relations---someone who can be counted on because he knows where he stands. As he progresses in his search he will develop into a more aware and discerning person. He will convey the feeling that life is really precious, worth living to the fullest and worth sharing with others sharing in the best sense of the word, learning how to make honest and considered choices, unaffected by outside pressures and prejudices—that is the decision-making part of values clarification. When we reach this state, we begin closing the gap between what we

say and what we do, between person we are and the person we would like to become (Simon & Clark, 1975).

2.4 Review of Empirical Studies

The study of Pepler, Craig and Roberts (1995) examined social skills training and aggression in the peer group. They used Earls court Social Skills Group Programme (ESSGP) which is a didactic experimental Programme designed to improve the self control and social skills of aggressive, non-compliant children between the age of six (6) and twelve (12). This school based Programme was offered to group of seven children twice a week for twelve (12) to fifteen (15) weeks. The study sample comprised of forty one (41) aggressive children matched on age, gender and ethnicity. The children were nominated by their class teacher as aggressive. The effectiveness of Social Skills Training (SST) was assessed in part, by naturalistic observation on the playground where aggressive children were exposed to demonstrate their newly acquired skills. The transfer of skills from formal training session to naturalistic interventions appeared to be more difficult than the anticipated. There was no improvement in the rate of aggressive behaviour following SST.

Smokowski, Fraser, Day, Galinsky and Bacallao (2004) conducted a research titled “School-Based Skills Training to Prevent Aggressive Behaviour and Peer Rejection in Childhood: Evaluating the *Making Choices* Programme”. The regression coefficients for all of the interaction terms were negative; indicating that children who scored lower on the pre-test and who participated in the Making Choices Programme of school based skills training demonstrated the largest post-test gains. The intervention-by-pretest term in the regression equation for overt (hostility) aggression was not statistically significant. This implies that, minority children had higher teacher ratings of overt aggression on the pre-test. The negative regression coefficient for

this interaction term indicated that minority children who received the Making Choices intervention of social skills training had lower post-test ratings on overt (hostility) aggression than minority children who did not receive the intervention. The intervention-by-gender interaction term was statistically significant for cognitive concentration (R^2 Change = .018, $F_{1,92} = 4.636$, $p < .05$). The negative regression coefficient for this interaction term indicated that girls who received the Making Choices intervention had higher post-test ratings on cognitive concentration than girls who did not receive the intervention. The non-significant interactions between intervention and gender and intervention and minority status indicated that Programme effects did not vary for boys versus girls or for minority children as compared to Euro-American children on these dependent variables.

The studies of [Fraser, Day, Galinsky, Hodges, and Smokowski \(2004\)](#) and Fraser, Galinsky, Smokowski, Day, Terzian and Rose (2005) have examined the effectiveness of MC; a type of social skills Programme on relational aggressive behaviours. The first study was carried out on conduct problems and peer rejection in childhood: A randomized trial of the Making Choices and Strong Families Programmes. [Fraser, et. al. \(2004\)](#) implemented the MC Programme combined with the Strengthening Families Programme across nine settings (seven after school and two school settings) with children ranging in age from 6 to 12 years (Mean = 8.8, $SD = 1.4$). Mixed groups of children with and without conduct problems and their parents were randomized into intervention ($n = 62$) and control conditions ($n = 53$). Outcomes were only assessed on those children with conduct problems versus control children. Teacher-report measures with adequate internal consistency (all alpha values $> .82$) and test-re-test reliability were used. Programme specialists (staff members at each site with education, school psychology, and social work backgrounds) completed treatment integrity forms to track Programme

implementation. The results showed a Medium to large effect sizes when comparing intervention to control condition across pro-social behaviour ($d = 0.74$), emotional regulation ($d = 0.50$), social contact ($d = 0.50$), cognitive concentration ($d = 0.70$), and relational aggression ($d = 0.70$) variables.

The study by Fraser, et. al. (2005) examined the effectiveness of MC in reducing relationally and socially aggressive behaviours. A total of 548 third-graders from two schools participated in a cohort design with a comparison group intervention. Youths were in the comparison group ($n = 177$), the group receiving the MC Programme ($n = 175$), or the group receiving the MC Plus (MC+) Programme ($n = 198$). The MC+ Programme included sending home five newsletters, five evening informational sessions for parents and an additional classroom-based component in which teachers were encouraged to use the Good Behaviour Game. Programme implementation was monitored by recording the number of classroom sessions completed, the length of each session and individual student attendance, as well as teacher logs and observations of the classroom. Teacher-and research staff-report measures with demonstrated prior reliability and validity were used. Teacher-report measures demonstrated adequate reliability in the study (all alpha values $>.84$). The research staff-report measure of children's SIP responses had adequate reliability in the current study (alpha values $>.76$), yet one scale had low reliability (alpha = $.52$). Medium to large effect sizes were found when comparing both intervention groups to the comparison groups across pro-social behaviours ($d_{MC} = 0.46$; $d_{MC+} = 0.56$) and encoding of social cues ($d_{MC} = 0.82$; $d_{MC+} = 0.77$). Participants in the MC+ group also demonstrated moderate effect sizes when compared to the comparison group related to social aggression ($d_{MC+} = -0.48$) and several SIP steps including hostile attribution biases

($d_{MC+} = -0.55$), goal formation ($d_{MC+} = 0.66$), and response decision ($d_{MC+} = 0.54$). In general, the Programme was equally effective across diverse socio-economic and racial/ethnic groups.

The goal of the school-based Friend to Friend (F2F) Programme by Leff, Gullan, Paskewich, Abdul-Kabir, Jawad and Grossman (2009) is to decrease relationally and physically aggressive behaviours, improve problem-solving skills, and increase pro-social behaviours among urban third-through fifth-grade relationally aggressive girls. A preliminary study across two large inner-city elementary schools was undertaken using a random assignment procedure with control group. Relational aggressors were identified using an unlimited peer nomination process and girls from classrooms with two or more relational aggressors were randomly assigned to F2F or a treatment and control groups. Reliable and valid teacher and self-report measures were used and both content and process integrity were measured and found to demonstrate strong inter-rater agreement (98% for content and 96% for process) by an observation team that was blind to study hypotheses. Results of the study suggested that relationally aggressive girls who were randomized to F2F had extremely large improvements in teacher-reported peer likeability ($d = 1.73$), large decreases in relational aggression ($d = 0.74$) and moderate reductions in physical aggression ($d = 0.43$), hostile attributions ($d = 0.61$) and loneliness ($d = 0.45$) as compared to relationally aggressive girls in the control condition.

In the study of Gouveia, Leal and Cardoso (2018) on preventing and reducing school violence: development of a Student and Family Office—a pilot study. This study introduces a pilot project—the creation of a Student and Family Office to reduce school violence—and suggests the benefits of the combined use of different strategies to decrease peer aggression and victimization. The Programme was implemented over a two-and-a-half-year period and included 132 Portuguese adolescents attending the third cycle of basic education. A

considerable number of previously reported problematic situations by students changed after SFO intervention. The results revealed that intervention Programme contributed to a decrease in harassment, coercion and aggressiveness, victimization and reactive overt aggression rates, and also promoted the social and personal skills essential for successful interpersonal dynamics and peer conflict interventions.

The effect of social skills training in decreasing aggression of pre-school children was conducted by Vahedi, Fathiazar, Hosseini-Nasab, Moghaddam and Kiani in 2007. The purpose of the study was to examine the effect of SST intervention for aggressive pre-school children. The sample of the study comprised of twenty five (25) children (13 in experimental group and 12 in control group). Children in both groups were assessed by parent and teacher ratings. Assessments were made at pre-treatment, post-treatment and three (3) months follow-ups. The result of the study indicated that aggression would decrease in the treatment group largely over time than the control group.

Babakhani (2011) conducted a research on the effect of Social Skills Training on self esteem and aggression among male adolescents. The study investigated the effect of SST in decreasing aggression (physical and verbal) and increasing self esteem in male adolescents under Support Orphanage Centers in Tehran City. The experiment design of pre-test and post-test control group was adopted. Thirty (30) adolescents were randomly selected. The experimental group of SST received treatment of twelve (12) sessions of sixty (60) minutes in one month. The results of covariate and repeated measures analysis showed that SST has not led to decreasing physical aggression ($F = 4.089, P > 0.05$) but has decreased significantly amount of verbal aggression in the adolescents ($F = 14.428, P < 0.001$).

Wike (2011) conducted an investigation on the effectiveness of social skills training intervention for preventing aggression in children: An evaluation of the making choice intervention. The study evaluated the making choice Programme, a school-based social problem-solving intervention that strengthens children social information processing and emotion regulation skills and in doing so reduces aggressive behaviour and increases positive social behaviour. The study sample consisted 348 children (223 intervention and 325 control) attending nine (9) schools in two school districts in the Southeastern United States. The intervention was implemented over a two year period for students in third to fifth grades. Compared with children in the comparison conditions, children who received the making choices lessons of social skills training scored lower on teacher rated relational aggression at fourth and fifth grades and lower on teacher rated overt aggression at fourth grade. The findings suggested that the making choice Programme effectively strengthened children social emotional skills, decreased aggressive behaviour and increased children overall social competencies.

Widuri, Yufiarti and Hapidin (2018) investigated the influence of the intensity of playing online games and social skills toward aggressive behaviour in 8 years old children. Ex-post facto was adopted for the study. It was conducted in four elementary schools in the city of Bekasi, with 120 total numbers of respondents in 8 years old children who were students in grade II elementary school. This study applied treatment by level 2x2 design. The hypotheses were analyzed using two-way variant analysis (ANOVA) and Tukey Test. The results of this study revealed that there was significant difference on aggressive behaviour in 8 years old children who were intensive and not intensive playing online games. There was also difference on aggressive behaviour in 8 years old children who have high social skills and low social skills.

Aggression, social competence and academic achievement in Chinese children: A 5-year longitudinal study was conducted by Chen, Huang, Chang, Wang and Li (2010). The longitudinal study examined the contribution of aggression to the development of social competence and academic achievement in a sample of Chinese children. One thousand one hundred and forty (1,140) Chinese children (585 boys & 555 girls) with average age of 8 were selected for the study. Five waves of panel data on aggression and social and school performance were collected from peer evaluations, teacher ratings, and school records in Grades 2 to 5. Structural equation modeling revealed that aggression had unique effects on later social competence and academic achievement after their stabilities were controlled, particularly in the junior grades. Aggression also had significant indirect effects on social and academic outcomes through multiple pathways. Social competence and academic achievement contributed to the development of each other, but not aggression. The results indicate cascade effects of aggression in Chinese children from a developmental perspective.

In the study of Kemunto (2011) on the relationship between classroom environment and students' aggressive behaviour in keumbu zone, kisii county, kenya. 180 adolescents (90 males and 90 females) were randomly selected from three secondary schools in Keumbu Zone. Using an ex-post facto research design, the researcher employed an Aggression Inventory with questions touching on students' relationship with their teachers, with fellow students, class size and gender in relation to the manifestation of aggressive behaviour. The Pearson Product Moment Correlation Coefficient was used to test the relationships that existed between the variables while t-test was used to test the difference in expression of aggression among students. The results of the study indicated that teacher-student and student-student relationships lead to classroom aggression. The study also found out that classroom congestion does not lead to

classroom aggression while there were gender differences in the manifestation of aggressive behaviour. As a result of high enrolment students were not able to receive individual attention from the teachers.

Rahman and Nahar (2013) conducted a study to explore aggression in boys and girls as related to their academic achievement and residential background in Bangladesh. Stratified random sampling technique was used select 80 respondents for the study. The study adopted a $2 \times 2 \times 2$ factorial design consisting of two levels of gender (boy/girl), two levels of academic achievement (high grade/low grade) and two levels of residential background (urban/rural). The Bengali version of measure of aggressive behaviour, originally developed by Buss and Perry (1992) was used for the collection of data. It was found that regardless of gender, boys expressed more aggression than girls. Similarly, regardless of academic achievement, students with high academic grade will show more aggressive behaviour than low academic grade students. Finally, students of urban areas will not show significantly more aggressive behaviour than rural areas students.

Onukwufor (2013) embarked on a study to ascertain the prevalence, gender and level of schooling difference in adolescent secondary school students' physical and verbal aggression. The study was conducted in Obio/Akpor Local Government Area, Rivers State Nigeria. he adopted a descriptive survey research design for the study and used stratified random sampling technique to sample 360 adolescent students from three secondary schools. The physical and verbal aggression segments of Buss-Perry Scale were adopted for the study. The results indicated that 20.8% of the secondary school students were physically aggressive while 48.3% were verbally aggressive. It showed that physical aggression and verbal aggression were higher among males than females. Prevalence of physical aggression was higher among JSS students (28.3%)

than among the SS students (13.3%) whereas verbal aggression was higher among SSS students (56.7%) than among JSS students (40%). There was significant difference in students' physical aggression based on gender and level of schooling.

Uludag (2013) study "The Influence of Aggression on Students' Achievement: Evidence from Higher Education" examined the effects of uni-dimensional aggression scale (composed of verbal aggression, anger with resentment, physical aggression, and suspicion) on students' academic achievement score and cumulative academic achievement score. One thousand four hundred and eighty one (1,481) undergraduate students took part in the study at a university in Northern Cyprus. The study tested the negative effects of aggression on students' GPA and CGPA. Demographic variables such as age, gender, and class size were also incorporated into the analyses and were treated as control variables. Multiple regression analyses were used to test the hypothesized relationship. Results revealed that aggression had significant negative effects on students' Grade Point Average (GPA) and cumulative Grade Point Average (CGPA).

Yang, Chen and Wang (2014) in their study on relations between aggression and adjustment among Chinese children: Moderating effects of academic achievement" examined the moderating effects of academic achievement on relations between aggressive behaviour and social and psychological adjustment in Chinese children. A sample of 1,171 children (591 boys, 580 girls) with average age of 9 participated in the study. Two waves of longitudinal data were collected in Grades 3 and 4 from multiple sources including peer nominations, teacher ratings, self-reports and school records. The results indicated that the main effects of aggression on adjustment were more evident than those of adjustment on aggression. Moreover, aggression was negatively associated with later leadership status and positively associated with later peer victimization, mainly for high-achieving children. The results further suggested that consistent

with the resource-potentiating model, academic achievement served to enhance the positive development of children with low aggression. On the other hand, although the findings indicated fewer main effects of adjustment on aggression, loneliness, depression and perceived social incompetence positively predicted later aggression for low-achieving, but not high-achieving, children, which suggested that consistent with the stress-buffering model, academic achievement protected children with psychological difficulties from developing aggressive behaviour. The results indicate that academic achievement is involved in behavioural and socio-emotional development in different manners in Chinese children.

Izuchi and Anetoh (2014) investigated the psychological determinants of aggressive behaviour among adolescents in secondary schools in Awka South L.G.A. of Anambra State. Expost facto design was adopted for the study. Four hundred and fifty (450) students were drawn from 13,296. Aggressive Behaviour Scale (ABS) and Psychological Assessment Scale (PAS) were used to obtain data from the respondents. The data obtained were analyzed using mean scores to answer the research questions and t-test to test the null hypotheses. The result obtained showed that stress significantly influenced aggressive behaviour among secondary school adolescents while self-concept and locus of control did not significantly influence aggressive behaviour among the students.

Obikeze and Obi (2015) carried out an investigation into the prevalence and incidence of aggressive behaviours among adolescents in senior secondary schools in Anambra State. The participants comprised 500 (280 females & 220 males) secondary school adolescents randomly selected from 10 secondary schools in Awka Metropolis, Anambra State. Their ages range from 12 to 18 years with a mean age of 14.7 and standard deviation of 1.73. The study adopted description survey design. Two main scales (violent behaviour scale & Exposure to violent scale)

were employed to assess aggressive behaviours and violence experiences among the participants. The data generated were subjected to analysis using percentages, mean, standard deviation and z-test statistics. The result of the analysis showed that adolescents frequently manifest aggressive behaviour such as arson, bullying, beating, hitting, speaking, knife attack with the males exceeding the females at the rate of manifestation of aggressive behaviours. The study further revealed that television viewing, stressful situation, use of internet, environmental factors, learning styles among others were the major causes of aggression. The study also showed that significant difference exist between males and females adolescents in the exhibition of aggression which depict that the males were found to be more aggressive than their females counterparts.

Shireen and Sufiana (2015) examined the Causes of Students' Aggressive Behaviour at Secondary School Level. Data for the study were collected from a randomly selected sample of 30 secondary school teachers through structured interviews. Findings revealed that boys use abusive and foul language and involve in destructive activities as compare to girls who were rarely observed in abusive language or physical fight. Negative home and family environment (broken and divorced parents and family problems), unfriendly parents' behaviour, authoritative and dishonest behaviour of teachers, poor teacher-student interaction, pressure of studies, unfriendly relationships with peers, injustice in society are the major causes of aggressive behaviour of students at secondary level in students.

Attar (2015) investigated the effect of psychological adjustment on aggressive behaviour among students in the secondary stage from the teachers' perspectives. 70 teachers (38 males and 32 females) from secondary schools in Jeddah city completed a 25 items questionnaire designed by the researcher. Results showed that there are statistically significant differences in the

teachers' attitudes towards the effect of psychological adjustment on aggressive behaviour among students in the secondary stage. It also showed that there are statistically significant differences in the teachers' attitudes towards the effect of psychological adjustment on aggressive behaviour among students due to the gender variable and academic qualification variable.

Fraser, Galinsky, Smokowski, Day, Terzian, Roderick and Guo (2005) carried out a study on Social Information-Processing Skills Training to Promote Social Competence and Prevent Aggressive Behaviour in the Third Grade. It was a school-based study designed to promote social competence and reduce aggressive behaviour by strengthening children's skills in processing social information and regulating emotions. Using a cohort design, 548 children in third-grade classrooms from two schools were sampled to receive different health education Programmes over a 3-year period. In 2000 and 2001, children received a routine health curriculum; in 2001 and 2002, students received the Making Choices: Social Problem Solving Skills for Children (MC) Programme; and in 2002 and 2003, children received MC supplemented with teacher and parent activities. Compared with children in the routine condition, children in both MC conditions were rated lower on post-test social and overt aggression and higher on social competence. They scored significantly higher on an information-processing skills posttest.

Khalil's (2012) study investigated the effectiveness of a constructed social skills training Programme on improving social skills among schizophrenic patients. The study was based on a controlled design (experimental) including randomization to treatment groups, blind assessments and stable pharmacological treatment. Patients were selected from patients attending the two (males and females) inpatient psychiatric wards located in Alfehais Mental Health Hospital, Ministry of Health, Jordan. A pre and post Behavioural Observation Assessment Sheet was

utilized to collect data. The training Programme was divided into two parts: conversational and assertiveness skills training. The results revealed that there was a significant difference between pre and post assessment data of experimental group as regarding all items of psychosocial skills training. The patients of experimental group were improved significantly in acquiring social skills of making speech response, giving information, asking questions, ending conversation and smile. Also they improved in psychosocial skills of providing appreciation and praise, initiating conversation, showing affection with others, understanding the nonverbal elements of communication conveyed through facial expressions and controlling the voice intonation and loudness. Significant differences between pre and post assessment of experimental group were reported in social skills of apologizing and providing rationalization and refusing the unreasonable request. The study indicated the effectiveness of social skills training Programme in improving the social skills of the experimental group and has implications to its importance for schizophrenics.

In the study of Augustine, et. al. (2012) on the effectiveness of social skills training in leprosy patients to raise self-esteem and reduce self-perceived stigma, five leprosy patients of similar socioeconomic background (aged between 21 & 56) selected from the Schieffelin Leprosy Research and Training Centre were given 10 day-long group-sessions of social skills training over 3 weeks. Training involved are identification of the emotions and concerns of patients when interacting socially; analysis of positive and negative social interactions and non-verbal and verbal skills training. Role-plays, videos and live models were used. Self-esteem and a reduction in self-perceived stigma were assessed qualitatively before and after training using semi-structured interviews. Assessment of change was scored under the indicators: self-perception, family, wider community and job. Patients were assessed for displaying new ways of

interacting with people and changes in expectations for the future. The qualitative analysis of the interviews before and after training suggested that social skills training could raise the self-esteem of leprosy patients and combat self-perceived stigma. Increase in self-esteem, as evident through the verbal interactions with the interviewers and behavioural changes in the community, were noted in the majority of patients.

Olaz, et. al. (2014) studied the Effectiveness of Social Skills Training Experiential Method to Strengthening Social Self Efficacy of University students. The study examined the impact of two types of training (instructional & experiential) on social self-efficacy beliefs, which constitute a key antecedent to behaviour change and the main promoter of competent social behaviour. A pre-test and post-test quasi-experimental design was adopted with three groups (two experimental groups randomly assigned and a non-random control group without contact). The 20 students assigned to the experimental groups were chosen by means of incidental sampling and were randomly assigned to experimental groups G1 and G2, trying to keep an equivalent representation by sex. The participants assigned to the control group without contact were chosen incidentally from a last-year subject. The study utilized Social Self-Efficacy Scale for University Students (SSES-U): a self-report instrument completely developed by the researchers within the environment of and with studies on the university students from Córdoba, Argentina. The scale has five sub-scale; self-efficacy for getting dates, conversational self-efficacy, academic social self-efficacy assertive opposition and assertive acceptance. The treatment for both instructional experimental group and experience-based experimental group lasted 16 sessions distributed in 2 weeks of one-and-a-half hour per session, taken at the same hours and in similar spaces. Each group was guided by a male therapist and a female co-

therapist, with the purpose of keeping constant the administration conditions for the Programmes.

The results revealed that the experiential training further strengthen the social self efficacy beliefs of university students. From Analysis of Co-Variance (ANCOVA) conducted, there are significant differences in the scales self-efficacy for getting dates and assertive acceptance self-efficacy. The effect sizes point out that 43% of factor 1 post-test variance and 30% of factor 4 is ascribable to the effects of the intervention. The ANCOVA results in the scale where the condition of equal slopes was not met (Conversational Self-Efficacy) did not show significant differences. However, the post hoc contrast results (Fisher DMS) in this scale showed significant differences both in the experience-based group as in the instructional group, in relation to the control group.

In the Self-Efficacy for Getting Dates scale, post-hoc comparisons (Fisher DMS) revealed that the participants from the experienced-based experimental group got significantly higher scores in the post-test, in relation to the instructional group and to the control group without contact, and that the instructional group showed significantly higher scores in this scale in relation to the control group. It was observed that the experienced-based group showed higher scores in Assertive Opposition Self-Efficacy in relation to the control group without contact. In the intra-group evaluations, no differences were observed in the pre-test and post-test measurements in none of the SSES-U sub-scales in the control group. Also, the group trained in instructional modality showed significant changes, but the statistical significance of these changes disappeared when applying the Bonferroni-Holm correction. On the contrary, significant differences were observed in the experienced-based group. It is observed that the group trained in the experienced-based modality showed significant differences in all dimensions evaluated by

the SSES-U. Effect sizes were high in all cases, except in the Assertive Acceptance Self-Efficacy scale, where a medium effect size was observed. Also, higher effect size is observed in experience-based modality, which evidences this modality's higher efficacy.

To evaluate possible differences between pre-test and post-test variance for each group in each SSES-U sub-scale, t-test analysis was carried out. No significant differences were observed in the experienced-based group, which would indicate that most of the participants experienced similar changes. On the other hand, significant differences were observed in the instructional group in the Conversational Self-Efficacy and in the control group in the Assertive Acceptance scale ($p \leq .05$). This can be seen in Figure 2, which shows dispersion diagrams for pre-test and post-test measurements for each SSES sub-scale, for each group.

Kumar and Singh (2015) investigated the effectiveness of six months social skills training Programme with 5 inpatients chronic schizophrenia. The five male persons with chronic schizophrenia were purposively selected from one of the ward of the Ranchi Institute of Neuro-Psychiatry and Allied Sciences (RINPAS), Kanke, Ranchi, Jharkhand, India. They were diagnosed as schizophrenia according to International Statistical Classification of Diseases and Related Health Problems- 10th Revision (World Health Organization, 1990). The sample comprised of two single and three married within the age range of 30 to 45. Employing phenomenological approach, psychosocial assessment was done on the basis of interviews, observations, role-plays, and work assignments, which was analyzed using Stevick-Colaizzi-Keen Method of phenomenology. The treated was conducted for one and half hour a week. The social skills training resulted in decreasing social anxiety and enhancing social functioning as maintaining personal hygiene, significant gain in adherence to medications, making request, expressing feeling and sorting out problematic issues that sustained up to 18 months following

intervention. It has been effective in changing the patient's behaviours and boosted their capacity to confront problematic situations, but weaker effects were found for auditory hallucination in one of the patients.

Gunawan, Wibowo, Purwanto and Sunawan (2019) conducted a study on Group Counselling of Values Clarification to Increase Middle School Students' Empathy. This research compared the effectiveness of two techniques for administering group counselling focused on values clarification: modeling vs. role play. Effectiveness was measured in terms of participants' empathy at three time points, using a mixed factorial design. Participants were 40 students from a middle school in Mataram, Indonesia, who completed the Questionnaire of Cognitive and Affective Empathy (QCAE). Results of three ways mixed ANOVA showed that the two techniques of administering group counselling focused on values clarification were both effective in increasing participants' empathy, although modeling appeared to be the most effective approach and is likely to be more efficient. Female students' empathy was higher than males', but there was no evidence that one group counselling technique worked better for girls than for boys. The results are discussed in terms of their implications for future studies and intervention.

Goetz, Jameson and Naugle (2014) investigated the effects of an academic values clarification exercise on the academic performance of college students. The researchers examined the hypotheses statistically to look for any potential trends in the data. After the values clarification exercise was administered, the study revealed that the experimental group's average reported psychology exam grades were higher than the control group's average reported psychology exam grades. The experimental group's reported average (at the third session) was 83.25%, whereas control group's reported average was 72.75% ($p > .05$; $p = .255$). Also, the

experimental group's average reported time spent engaging in academic tasks was lower than the control group's average. The control group reported an average of 1,214 minutes spent engaging in academic tasks, and the experimental group reported an average of 474 minutes ($p < .05$, $p = .003$). Considering the sample size for the study ($n = 8$), the researchers decided to further investigate the data. Repeated measures t-test with a significance level established at a priori at $p < .05$ was conducted. This statistical test was used to examine the change of experimental group's academic performance and consistency scores at baseline (session 1) and after implementation of the values clarification (session 3). The same was done with the control group, examining these differences between the first session and the third session. The experimental group's psychology exam scores increased from baseline (session 1) to after the implementation (session 3) of the values clarification exercise, whereas the control group's psychology exam scores decreased. The experimental group's average increased from 80% to 83.5% ($p > .05$, $p = .391$) and the control groups average decreased from 74% to 72% ($p > .05$, $p = .753$). In addition, the experimental group's reported average time engaged in academic tasks decreased after the implementation of the values clarification exercise, whereas the control group's increased. The experimental group's reported average decreased by 166 minutes (640 at session 1 and 474 at session 2; $p > .05$, $p = .098$). In contrast, the control group's reported average increased by 229 minutes (985 minutes at session 1 and 1,214 at session 2; $p > .05$, $p = .127$).

Rai (2014) conducted a study on Comparative Effectiveness of Value Clarification and Role Playing Value Development Models for Selected Values for Primary School Students. Founding out that both value clarification and role playing approaches had their pros and cons, an attempt was made to study the comparative effectiveness of role-playing and value-clarifications Models by making two identical groups and subjecting both groups under two

different Value development models of Role Playing and Value Clarification for a month. After 1 month, value test was given to both groups to observe comparative effectiveness of the above said Value Development Models. To identify the most relevant values for primary school children, the researcher sought the opinions of 32 experts from various fields. The experts were asked to write ten values which were most relevant in the present context for primary school children. After analyzing the data, the most desired values were ranked in order of preference. Out of these 10 values, 6 top ranked values were included in the study. Since the tally marks in the last 4 values were less, they were discarded. The values which were identified as most relevant were -Honesty, Patriotism, Compassion, Truthfulness, Punctuality and Bravery. It was found that both the Value Clarification Model and Role Playing Model proved to be nearly equally effective as far as the inculcation of the selected values was concerned.

According to Benish-Weisman (2015), in his study titled “The Interplay between Values and Aggression in Adolescence: A Longitudinal Study”, the relationship between values and social behaviour has been established across many studies including the relationship of values and aggression. The study examined the concurrent and longitudinal relations between values and peer nominated aggression in 3 time points with a 1-year interval (8th grade-10th grade) in a sample of 678 Israeli adolescents (51.2% girls). Students completed the Portrait Values Questionnaire (PVQ; Schwartz, et. al., 2001) and 6 items of peer nominations of aggression. The study found positive associations between aggression and self-enhancement and openness to change values concurrently. Similarly, it obtained negative associations between aggression and self-transcendence and conservation values. Crossed-lagged models revealed that self-enhancement values were positively associated with aggression 1 year later. The association between aggression and future self-enhancement values, however, was not significant. Finally,

the study found mutual associations between self-transcendence values and aggression across time.

Oliha and Audu (2015) researched on the effectiveness of Value Clarification (VC) and Self-Management (SM) techniques on adolescent dropout tendency. The study adopted a 2x2x3 factorial design of pre-test and post-test model. The various factors are treatments, which exist at two levels (Value Clarification & Self-Management). Gender, which exists at two levels (male & female) and socio-economic background, which was observed at three levels (high, medium & low). The intervention lasted for a period of 12 weeks of 120 minutes weekly sessions. The sample consisted of seventy two students (36 males & 36 females) from four secondary schools in Edo state of Nigeria. ANCOVA statistics was used to test the effectiveness among the independent variables (VC & SM) on dropout tendency. Value clarification was identified to be most effective in the treatment of dropping out tendency than Self Management. The study also revealed that there is no significant two-way interaction effect of treatment and gender on the students' dropout tendency. This means that the gender of students would not interact with the treatments (value clarification & self-management) on dropout tendency. The researchers conclude that value clarification is more effective on female than on males' dropout tendency while self-management treatment is more effective on males than on females' dropout.

2.5 Summary

The review of the literature recognizes that aggressive behaviour is any deliberate act or behaviour exhibited to cause harm or pain (physical, emotional, psychological or relational) to others. Most definitions reviewed share a common feature of intent to cause harm to others. Aggression is exhibited to increase social dominance, elevate status, create fear, maintain membership of a particular group, show superiority and be respected. It recognized as well that

aggression is both cognitive and behavioural problem. However, it is noted that aggression in human is normal but excessive aggression becomes abnormal behaviour.

Aggression is considered from the literature not only as innate (as put forward by Psychoanalytic theory of Sigmund Freud) but also a product of environment. The environment involves the interaction between man and his physical and social environment which has been explained to have influence on the behaviour of every individual. This is reviewed in social learning theory of Albert Bandura, which showed the essential role of observational learning. Observational learning takes the process of imitation and modelling. From the two perspectives theories reviewed, it was reviewed that a number of factors could be responsible for the aggressive behaviours among individuals. These factors include genetic, substance abuse, social rejection, media and presence of weapons.

The review further revealed that social skills training had been used in handling problem of social-emotional competences, social self efficacy, bullying and avoidance personality disorder. Values clarification technique of counselling had been used to handle different behavioural problems such as punctuality, dropout tendency, attribution, depression, low self-concept and truancy. The review also considered some empirical studies that are related to the present study. Many of the studies reviewed were conducted outside Nigeria and no single one was carried out in Niger State, Nigeria. This show a wide gap in the local research studies on the effect of social skills training and values clarification counselling on aggressive behaviour of secondary school students in Kontagora Metropolis, Niger State, Nigeria.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

In this chapter, the researcher discusses the methodology that was adopted for this study. This includes the research design, population of the study, sample and sampling procedures, instrumentation (including the validity, reliability and pilot study of the instrument), procedure for data collection, scoring, treatment and analysis.

3.2 Research Design

The research design adopted for this study was quasi-experimental pre-test and post-test designs without control group. Quasi experimental design enables all the characteristics of experimental research with the exception of random assignment of participants to treatment. The adoption of quasi experimental design provides the benefit of testing the results obtained from the post-test in order to analyze the effect of the treatment when compared with the pre-test result. It is on the basis of the above summation that the researcher considers the method appropriate for this study.

The design comprises two (2) groups (two treatment groups). The first treatment group was exposed to social skills training counselling technique while the second treatment group was exposed to values clarification counselling technique. The procedures of pre-test and post-test group designs are diagrammatically represented:

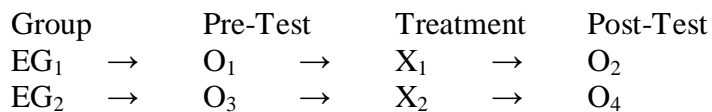


Figure 1: Pre-Test, Post-Test Group Design

Where: EG₁ = Treatment Group One (Social Skills Training Counselling Technique)

EG₂ = Treatment Group Two (Values Clarification Counselling Technique)

- X₁ = Treatment (Social Skills Training Counselling Technique)
- X₂ = Treatment (Values Clarification Counselling Technique)
- O₁ = Pre-Treatment (Social Skills Training Counselling Technique)
- O₂ = Post-treatment (Social Skills Training Counselling Technique)
- O₃ = Pre-Treatment (Values Clarification Counselling Technique)
- O₄ = Post-treatment (Values Clarification Counselling Technique)

3.3 Population of the Study

There are twelve (12) senior secondary schools in Kontagora metropolis. The senior secondary schools in Kontagora Metropolis had a total number of eight thousand four hundred and twenty two (8,422) with 4,139 male and 4,283 females (Niger State Ministry of Education, 2017). There were 3,020 senior secondary school two students in Kontagora metropolis. The population of the study consisted of 101 senior secondary school two students who were identified with the characteristic of aggression in Kontagora Metropolis, Niger State, Nigeria.

3.4 Sample and Sampling Procedure

The researcher used purposive sampling technique to select two senior secondary schools in Kontagora Metropolis (Government Model School & Day Secondary School) and purposively drew sample from the population of senior secondary school two students for the study. Fifteen (15) students from each of the selected schools were selected based on the characteristics of being aggressive, making a total of thirty (30) respondents. According to Cohen, Manion and Morrison (2007), experimental methodology requires at least fifteen (15) participants. Gall, Borg and Gall (1996) suggested 20 percent of population from 1 – 1000. These justify the sampled of 30 participants for the study. Purposive sampling technique is a non-probability type of sampling technique that relies on the decision of the researcher in selecting respondents or participants. It

ensures that only those characteristics of investigation are included in a study. The main goal of purposive sampling is to focus on specific feature or trait of a population that is of interest to the researcher. The researcher was interested in aggressive behaviours of senior secondary school students which is not peculiar to all. This necessitates the use of purposive sampling technique for selecting participant for the study.

The researcher provided the class and subject teachers, counsellors, house and labour masters with Behaviour Rating Scale (BRS) which contains ten (10) items on some characteristics of aggression. It requires the respondents (class and subject teachers, counsellors, house and labour masters) to list the names of students possessing the characteristics on the scale. Coupled with this, the researcher obtained from the school, the list of students in The Black Book or disciplinary record. These two strategies helped the researcher to identify students with aggressive behaviour. These students that were identified were given Students' Behaviour Questionnaire (SBQ) to ascertain the identification. Those that were found to possess the characteristics of investigation were selected for the study.

Table 3.1: Assignment of Participants to Group

SN	School	Group	N
1	Government Model School Kontagora	SST Counselling Group	15
2	Day Secondary School Sabon-kasuwa Kontagora	VC Counselling Group	15

3.5 Instrumentation

For this study, two (2) instruments were used; Behaviour Rating Scale (BRS) and Students' Behaviour Questionnaire (SBQ). The former was used for the identification of aggressive students while the latter was used for both pre-test and post-test data.

Behaviour Rating Scale (BRS): This was adapted from aggression scale of Opinas and Frankowski (2001) titled The Aggression Scale: Self-Report Measure of Aggressive Behaviour for Young Adolescents. It was developed by the authors to evaluate self-reported aggressive behaviour among middle school students. The Aggression Scale by Opinas and Frankowski (2001) is a self-reported scale with eleven (11) items which require the respondents to circle the number of times he or she exhibited the behaviour of aggression during the last seven (7) days. Responses to each item range from 0 times to 6 or more times. These items were paraphrased to provide characteristics of aggression. The adapted scale titled Behaviour Rating Scale (BRS) for this study has two sections; section A (demographic data) and section B (10 items on aggression). This is shown in appendix one of this study. The rating scale were completed by class and subject teachers of senior secondary school two, school counsellors, labour masters and school health workers for the identification of aggressive students. The respondents were required to identify the students who possessed the characteristics of aggression in the scale.

Students' Behaviour Questionnaire (SBQ): This was adapted from Buss and Perry (1992) Aggression Questionnaire and Opinas and Frankowski (2001) aggression Scale. Aggression Questionnaire by Buss and Perry consists of four factors; physical, verbal, anger and hostility. It has twenty-nine (29) items which require respondents to indicate how uncharacteristic or characteristic each of the items describes him or her. In adapting this questionnaire, the 5 point scale extremely uncharacteristic of me, somewhat uncharacteristic of me, neither extremely uncharacteristic nor characteristic of me, somewhat characteristic of me and extremely characteristic of me was changed to number of times the students exhibit the behaviour of aggression in the questionnaire (0 times to 6+ times) in the last seven days because it does not ensure adequate discrimination of characteristics among individuals. Furthermore, some of the

items were paraphrased to avoid ambiguity; for example, item four (4) of the Aggression Questionnaire by Buss and Perry (I got into fights a little more than the average person). The question is what is the number of times that an average person gets into fights? Item 15 to 21 of the questionnaire are anger factor statements which were not part of the focus of the study.

The adapted questionnaire titled Student Behaviour Questionnaire (SBQ) comprised of two sections. The first section elicited information on the demographic data of the respondents while the second section contained thirty seven items on student aggressiveness focusing on four factors (hostility, emotional, instrumental & relational aggressive behaviour). Hostility aggression had thirteen items (item 1 – 13) of the scale. Emotional aggression had seven items (item 14 – 20) of the scale. Instrumental aggression had six items (item 21 – 26) and relational aggression had eleven items (item 27 – 37). This scale is seen in appendix two of this study. The items in the instrument required the participants to indicate the frequency in which they exhibit the behaviour in the instrument. The response to each item ranged from 0 times to 6 or more times.

3.5.1 Scoring

Students' Behaviour Questionnaire (SBQ) was scored using the seven point likert-type rating scale thus:

0 times	= 0
1 time	= 1
2 time	= 2
3 time	= 3
4 time	= 4
5 time	= 5
6 or more time	= 6

Student Behaviour Questionnaire (SBQ) had the maximum score of 222 (6 x 37) points and the minimum of 0 (0 x 37). The range score is $222 - 0 = 222$, the midpoint of the range is 111 ($222/2$) and the cut-off point is 111 ($222 - 111$). Therefore respondents who scored between 111 and 222 were considered having high aggressive behaviour. Those who scored between 70 and 111 were moderate while those who scored below 70 were considered as non-aggressive.

3.5.2 Validity of the Instruments

Validity is the ability of an instrument to measure what it was designed to measure. It means how correctly the results of an instrument can predict or represent the characteristic of the subjects in an investigation. To measure contents validity of the adapted instruments (Behaviour Rating Scale & Students' Behaviour Questionnaire), the instruments were given to the three supervisors of the researcher and two other lecturers in the field of Psychology in the Department of Educational Psychology and Counselling, Ahmadu Bello University Zaria for validation. To ensure that the instruments measure what they were meant for. The corrections, observations, suggestions and comments made by the researcher's supervisors and the lecturers were effected. For example, on Behaviour Rating Scale, the seventeen (17) items initially provided for teachers were recommended to be reduced to avoid rejection and avoidance behaviour from teachers. It was also advised that the items should be a list or highlight of characteristics of aggression. On Students' Behaviour Questionnaire (SBQ), the response keys of extremely characteristic of me, characteristic of me, uncharacteristic of me and extremely uncharacteristic were observed not to ensure adequate discrimination of characteristics among individuals therefore changed to response keys ranging from 0 times to 6+ times for Student Behaviour Questionnaire. This therefore adjudged the instruments to be valid for this study.

3.5.3 Pilot Study

The instruments were pilot tested on a group of some respondents in UBE Model School Kontagora, Niger State. The pilot testing school was not part of the schools selected for the study. The school was considered adequate for the pilot study because it has similar attributes of culture, geographical location and aggressive behaviour experience with the schools selected for the actual treatment for the study. The pilot study is meant to assess the level of effectiveness and usability of the instrument and as well test the internal consistency and reliability of the instruments for the study. Behaviour Rating Scale (BRS) was administered once on 18 respondents involving class/subject teachers, school counsellors and labour masters in UBE Model School Kontagora, Kontagora. The data collected were analyzed using Spearman Brown correlation coefficient. The Students' Behaviour Questionnaire (SBQ) was pilot tested on thirty (30) respondents (students) in UBE Model School Kontagora. Students' Behaviour Questionnaire (SBQ) was administered on thirty (30) respondents on two different occasions at an interval of four weeks. The data obtained were analyzed using Pearson Product Moment Correlation Coefficient.

3.5.4 Reliability of the Instruments

Reliability is the consistency, accuracy, stability and trustworthiness of test result obtained. This simply means how far the same instrument would yield similar result if reused or re-administered on the same respondents on different occasions under similar condition. The measures of stability of the instruments were ascertained using split-half and test-retest method of reliability. Split-half method of reliability was used to establish the consistency, accuracy and stability of Behaviour Rating Scale (BRS). The instrument was administered once on 18 respondents involving class/subject teachers, school counsellors and labour masters. Three (3)

class teachers, thirteen (13) subject teachers, one (1) labour master and one (1) counsellor completed the scale. The filled instrument was divided into two (odd and even) and scored. The scores obtained were correlated using Spearman Brown Correlation Coefficient statistics. The reliability coefficient of 0.90 was obtained; this indicated that the BRS is reliable. Test-re-test method of reliability was used for determining the reliability of Students' Behaviour Questionnaire (SBQ). It was administered on the same group of thirty (30) respondents at an interval of four weeks. The two sets of scores were correlated using Pearson Product Moment Correlation Coefficient statistics. The coefficient of 0.82 was obtained; this showed that SBQ is reliable and adequate for this study.

3.6 Procedure for Data Collection

An introductory letter was obtained from the Department of Educational Psychology and Counselling, Ahmadu Bello University Zaria. The copy of the letter was presented to the office of the Director, Niger State Secondary Education Board, Minna, Niger State from which the introduction letter to the principals of the sampled secondary schools was obtained. The researcher presented the introduction letter to the selected school principals and requested the school disciplinary book and records and sought permission to administer the Behaviour Rating Scale to SSII class/subject teachers, school counselor and labour master for identification of participants. The Behaviour Rating Scale was administered on the class/subject teachers, school counselor and labour master in their various offices/staff room. The filled scale was used to identify the participants for the study. The researcher requested a period of two hours in a week for the treatment (one hour on two different days). In Model School, the treatment took place on Tuesdays (1:00 – 2:00pm) and Thursdays (12:30 – 1:30pm) while in Government Day

Secondary School, the treatment was on Mondays (12:40 – 1:40pm) and Wednesdays (12:00 – 1:00pm).

The researcher, with the help of two (2) research assistants in each of the sampled schools, sampled students with aggressive behaviour through Behaviour Rating Scale and the black book/disciplinary book of the school. The research assistants which include the school counsellor and a class teacher were trained to be able to assist in carrying out administration of the instruments. The researcher provided the sampled students with Students' Behaviour Questionnaire (SBQ) in their various classrooms. The filled questionnaires were scored and students with scores from 112 and above were considered to be aggressive and these scores form their pre-test. After the pre-test, the researcher administered the treatment on the participants twice a week. After the ten week treatment exercise, the researcher re-administered the Students' Behaviour Questionnaire (SBQ) on the participants. The scores obtained constitute the post-test scores for the study.

3.7 Treatment Procedure

The treatment procedure covered a period of ten weeks. The details of the treatments are provided in appendix two. There were three phases in the treatment procedure of the research; the pre-treatment, treatment and post-treatment. The pre-treatment phase was utilized for the diagnosis of aggressive behaviour among students of senior secondary school which served as baseline information for the researcher. In this phase, the researcher established therapeutic relationship with the participants and intimated them of the essence of the research work.

The treatment phase centered on provision of treatments to treatment groups. The treatment period had two sessions of sixty minutes each per week. After the treatment programme, the third phase was designed to determine the extent of effectiveness of the

treatment packages on aggressive behaviour of senior secondary school students in Kontagora metropolis. So, the Student Behaviour Questionnaire was re-administered to all the participants in the two groups (the two treatments) that participated in the study. The post test data obtained was scored and duly analyzed to ascertain the effect of social skills training and values clarification counselling techniques on aggressive behaviour among secondary school student on the basis of hostility, emotional, instrumental and relational. The description of the activities in each of the weeks is shown in appendixes 3 and 4.

3.8 Control of Extraneous Variables

The researcher ensured that internal validity threat or extraneous variables are controlled. The changes in the dependent variable can only be attributed to the function of the independent variables because the extraneous variables were controlled by the researcher. The fifteen participants identified in each selected school with aggressive behaviour form treatment groups. The first group received SST and second group received VCT.

The instruments that were used for the study remained intact and unchanged. The same scale (SBQ) was used to obtain information or data for the pre-test and the post-test. There was consistency in the use and administration of the instrument. The interval between the pre-test and post-test was four weeks, which was long enough to prevent the recall of some items of the instrument.

The treatment was provided within the normal school period to avoid participant(s) being absent from session(s). The researcher also encouraged the participants to make themselves available throughout the Programme with the use of refreshment after every two weeks sessions. To control experimental mortality, additional two participants were included in each group.

3.9 Procedure for Data Analysis

Descriptive and inferential statistics were employed for the analysis of data collected for the research. The descriptive statistics of means and standard deviation were used in answering the research questions. Inferential statistics of Paired sample t-test and Multivariate Analysis of Covariance (MANCOVA) were used to test the hypotheses. Paired sample t-test also called dependent or repeated measures t-test is a statistics used to compare two means that are from the same individual. This was used to test hypotheses 1 - 8.

Multivariate Analysis of Covariance (MANCOVA) was used to determine the gender difference in the effect of SST and VCC on aggressive behaviour of senior secondary school students on the bases of hostility, emotional, instrumental and relational. According to Dattalo (2013), MANCOVA is an extension of ANCOVA to relationships where a linear combination of dependent variables is adjusted in differences on one or more covariates. Laerd Statistics (2019) observed that MANCOVA is used in cases where there is more than one dependent variable and where the control of continuous independent variable is required. The choice of this method of analysis is that, the dependent variable of aggression is in four categories (hostility, emotional, instrumental & relational) and is measured at ratio level. The hypotheses measured consisted of a categorical variable of gender (male and female). This among others necessitated the use of MANCOVA to test hypotheses 9 and 10. All hypotheses were tested at alpha level of 0.05.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study investigated the effect of social skills training and values clarification counselling techniques on aggressive behaviour of senior secondary school students in Kontagora Metropolis. The study contains ten research objectives, ten research questions and hypotheses. This chapter presents the results of analysis conducted to answer the research questions and test the research hypotheses for the study. It also presents the discussion of the results obtained from the analysis.

4.2 Results

4.2.1 Presentation of Bio Data Variable

The presentation of bio data of respondents was done using frequency counts and percentages. The data collected for the study covers the distribution of subjects into treatment groups and distribution of subjects by gender. These are presented in Tables.

Table 4.1: Distribution of Respondents by Groups

Group	N	Percentages
Treatment SST	15	50
Treatment VCC	15	50
Total	30	100

Table 4.1 indicated that there were two treatment groups in this study. The treatment group of Social Skills Training (SST) comprised of fifteen (15) respondents representing 50% of the total respondents while the treatment group of Values Clarification Counselling (VCC) comprised of fifteen (15) respondents representing 50% of the total respondents.

Table 4.2: Distribution of Respondents by Gender

Group	N	Percentages
Male	21	70
Female	09	30
Total	30	100

Table 4.2 revealed the distribution of respondents based on gender. For both groups (Social Skills Training (SST) and Values Clarification (VCC)), out of the thirty (30) respondents used in the study, there were twenty one (21) males representing 70.00% and nine (9) females representing 30.00% of the total respondents.

4.2.2 Answering Research Questions

There were ten research questions formulated for this study. The result of the research questions are presented with descriptive statistics of mean and standard deviation.

Research Question One: What is the effect of social skills training counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.3: Result of Descriptive Statistics of Mean Standard Deviation on the Effect Social Skills Training Counselling Technique on Hostile Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD
SSTCT	Pre-test	15	54.60	9.12
	Post-test	15	21.47	6.81

Result in Table 4.3 indicated that the students pre-test have a mean score of 54.60 and post-test mean score of 21.47. This implies that the post-test have a mean reduction of 33.13 from the pre-test. This suggests that social skills training counselling technique may have effect

on the hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Research Question Two: What is the effect of social skills training counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.4: Result of Descriptive Statistics of Mean, Standard Deviation on the Effect Social Skills Training Counselling Technique on Emotional Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD
SSTCT	Pre-test	15	19.27	7.48
	Post-test	15	15.50	9.35

Result in Table 4.4 showed that the students pre-test have a mean score of 19.27 and post-test mean score of 15.50. This implies that the post-test have a mean reduction of 3.77 from the pre-test. This suggests that social skills training counselling technique may have no significant effect on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Research Question Three: What is the effect of social skills training counselling technique on instrumental aggressive behaviours of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.5: Result of Descriptive Statistics of Mean, Standard Deviation on the Effect Social Skills Training Counselling Technique on Instrumental Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD
SSTCT	Pre-test	15	23.93	6.20
	Post-test	15	8.40	4.85

From the result in Table 4.5, the pre-test mean score of students is 23.93 and post-test mean score is 8.40. This implies that the post-test have a mean reduction of 15.53 from the pre-test. This suggests that social skills training counselling technique may have significant effect on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Research Question Four: What is the effect of social skills training counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.6: Result of Descriptive Statistics of Mean, Standard Deviation on the Effect Social Skills Training Counselling Technique on Relational Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD
SSTCT	Pre-test	15	38.53	7.72
	Post-test	15	18.3	7.48

Table 4.6 showed the descriptive statistics of mean and standard deviation on the effect of social skills training counselling technique on relational aggressive behaviour of secondary school students in Kontagora Metropolis, Niger State, Nigeria. The Table shows pre-test mean score of 38.53 and post-test mean score of 18.73. This implies that the post-test have a mean reduction of 19.80 from the pre-test. This suggests that social skills training counselling technique may have significant effect on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Research Question Five: What is the effect of values clarification counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.7: Result of Descriptive Statistics of Mean, Standard Deviation on the Effect Values Clarification Counselling Technique on Hostile Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD
VCCT	Pre-test	15	52.73	5.89
	Post-test	15	24.13	7.75

Result in Table 4.7 showed that the subjects pre-test mean score is 52.73 and post-test mean score is 24.13. This means that the post-test have a mean reduction of 28.60 from the pre-test. This suggests that values clarification counselling technique may have significant effect on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Research Question Six: What is the effect of values clarification counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.8: Result of Descriptive Statistics of Mean, Standard Deviation on the Effect Values Clarification Counselling Technique on Emotional Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD
VCCT	Pre-test	15	31.07	5.31
	Post-test	15	16.20	7.56

From the result in Table 4.8, it is revealed that the subjects exposed to values clarification counselling technique had a pre-test mean score of 31.07 and post-test mean score of 16.20, which indicates that the post-test have a mean reduction of 14.87 from the pre-test. This suggests that values clarification counselling technique may have significant effect on emotional

aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Research Question Seven: What is the effect of values clarification counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.9: Result of Descriptive Statistics of Mean, Standard Deviation on the Effect Values Clarification Counselling Technique on Instrumental Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD
VCCT	Pre-test	15	21.67	4.32
	Post-test	15	8.80	4.80

Table 4.9 revealed the descriptive statistics of mean and standard deviation on the effect of values clarification counselling on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. The Table shows pre-test mean score of 21.67 and post-test mean score of 8.80. This implies that the post-test have a mean reduction of 12.87 from the pre-test. This suggests that social skills counselling may have significant effect on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Research Question Eight: What is the effect of values clarification counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.10: Result of Descriptive Statistics of Mean, Standard Deviation on the Effect Values Clarification Counselling Technique on Relational Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD
VCCT	Pre-test	15	28.27	12.570
	Post-test	15	21.53	12.956

Table 4.10 showed the result of descriptive statistics of mean and standard deviation on the effect of value clarification counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. The Table shows pre-test mean score of 28.27 and post-test mean score of 21.53. This implies that the post-test have a mean reduction of 6.74 from the pre-test. This suggests that values clarification counselling technique may have significant effect on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Research Question 9: What is the effect of social skills training counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.11: Result of the Descriptive Statistics of Means and Standard Deviation of Pretest and Posttest Mean Scores of the Four Components of Aggressive Behavior of Male & Female Participants Exposed to Social Skills Training Counselling Technique

Counselling Technique	Components of AB	Gender	N	Pre-test		Post-test	
				Mean	SD	Mean	SD
SSTCT	Hostile	Male	10	55.10	9.31	23.40	7.21
		Female	5	53.60	9.68	17.60	4.15
	Emotional	Male	10	20.80	7.43	16.60	7.33
		Female	5	16.20	6.45	13.20	5.7
	Instrumental	Male	10	24.50	4.97	9.40	5.23
		Female	5	22.80	8.75	6.40	3.64
	Relational	Male	10	38.70	6.70	18.40	6.80
		Female	5	38.20	10.37	19.40	9.52

Table 4.11 showed the pre-test and post-test mean scores of subjects or group exposed to SSTCT on the four components of aggressive behaviour. At the pre-test stage, the Table indicates that on the four components of aggressive behaviour, male students assigned to receive SSTCT had mean and standard deviation values ($\bar{x} = 55.10, 20.80, 24.50$ and 38.70 ; $\sigma = 9.31$; $7.43, 4.97$ and 6.70); compared to the female mean and standard deviation scores ($\bar{x} = 53.60, 16.20, 22.80$ and 38.20 ; $\sigma = 9.68$; $6.45, 8.75$ and 10.37). At the post-test stage, on the other hand, male students assigned to receive SSTCT had mean and standard deviation values ($\bar{x} = 23.40, 16.60, 9.40$ and 18.40 ; $\sigma = 7.21$; $7.33, 5.23$ and 6.80); compared to the female mean and standard deviation scores ($\bar{x} = 17.60, 13.20, 6.40$ and 19.40 ; $\sigma = 4.15$; $5.7, 3.64$ and 9.52). From the mean values of both the male and the female participants at the post-test stage, it shows no significant difference between males and females on the effect of SSTCT on hostile, emotional,

instrumental and relational components of aggressive behaviour. Therefore, it can be deduced that the effect of the treatment (SSTCT) on the hostile, emotional, instrumental and relational components of aggressive behaviour may not be difference for both male and female students.

Research Question Ten: What is the effect of values clarification counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria?

Table 4.12: Result of Descriptive Statistics of Mean and Standard Deviation of Pre-test and Post-test Mean Scores on the Four Components of Aggressive Behaviour of Male and Female Participants Exposed to Values Clarification Counselling Technique

Counselling Technique	Components of AB	Gender	N	Pre-test		Post-test	
				Mean	SD	Mean	SD
VCCT	Hostile	Male	11	52.80	5.73	27.20	4.84
		Female	4	52.60	6.87	18.00	9.30
	Emotional	Male	11	31.00	6.23	19.10	7.65
		Female	4	31.20	3.34	10.40	2.30
	Instrumental	Male	11	20.90	3.90	10.40	4.92
		Female	4	23.20	5.16	5.60	2.60
	Relational	Male	11	38.10	5.54	19.30	7.64
		Female	4	32.80	5.63	12.20	3.03

Table 4.12 showed the pre-test and post-test mean scores of subjects or group exposed to VCCT on the four components of aggressive behaviour. At the pre-test, the table indicated that on the four components of aggressive behaviours, male senior secondary school students assigned to receive VCCT had mean and standard deviation values (\bar{x} = 52.80, 31.00, 20.90 & 38.10; σ = 5.73; 6.23, 3.90 & 5.54); compared to the females' mean and standard deviation

scores (\bar{x} = 52.60, 31.20, 23.20 & 32.80; σ = 6.87; 3.34, 5.16 & 5.63). At the post-test stage, on the other hand, male students assigned to receive VCCT had mean and standard deviation values (\bar{x} = 27.20, 19.10, 10.40 & 19.30; σ = 4.84; 7.65, 4.92 & 7.64); compared to the females' mean and standard deviation scores (\bar{x} = 18.00, 10.40, 5.60 & 12.20; σ = 9.30; 2.30, 2.60 & 3.03). The mean values favoured the female participants (on hostile, emotional, instrumental components) of aggressive behaviour more than their male counterparts. The post-test mean values of both the male and female on relational aggressive behaviour show no significant difference. Therefore, this suggests that the treatment (VCCT) may have more effect on female than male senior secondary students.

4.2.3 Hypotheses Testing

The research study has ten (10) formulated research hypotheses. The result of the research hypotheses are presented with paired sample t-test and Analysis of Covariance. The paired Sample T-test was used to test hypotheses 1 – 8, while Analysis of Covariance was used to test hypotheses 9 and 10.

Hypothesis One: There is no significant effect of social skills training counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.13: Summary of Paired Sample t-test Statistics on Effect of Social Skills Training Counselling Techniques on Hostility Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD	Df	t-value	p-value
SSTCT	Pre-test	15	54.60	9.12	14	15.75	.000
	Post-test	15	21.47	6.81			

*p<.05

Table 4.13 showed that the subjects exposed to social skills training counselling technique had a mean score of 54.60 with a standard deviation of 9.12 before the treatment. After the treatment they obtain a mean score of 21.47 and a standard deviation of 6.81. At 14 degree of freedom and t-value of 15.75, the p-value of .000 was found to be less than the chosen alpha of .05. The difference in the mean score of pre-test and post test could therefore be attributed to the treatment effect. This implies that there is a statistical significant effect of social skills training on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. Thus, the null hypothesis which states that, there is no significant effect of social skills training on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was rejected.

Hypothesis Two: There is no significant effect of social skills training counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.14: Summary of Paired Sample t-test Statistics on Effect of Social Skills Training Counselling Techniques on Emotional Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD	Df	t-value	p-value
SSTCT	Pre-test	15	19.27	7.48	14	0.80	.235
	Post-test	15	15.50	9.35			

*p value > .05

From Table 4.14, the result revealed that there is no significant difference in the pre-test and post-test mean scores of subjects exposed to social skills training. The Table showed the pre-test mean score of 19.27 with standard deviation of 7.48 and post-test mean score of with 15.50 with a standard deviation of 9.35. This indicates a mean difference of 3.77. This is an indication

that senior secondary school students exposed to social skills training treatment had little reduction (3.77) in their post-test score compared to their pre-test which may not be attributed to the SST treatment. Fourteen (14) as degree of freedom and 0.80 as the t-value, the p-value was found to be .235 which was greater than the chosen alpha of .05 thus, there is no statistical significant effect of social skills training on emotional aggressive behaviour of senior secondary school students Kontagora Metropolis, Niger State, Nigeria. Thus, the null hypothesis which states that there is no significant effect of social skills counselling on emotional aggressive behaviour among senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was retained.

Hypothesis Three: There is no significant effect of social skills training counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.15: Summary of Paired Sample t-test Statistics on Effect of Social Skills Training Counselling Technique on Instrumental Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD	Df	t-value	p-value
SSTCT	Pre-test	15	23.93	6.20	14	9.00	.000
	Post-test	15	8.40	4.85			

*p value < .05

Table 4.15 revealed that the group exposed to social skills training technique of counselling achieved high reduction in their post-test mean score when compare with their pre-test mean score. In their pre-test, the social skill training group has a mean score of 23.93 with a corresponding standard deviation of 6.20 and post-test mean score of 8.40 with a corresponding standard deviation of 4.85, both at 14 degree of freedom and t-value of 9.00. This indicates that

there is a mean reduction of 15.53. The difference in the scores may be attributed to the treatment. The obtained p-value of .000 was found to be lesser than .05 Alpha level of significance. This means that there is significant effect of social skills training on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. Thus, the null hypothesis which states that there is no significant effect of social skills training counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was rejected.

Hypothesis Four: There is no significant effect of social skills training counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.16: Summary of Paired Sample t-test Statistics on Effect of Social Skills Training Counselling Techniques on Relational Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD	Df	t-value	p-value
SSTCT	Pre-test	15	38.53	7.73	14	7.35	.000
	Post-test	15	18.73	7.48			

*p value < .05

Table 4.16 showed that the subjects exposed to social skills training counselling technique had a mean score of 38.53 with a standard deviation of 7.73 before the treatment. After the treatment they obtained a mean score of 18.73 and a standard deviation of 7.48. At 14 degree of freedom and t-value of 7.35, the p-value of .000 was found to be less than the chosen alpha of .05. The difference in the mean score of pre-test and post-test could therefore be attributed to the treatment effect. This implies that there is a statistical significant effect of social skills training on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. Thus, the null hypothesis which states that, there is no significant effect of

social skills training on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was rejected.

Hypothesis Five: There is no significant effect of values clarification counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.17: Summary of Paired Sample t-test Statistics on Effect of Values Clarification Counselling Techniques on Hostile Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD	Df	t-value	p-value
VCCT	Pre-test	15	52.73	5.89	14	11.00	.000
	Post-test	15	24.13	7.75			

*p value < .05

From Table 4.17, the subjects exposed to values clarification counselling technique had pre-test mean score of 52.73 with standard deviation of 5.89 and post-test mean score of 24.13 with a standard deviation of 7.75. This implies a mean difference of 28.60. This is an indication that students exposed to values clarification counselling treatment achieved a mean reduction in their post-test score compared to their pre-test which may be attributed to the treatment. At 14 degree of freedom and 11.00 t-values, the p-value was found to be .000 which was less than the chosen alpha of .05 thus, there is statistical significant effect of values clarification counselling technique on hostile aggressive behaviour of senior secondary school students Kontagora Metropolis, Niger State, Nigeria. Thus, the null hypothesis which states that there is no significant effect of values clarification counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was rejected.

Hypothesis Six: There is no significant effect of values clarification counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.18: Summary of Paired Sample t-test Statistics on Effect of Values Clarification Counselling Techniques on Emotional Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD	Df	t-value	p-value
VCCT	Pre-test	15	31.07	5.31	14	6.15	.000
	Post-test	15	16.20	7.56			

*p value < .05

Table 4.18 revealed that the group exposed to values clarification counselling technique achieved high reduction in their post-test mean score when compare with their pre-test mean score. In their pre-test, values clarification counselling group obtained a mean score of 31.07 with a corresponding standard deviation of 5.31 and post-test mean score of 16.20 with a corresponding standard deviation of 7.56, both at 14 degree of freedom and t-value of 6.15. This indicates that there is a mean reduction of 14.87. The difference in the scores could be as a result of the treatment. The obtained p-value of .000 was found to be lesser than .05 Alpha level of significance. This means that there is significant effect of values clarification counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagore metropolis, Nigeria. Thus, the null hypothesis which states that there is no significant effect of values clarification counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was rejected.

Hypothesis Seven: There is no significant effect of value values clarification counselling on instrumental aggressive behaviours of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.19: Summary of Paired Sample t-test Statistics on Effect of Values Clarification Counselling Techniques on Instrumental Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD	Df	t-value	p-value
VCCT	Pre-test	15	21.67	4.32	14	7.54	.000
	Post-test	15	8.80	4.80			

*p value < .05

The result in Table 4.19 showed that before the treatment, the values clarification counselling technique group obtained a mean score of 21.67 with a corresponding standard deviation of 4.32. After the treatment, the group obtained a mean score of 8.80 with a corresponding standard deviation of 4.80. The result indicates the p-value of .000 which was found to be lesser than the Alpha level of .05. This implies that there is significant effect of values clarification counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. Therefore, the null hypothesis which states that there is no significant effect of values clarification counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was rejected.

Hypothesis Eight: There is no significant effect of values clarification counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.20: Summary of Paired Sample t-test Statistics on Effect of Values Clarification Counselling Techniques on Relational Aggressive Behaviour of Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

Treatment	Variable	N	Mean	SD	Df	t-value	p-value
VCCT	Pre test	15	28.27	12.57	14	1.30	.214
	Post test	15	21.53	12.96			

*p value > .05

Table 4.20 showed that the subjects exposed to values clarification counselling technique had a mean score of 28.27 with corresponding standard deviation of 12.56 before the treatment. After the treatment they obtained a mean score of 21.53 and corresponding standard deviation of 12.96. The table also shows the t-value of 1.30 and p-value of .214 at 14 degree of freedom. The p-value was found to be less than the chosen alpha of .05. Since there is no significant difference in the mean score of pre-test and post test as a result of the treatment, the values clarification counselling technique is ineffective in reducing relational aggressive behaviour of senior secondary school student in Kontagora Metropolis, Niger State, Nigeria. Therefore, the null hypothesis which states that, there is no significant effect of values clarification counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was retained.

Hypothesis Nine: There is no significant gender difference in the effect of social skills training counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.21: Summary of MANCOVA Statistics on the Effect of Social Skills Training Counselling Techniques on the Four Components of Aggressive Behaviour of Male and Female Senior Secondary School Students in Kontagora, Niger State, Nigeria

SSTCT	Gender		
	Multivariate Tests (Pillai's Trace)	Parameter Estimates	Between-subject effect
Hostility		t= 1.16; p = 0.268	F(1,12) = 1.34; p = 0.268
Emotional		t= 0.98; p = 0.344	F(1,12) = 0.97; p = 0.344
	F(4) = 1.508; p = 0.279		
Instrumental		t= 0.58; p = 0.570	F(1,12) = 0.34; p = 0.570
Relational		t= 0.79; p = 0.442	F(1,12) = 0.63; p = 0.442

Table 4.21 showed that the Pillai's test of $F(4) = 1.508; p = 0.279$; with parameter estimates of $t = 1.16; p = 0.268$; $t = 0.98; p = 0.344$, $t = 0.58; p = 0.570$ and $t = 0.79; p = 0.442$. Also, the between-subject effect shows that $F(1,12) = 1.34; p = 0.268$; $F(1,12) = 0.97; p = 0.344$, $F(1,12) = 0.34; p = 0.570$ and $F(1,12) = 0.63; p = 0.442$. Since $p > 0.05$, no evidence of a significant effect exists on the basis of gender. This means that there is no significant gender difference in the effect of SSTCT on the hostile, emotional, instrumental and relational components of aggressive behaviours of male and female secondary school students in Kontagora Metropolis; the reduction in the aggressive behaviours of the participants as a result of the treatment (SSTCT) is similar for both males and females, hence, the hypothesis which states that, there is no significant gender difference in the effect of SSTCT on hostility, emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was retained.

Hypothesis Ten: There is no significant gender difference in the effect of values clarification counselling Technique on hostile, emotional, instrumental and relational components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

Table 4.22: Summary of MANCOVA Statistics on the Effect of Values Clarification Counselling Technique on the Four Components of Aggressive Behaviour of Male and Female Senior Secondary School Students in Kontagora Metropolis, Niger State, Nigeria

VCCT	Multivariate Tests (Pillai's Trace)	Gender Parameter Estimates	Between-subject effect
Hostility		$t = 0.57; p = 0.577$	$F(1,12) = 0.32; p = 0.577$
Emotional		$t = 0.04; p = 0.964$	$F(1,12) = 0.00; p = 0.964$
	$F(4) = 1.034; p = 0.441$		
Instrumental		$t = 0.25; p = 0.801$	$F(1,12) = 0.06; p = 0.801$
Relational		$t = 4.48; p = 0.357$	$F(1,12) = 0.12; p = 0.727$

Table 24 showed that the Pillai's test of $F(3) = 1.034; p = 0.441$; with parameter estimates of $t = 0.57; p = 0.577$; $t = 0.04; p = 0.964$; $t = 0.25; p = 0.801$ and $t = 4.48; p = 0.357$. Also, the between-subject effect shows that $F(1,12) = 0.32; p = 0.577$; $F(1,12) = 0.00; p = 0.964$; $F(1,12) = 0.06; p = 0.801$ and $F(1,7) = 0.12; p = 0.727$. Since $p > 0.05$, no evidence of a significant effect exists on the basis of gender. This means that there is no significant gender difference in the effect of VCCT on the hostility, emotional, instrumental and relational components of aggressive behaviour of male and female secondary school students in Kontagora; this implies that, the reduction in the aggressive behaviour of the participants as a result of the treatment (VCCT) is similar for both males and females. Therefore, the hypothesis which states that, there is no significant gender difference in the effect of VCCT on hostile,

emotional, instrumental and relational components of aggressive behaviour of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was retained.

4.3 Summary of Findings

From the results of the study, the findings revealed that:

1. There was significant effect of social skills training counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. ($p = .000$).
2. There was no significant effect of Social skills training counselling technique emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria ($p = .235$).
3. There was significant effect of social skills training counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria ($p = .000$).
4. There was significant effect of social skills training counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria ($p = .000$).
5. There was significant effect of values clarification counselling technique on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. ($p = .000$).
6. There was significant effect of values clarification counselling technique on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. ($p = .000$).

7. There was significant effect of values clarification counselling technique on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria ($p = .000$).
8. There was no significant effect of values clarification counselling technique on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria ($p = .214$).
9. There was no significant gender difference in the effect of social skills training counselling technique on hostile, emotional, instrumental and relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria ($p = .000$).
10. There was no significant gender difference in the effect of values clarification counselling technique on hostile, emotional, instrumental and relational aggressive behaviour of males and females senior secondary school students in Kontagora Metropolis, Niger State, Nigeria ($p = .000$).

4.4 Discussion

This study investigated the effect of social skills training and values clarification counselling techniques of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. The aggressive behaviours of the subjects were investigated on the basis of hostility, emotional, instrumental and relational components. The finding of the study revealed that Social skills training counselling technique had significant effect on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. This implies that when compared with their pre-test, the subjects exposed to social skill counselling technique shows a significant reduction in the post-test score which indicated

significant effect of SSTCT on hostile aggressive behaviour of senior secondary school students. This is supported by the study of Smokowski et al (2004) on School-Based Skills Training to Prevent Aggressive Behaviour and Peer Rejection in Childhood: Evaluating the *Making Choices* Programme. The study revealed that, minority children who received the Making Choices intervention of social skills training had lower post-test ratings on overt (hostile) aggression than minority children who did not receive the intervention. This implied that, social skills training had significant effect in reducing hostile aggression in children.

On the contrary, the finding of the study contradicts the study of Babakhani (2011) on the effect of Social Skills Training on self esteem and aggression among male adolescents. The results of covariate and repeated measures analysis showed that SST has not led to decreasing physical aggression but has decreased significantly amount of verbal aggression in the adolescents. However, the present study is different from Babakhani's study, it focused on SST and aggressive components. Babakhani (2011) considered the broad categorization of aggression (physical and verbal) which did not look into the specific component of hostility as the case in the present study.

The finding of hypothesis two revealed that, social skills training counselling technique had no significant effect on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. This means that, the difference between the mean scores of the pretest and posttest of subjects exposed to social skills counselling technique is insignificant. Therefore, the social skills counselling technique is ineffective in reducing emotional aggressive behaviour of the subjects exposed to it. This contradicts the study of Wike (2011) which revealed that the Making Choice Programme of social skill training effectively strengthened children social emotional skills, decreases aggressive behaviour and increased

children overall social competencies. The reason for the ineffectiveness of SSTCT on emotional aggressive behaviour of senior secondary school students may be due to the low emotional aggressive behaviour of the students who were exposed to SSTCT. This is seen in the pre-test mean score of 19.27 out of the 42 maximum score for emotional aggression in the Students' Behaviour Questionnaire used for the study.

The result of the study reveals that the null hypothesis three which states that, there is no significant effect of social skills counselling on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria was rejected. The findings of the study reveals significant effect of social skills counselling technique on instrumental aggression among subjects exposed to it. In the study of Pepler et al (1995) on SST and aggression in peer group, the result shows that there is no improvement in the rate of aggression following SST. However, the result of a covariate and repeated measures analysis in the study of Babakhani (2011) showed that SST has not led to decreasing physical aggression but has decreased significantly verbal aggression among adolescents.

The findings of the study also revealed that Social skills counselling technique had a significant effect on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. This implies that social skills counselling technique is effective in reducing relational aggressive behaviour of senior secondary school students that were exposed to the treatment. The effectiveness of social skills training technique on relational aggression may be because aggression is a problem of interaction and social skills training enhances competent socialization and foster positive relationship. It may also be due to communal living system of the people of Kontagora. Senior secondary school students who value the relationship learn to improve their interpersonal relationship. This result is in line with

the study of Wike (2011), the study revealed that children who received the making choice lessons of social skills training scored lower on the teacher-rated relational aggression at fourth and fifth grade. This indicated that social skills' training counselling technique was effective in reducing relational aggressive behaviour among children.

The study of Fraser, et. al. (2004) and Fraser, et. al. (2005) are in agreement with this study; their findings revealed that medium to large effect sizes were found when comparing intervention to control condition across pro-social behaviour, emotional regulation, social contact, cognitive concentration and relational aggression variables. The result of the study conducted by Leff, et. al. (2009) revealed that relationally aggressive girls who were randomized to friend to friend (F2F) Programme of social skills training had extremely large improvements in teacher-reported peer likeability, large decreases in relational aggression, and moderate reductions in physical aggression, hostile attributions and loneliness as compared to relationally aggressive girls in the control condition.

The findings of this study agree with the study of Khalil (2012) who discovered that there was a significant difference between pre and post assessment data of experimental group as regarding all items of psychosocial skills training. The patients of experimental group improved significantly in acquiring social skills of making speech response, giving information, asking questions, ending conversation and smile. They improved as well in psychosocial skills of providing appreciation and praise, initiating conversation, showing affection with others, apologizing. The present study treatment contained most of the psychosocial skills in Khalil's study. This study however differ from Khalil;s study because it focused on aggressive behaviour of students and not schizophrenic patients.

On values clarification counselling techniques, the findings of the study revealed that hypotheses five, six and seven which considered the effect of the values clarification technique on hostile, emotional and instrumental aggressive behaviour components of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria were rejected. This implied that values clarification counselling techniques had significant effect on hostile, emotional and instrumental aggressive behaviour. The reason for the effectiveness of values clarification counselling technique on aggressive behaviour components of hostile, emotional and instrumental may be because some of the values in the treatment focused on health and security values such as peace, love and friendship. Students who care for their health and security of their lives would learn to behave less aggressively. According to Benish-Weisman (2015), the relationship between values and social behaviour has been established across many studies including the relationship of values and aggression. The findings of his study found mutual associations between self-transcendence values and aggression across time. Oliha and Audu (2015) maintained that value clarification technique is effective in the treatment of all forms of antisocial behaviour such as truancy Attribution behaviour, aggression, depression, anxiety, unhappiness, low self-concept and low self-esteem; socially undesirable behaviour

The findings of the study revealed that values clarification counselling technique had no significant effect on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. The findings of the study did not reveal significant effect of counselling technique of value clarification on the relational aggressive behaviour component of students of secondary school exposed to the treatment.

The findings of the study reveals that, there is no significant gender difference in the effect of social skills training counselling technique on aggressive behaviour on the bases of

hostile, emotional, instrumental and relational components of males and females senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. This implies that, between males and females, there is no significant difference in the effect of social skills counselling technique on the aggressive behaviour of the subjects exposed to the treatment. The effect of the technique is similar between males and females. This may be due to the fact that both groups were from the same residential backgrounds. The finding is in line with the study of Smokowski, et. al. (2004); the intervention-by-gender interaction term was statistically significant for cognitive concentration (R^2 Change = .018, $F_{1,92} = 4.636$, $p < .05$). The negative regression coefficient for this interaction term indicated that girls who received the Making Choices intervention had higher post-test ratings on cognitive concentration than girls who did not receive the intervention. The non-significant interactions between intervention and gender and intervention and minority status indicated that Programme effects did not vary for boys versus girls or for minority children as compared to Euro-American children on these dependent variables. To find whether statistically gender differences exist between social skills, problem behaviours and also academic competence of kindergarteners, Abdi (2010) noted in his findings that there were no differences between two sexes (male & female) on internalizing based on teachers ($t = 1.55$, $p > .00$) and parents ($t = 0.44$, $p > .00$) ratings. This implies that in both male and female, the effect of social skills training is similar.

The study also reveals that, there is no significant effect of values clarification counselling on aggressive behaviour on the basis of hostile, emotional, instrumental and relational of male and female senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. This means that, the effect of values clarification technique on aggressive behaviour of subjects exposed to the values treatment is similar between males and females. The

finding of this study agrees with the study of Gunawan, et al (2019) on Group Counselling of Values Clarification to Increase Middle School Students' Empathy. Results of three way mixed ANOVA showed that values clarification using modelling and role playing was effective in increasing participants' empathy and there was no evidence that the counselling technique worked better for girls than for boys. The study differs from the present study based on the fact that it was on increasing empathy in middle school students and not on aggression of senior secondary school students. This supported the present study which found that there was no significant difference in the effect of value clarification on aggressive behaviour of students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings on the present research study, the conclusion drawn from the study and recommendations. Also the chapter presents suggestions for further study, limitations of the study and contribution to knowledge.

5.2 Summary

This study investigated the effect of social skills training and values clarification counselling techniques on aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. The study was presented in five chapters. Student's cases of fighting with teachers, burgling of school offices, breaking each others' heads, males harassing females on their way home and stealing school properties and the ineffectiveness of measures employed in handling the behaviour problems constituted the concern. This scenario has negative effects on the academic performance of the students and their overall wellbeing in the school.

The study was carried out to determine whether social skills training and values clarification had significant effect on hostile, emotional, instrumental and relational components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria. It was also set to find out whether there is variation in the effect of the two techniques on the subjects based on gender. To guide the study, ten research questions were raised and ten hypotheses were formulated and tested at .05 level of significance.

Related literatures were reviewed in chapter two to cover three main variables of the study. Conceptual framework of the key variables (social skills training, values clarification &

aggressive behaviour) were reviewed. The theoretical framework that were related to the study (the Instinct & Psychoanalytic Theory of Sigmund Freud, Social Learning Theory by Albert Bandura & Value Clarification Theory by Louis Rath) and empirical studies related to the key variable of the study were all discussed.

The procedures employed in the conduct of the study to generate data were discussed in chapter three. The study made use of quasi experimental design of pre-test and post-test. The population of the study consists of one hundred and one (101) senior secondary school two students in Kontagora Metropolis, Niger State, Nigeria that were identified with the characteristics of aggression. There were 3,020 senior secondary school two students in Kontagora metropolis. Purposive sampling technique was used to select thirty (30) subjects to form two treatment groups for the study. Two instruments of Behaviour Rating Scale (BRS) and Students' Behaviour Questionnaire (SBQ) were used for data collection. The former was used for the identification of subjects and the latter was used for both pre-test and post-test data. Detail procedures for data collection, scoring and analysis were presented.

Chapter four presented the results and discussions of the analyzed data collected. This chapter present the distribution of subjects based on treatment group and gender, descriptive statistics on the research question, hypotheses testing and the summary of findings. The findings of the study are summarized as follows:

1. Social skills training counselling technique had significant effect on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

2. Social skills training counselling technique had no significant effect on emotional aggressive behaviour among senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
3. Social skills training counselling technique had significant effect on instrumental aggressive behaviour of senior secondary school students in Kontagora metropolis, Niger State, Nigeria.
4. Social skills training counselling technique had significant effect on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
5. Values clarification counselling technique had significant effect on hostile aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
6. Values clarification counselling technique had significant effect on emotional aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
7. Values clarification counselling technique had significant effect on instrumental aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
8. Values clarification counselling technique had no significant effect on relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

9. Gender difference did not exist in the effect of social skills training counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.
10. Gender difference did not exist in the effect of values clarification counselling technique on hostile, emotional, instrumental and relational components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

5.3 Conclusion

Considering the findings of the study, it was concluded that Social skills training counselling technique had significant effect on hostile, instrumental and relational components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria but had no effect on emotional component of aggressive behaviour of the students. Values clarification counselling technique had significant effect on hostile, emotional and instrumental components of aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria but had no effect on relational component of aggressive behaviour of the students. Social skills training and values clarification counselling techniques had no gender difference in their effects on hostile, emotional, instrumental and relational aggressive behaviour of senior secondary school students in Kontagora Metropolis, Niger State, Nigeria.

5.4 Recommendations

Based on the findings of the study, the researcher recommended that:

1. School counsellors and psychologists should employ social skill training counselling technique in reducing hostile, emotional, instrumental and relational aggressive behaviour of senior secondary school students.

2. School counsellors and psychologists should employ values clarification counselling technique in reducing hostile, emotional and instrumental aggressive behaviour of senior secondary school students.
3. Social skills training and values clarification counselling techniques should be emphasized to increase pro-social behaviour, inhibit aggressive responses and handle anti-social behaviour in schools.
4. Most behavioural modification techniques are unconsciously used at home and the society. Since the home contributes the problem of aggressive child, it is therefore, recommended to parents and guardians to make use of social skills training and values clarification in helping their aggressive children or wards.
5. Seminars, workshops and conferences should be organized for school teachers and other school staff on the use of social skills training and values clarification techniques in reducing anti-social behaviour of senior secondary school students.

5.5 Suggestions for Further Studies

Based on the findings of this study, the following areas are suggested for further research:

1. The present study focused on aggressive students, similar studies could focus on other aggressive subjects such as inmates, teachers and couples.
2. Efficacy of social skills training and values clarification counselling techniques on restiveness of students of secondary and higher institutions.
3. Effect of social skills training and values clarification counselling techniques on social wellbeing of school teachers.

4. The study adopted the use of quasi experimental design, limiting the study to the use of two (2) schools. Similar studies could be conducted using SST and VC counselling techniques as guidance Programmes on a large number of students and subjects.

5.6 Contributions of Findings to Knowledge

The study has contributed to the existing body of knowledge in the following ways:

1. The study showed that social skills' training counselling technique was an effective intervention in reducing aggressive behaviour of senior secondary school students.
2. The study showed that values clarification counselling technique was an effective intervention in reducing aggressive behaviour among senior secondary school students.
3. Both social skills training and values clarification counselling technique were effective interventions reducing aggressive behaviour among senior secondary school students.

a. Limitations of the Study

There are four limitations to the current study. The first limitation is absence of sufficient and related studies on the effect of values clarification counselling on aggressive behaviour. It would be noticed that there was no much empirical studies reviewed on the effect of values clarification and aggressive behaviour especially considering the components of` aggressive behaviours (hostile, emotional, instrumental & relational) used in the study.

The second limitation is the design used for the study which does not give opportunity for the assessment of the effects of each of the components of SST and VC counselling techniques and which of these components is most effective in the treatment of aggressive behaviours of senior secondary school students.

The third limitation is the treatment session. The treatment session was determined by the school and one of the two last periods was approved for the treatment. This however prevented

active participation of the subject due to the fact that they are mostly worn out. This also limited the subjects' attention especially when the school closed and the session was still on.

The last limitation in the current study is finding the values clarification treatment package for the treatment of aggressive behaviour. This study was not based on already made or standardized values clarification treatment package rather it was the initiation of the researcher taking a guide from other treatment package of SST and Cognitive Restructuring.

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APPENDIX 1: LETTER OF INTRODUCTION FROM THE DEPARTMENT

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING



Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Email: epc@abu.edu.ng

Vice-Chancellor: Professor Ibrahim Garba, B.Sc, M.Sc (ABU), Ph.D, DIC (London) FNMGS

Head of Department: Dr. Aisha I. Mohammed, B.Ed, M.Ed, Ph.D (ABU).

Our Ref: _____

Date: 29th March, 2019

DIRECTOR SCHOOL SERVICES
MINISTRY OF EDUCATION, MINNA
NIGER STATE

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to Complete a research Thesis/Project. Our Students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please, give assistance as much as possible.

TOPIC OF RESEARCH:

EFFECTS OF SOCIAL SKILLS TRAINING AND
VALUE CLARIFICATION COUNSELLING TECHNIQUES
ON AGGRESSIVE BEHAVIOUR AMONG SECONDARY
SCHOOL STUDENTS IN KONTAGORA METROPOLIS, NIGERIA

Thank you for your continuing cooperation.

Yours Faithfully,

IB Request for introductory
letter to senior secondary
schools in Kontagora
Metropolis for my field
work.

Research Adviser

RMBello
**HEAD OF
DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
AND COUNSELLING
A.B.U. ZARIA**

APPENDIX 2: APPROVAL LETTER FROM NIGER STATE MINISTRY OF EDUCATION



Office of the Permanent Secretary

MINISTRY OF EDUCATION

*In reply please quote
number and date*

Telephone No: 066-222875
Telegram: SEC EDUCATION
email: nigerstatemoe@gmail.com

Ministry Of Education,
Private Mail Bag No. 52,
Minna, Niger State.
Tel: 08162813475

17th April, 2019

Our Ref: _____ *Your Ref:* _____ *Date:* _____

INTRODUCTORY LETTER

I write to introduce to you **Yunusa Abejide Jimoh** a student of the Department of Educational Psychology Ahmadu Bello University, Zaria to conduct a research thesis/project in your schools.

2. I expect you to give him your maximum cooperation to carry out his research.
3. While counting on your usual cooperation, accept the assurances of my highest regards.

NS/104/2019

Director Schools and Education Services

CC:

Government Day Secondary School, Sabon Kasuwa
Government Day Secondary School, Kontagora
Government Model School, Kontagora
Nagwamatse College of Art and Islamic Studies, Kontagora
U.B.E. Model School, Kontagora

APPENDIX 3: BEHAVIOUR RATING SCALE (BRS)

Dear Respondent,

The essence of this rating scale is to assist the researcher to identify students of secondary school with some characteristics of aggression. Your honest and objective response will be appreciated and the information obtained through this scale will be used solely for research purpose and treated with utmost confidentiality. Please do your assessment based on your experience with the students.

Demographic Data:

Name of School:.....

Respondent Status: Class Teacher (), Subject Teacher (), Counsellor (), Labour Master (),
Health Worker (), House Master ()

Instruction: Please read the characteristics very carefully and identify student(s) that posses the characteristics or some of the characteristics stated below.

SN	Characteristics	Name of Students
1	Always get angry	1.
2	Tease, make fun of others or provoke others	2.
3	Like cursing or swearing at others	3.
4	Destroy school properties when angry	4.
5	Often get into physical fight or encourage others to fight	5.
6	Call others bad names	6.
7	Come to school with weapons e.g knife, cutlass, scissors, etc	7. 8.
8	Always obstructing class activities	9.
9	Threaten to hurt, hit or bully others	10.
10	Like spreading false rumour, gossiping or backbiting	11. 12.

Source: Adapted from Opinas and Frankowski (2001)

Thanks

APPENDIX 4: STUDENT BEHAVIOUR QUESTIONNAIRE (SBQ)

Dear Respondent,

The purpose of this study is to investigate the effect of social skills training and values clarification counselling techniques on some characteristics of secondary school students in Kontagora metropolis, Nigeria. Your honest and objective response will be appreciated and the information obtained through this instrument will be used solely for research purpose and treated with utmost confidentiality.

Demographic Information

Please kindly write or tick as appropriate

Name of School:.....

Sex: Male () Female ()

Religion: Christianity () Islam ()

Instruction: Please read the statement very carefully and indicate for each item, how many times you exhibited that behaviour during the last seven days. Tick (✓) the appropriate column as indicated in the front of the statement.

SN	ITEM In the last seven (7) days, I	0 times	1 times	2 times	3 times	4 times	5 times	6 or more times
1	have become so mad that I have broken thing							
2	have threatened people I know							
3	was eaten up with jealousy							
4	hit another person given enough provocation							
5	think of no reason for hitting another person*							
6	hit back somebody when I am hit							
7	feel like a powder keg ready to explode							
8	feel so bitter about things around							
9	know that friends talk about me behind my back							
10	wonder what people want when they are especially nice to me							
11	feel that people are laughing at me behind my back							
12	get angry							
13	feel like fighting							

14	tell my friends openly when I disagree with them							
15	get into arguments when people disagree with me							
16	am suspicious of overly friendly strangers							
17	flare up quickly but get over it quickly							
18	have trouble controlling my temper							
19	let my irritation show when frustrated							
20	insult people							
21	resort to violence to protect my rights or get what belongs to me							
22	forced the hand of my fellow class students when I need something from them							
23	bully other students to demonstrate my superiority or dominance							
24	have taken the criticism from others in good faith and do not try to get back at them*							
25	shout at and threaten others to be recognized and respected							
26	take what belongs of others without their permissions							
27	criticize the idea of people I dislike							
28	say things about other students to make others laugh at them							
29	gossip about others							
30	say something bad about other behind their back							
31	tarnish the image of another person							
32	avoid people I don't like							
33	cut off my relation with friends							
34	Backbite							
35	spoiled or destroyed other people's possession or school property							
36	support and encourage exclusion of others in a group							
37	spread false rumour about others							

Source: Adapted from Buss and Perry (1992) and Opinas and Frankowski (2001)

Thanks

APPENDIX 5: SOCIAL SKILLS COUNSELLING PROGRAMME FOR AGGRESSION

This social skills counselling Programme is put together by the researcher to meet the needs of participants which would be identified with the students aggressive behaviour scale designed by the researcher. This has been put together primarily to assist participants with aggressive behaviour to be able to interact with people around them comfortably without unnecessary or undue outburst or negative reaction. Social skills training centered on enhancing good interpersonal relationship i.e. developing interpersonal skills. For the purpose of this study, social skills training encompasses three basic components; communication, assertiveness and conflict resolution. This categorization would be utilized in the treatment for this study.

General Aims/Objectives

The training package is aimed at helping participants to

- a. Understand various aspects of social interaction
- b. Increase self-understanding and the understanding of others
- c. Increase awareness of ways of communicating ones idea, opinion and thought appropriately
- d. Increase discriminations among passive, assertive, and aggressive behaviours.
- e. Increase assertive requesting skills.
- f. Increase assertive refusing skills.
- g. Increase awareness of problem-solving steps.

Week One

Objectives:

- i. To introduce and familiarize oneself with the participants.
- ii. To establish counselling relationship with the participants.

- iii. To intimate the participants with the problem for social skills training session.
- iv. To administer student Aggressive Questionnaire for pre-test data.

Step i: The researcher introduces himself to the participants and asks the participants to do the same.

Step ii: The researcher initiates the problem for social skills training (aggressiveness behaviour). Aggression is any act or behaviour exhibited by an individual with the intention of causing harm to others; this could be in forms of physical, verbal or relational. However, the behaviour is believed to be as a result of poor social skills. The researcher informs the participants that social skills training covers three aspects which are communication, assertiveness and conflict resolution.

Step iii: The researcher explains to the participants their responsibilities and that of the researcher.

Step iv: The researcher emphasizes the essence of cooperation among participants for the success of the counselling process.

Step v: The researcher encourages the participants to ask question(s) for more understanding or clarity of doubt.

Step vi: The researcher highlights the guiding rules and regulations for the Programme. These include:

Punctuality to sessions

Warm greetings among group members

Respect for each other's opinions and views

Sincerity with the group

Confidentiality; whatever is discussed in the group remains in the group.

Step vii: The researcher administers Student Aggressive Questionnaire (SAQ) to the participants to obtain pre-test data.

Step viii: The researcher appreciates the participants for accepting to be part of the training and informs them of the next session. Then, the first session comes to an end.

Week Two

Objectives:

At the end of week two the participants should be able to:

- i. Explore the meaning of communication.
- ii. Identify and discuss common barriers to communication
- iii. Identify and discuss basic skills of communication

Step i: The researcher begins the session by leading participants into discussion on the meaning and importance of communication. He draws their attention to the importance of communication and when there is communication breakdown, what is the result. He asks the participants how they feel when they are talking to someone and the person looking somewhere else or chatting with someone on the phone or talking to somebody different. He enjoins the participants to identify the different barriers to communication such as listening problem, lack of confidence, noise, distance, speed and so on. Discussion on each barrier would lead the session to the second step. The discussion is done by grouping the participants into sub-groups. The discussion also suggests ways by which the problem can be solve.

Step ii: The basic communication skills include eye contact, facial expression, listening, gesture, voice quality and body posture. This is to enable participants to acquire adequate understanding of how basic communication skills have very strong impact on the impression of an individual.

Step iii: The researcher helps the participants to develop effective listening skills as well as maintaining eye contact and observing all other cues of communication. This is done by:

- a. Pair up the participants,
- b. Each pair sits opposite one another,
- c. Instructs one participant to speak to the other about fighting with someone in the school for 2 minutes while the other listens,
- d. Change role; this process is reversed,
- e. Asks the participants to repeat what they hear from each other,
- f. Other participants watch the rehearsal of each pair,
- g. Observations are raised

Step iv: The researcher guides the discussion that follows after all the pairs have carryout their exercises. This is to further understand the importance of communication skills in our day to day interactions.

Step v: The researcher encourages the participants to always listen carefully to people before responding to issues to avoid judging people wrongly or misinterpreting what they mean.

Step vi: The researcher informs the participants that the session is coming to an end; asks if there is any question.

Week Three

Objectives:

At the end of week three the participants should be able to:

- i. Identify participants' experiences that arouse aggressive behaviour
- ii. Express his opinion, ideas and emotion in an appropriate manner

Step i: The session begins with warm welcome and reminding the group of what was done in the second session of the Programme. Two participants volunteer to role play a business man and a customer in a boutique where the customer bought a shirt and discover the shirt is faulty and return after two days.

Step ii: The researcher encourages a discussion which explores the different experiences participants had during their interaction with people around them that make them aggressive; these are jotted down.

Step iii: The researcher takes the participant through some exercise showing how one can express his or her thoughts or emotions. These include:

- a. Expressing emotion and thought
- b. Expressing acknowledgement
- c. Showing appreciation
- d. Expressing apology
- e. Making request
- f. Correcting others mistake

Week Four

Objectives:

At the end of week four the participants should be able to:

- i. Explore the meaning of assertiveness.
- ii. Differentiate between assertiveness, aggressiveness and passiveness.

Step i: After warm welcome of the participants, the researcher exposes the participants to what shall be done in this session. He calls the attention of the participants that expressing ones thoughts, emotions, ideas or talking to people in general is done in three ways; passive,

aggressive and assertive. To get what one wants, one must be able to tell people what she/he wants in a way that makes them to listen and not in a way that peas them off or upset them.

Step ii: He encourages discussion on the basic tips for being assertive, these include:

- a. Eye contact
- b. Body posture
- c. Gesture
- d. Facial expressions
- e. Voice, tone and volume
- f. Timing and
- g. Listening

Step iii: The researcher asks the participants to ask question where needs be. After then, the session comes to an end, reminding the participants of the next session and encourages them to be punctual.

Week Five

Objectives: At the end of week five the participants should be able to:

1. Identify the basic characteristics of being assertive as oppose to being aggressive
2. Identify when one is passive, aggressive and assertive.

Step i: The researcher educates the participants about self perception; how one perceives or looks at him/self or herself affects his/her personality.

Step ii: The researcher guides the participants through the features of the three manners of expression which were identified earlier.

Passive (non-assertive)

- a. Slumps when standing and seems afraid to look at people in the eye when talking

- b. Being too self-conscious to move when sitting down
- c. Afraid to look at people in the eye when talking
- d. Afraid to initiate greeting
- e. Sit away from people perceived as powerful or threatening
- f. Become unpleasant, argumentation or rude when expressing a viewpoint

Aggression

The researcher educates the participants that non-showing confidence could make one upset and aggressive. One is aggressive when she/he

- a. Wants to win at all cost
- b. Put down other people
- c. Shout at or talk loudly to others
- d. Hit or threaten to hit others
- e. Call other bad or unwanted names etc

Assertive

- a. Stand straight and look people in the eye when talking
- b. Relaxed in any situation
- c. Learn to greet others at a meeting or in a gathering
- d. Not timid

Step iii: The researcher asks the participants to ask question where needs be. After then, the session comes to an end, reminding the participants of the next session and encourages them to be punctual.

Week Six

Objectives:

- i. To help participants learn how to express themselves assertively
- ii. To show the importance of body language in communication

Step i: In this session, exercises on how participants can express themselves assertively are practiced. Before this, the researcher welcomes the participants to the session and reviews the skills learnt in the last session on the different ways of communication i. e. passive, aggressive and assertive.

Step ii: The researcher asks one of the participants to perform an exercise

- a. Walk up to a mirror at the corner of the counselling room in their natural walk
- b. Look at yourself
- c. Determine if you are standing straight or your body is dropping, shoulder slumping or head down
- d. Study your face for a moment
- e. Is it relaxed, smiling, cheerful or is it taut, haggard and friendly
- f. Other participants to observe and comment

Step iii: The researcher leads participant into discussion on the importance of body language in communication or interaction with others. There should be correlation between speech or expression and body language. When expressing sad emotion, do not smile and when one is happy, smile and not frown.

Step iv: The session comes to an end with a take home assignment for the participants. The researcher concludes the session by appreciating their willingness and cooperation. He enjoins them to show more commitment to the remaining three sessions.

Week Seven

Objective: At the end of week seven the participants should be able to:

1. Role play certain behaviour depicting the three manners of passiveness, aggressiveness and assertiveness.

Step i: The participants are pair up in groups to enhance other activities to be done in the session. The researcher pairs up with the research assistance to act out a role in which one asks a question and the other respond wrongly or in an aggressive manner. This is done three different times in three different ways to show the three manners of expression and the participant are encouraged to identify when either of the two (the researcher and the research assistant) was passive, aggressive and assertive.

Step ii: Thereafter, the participants are encouraged to act a similar role and the entire group determines when any of the participants is passive, aggressive and assertive.

Step iii: The researcher divides the group into three sub groups. He encourages a participant to sit in front of the group and express his or her ambition on the type of person he or she would like to be and the type of wife or husband desires. Other participants ask questions or make clarification where necessary. This is to observe the response of the participant toward request and criticism and as well the manner of request or questioning of the other participants. The researcher observes the exercise notes necessary things for further discussion.

Step iv: The session comes to an end with a take home assignment for the participants. The researcher concludes the session by appreciating their willingness and cooperation. He enjoins them to show more commitment to the remaining three sessions.

Week Eight

Objectives:

- i. To explore the concept of conflict.
- ii. To clarify misconceptions about conflict.
- iii. To help participants to learn how conflict can be resolved.

Step i: The researcher welcomes the participants to the sixth session of social skills training Programme. He appreciates them for their commitment and cooperation.

Step ii: The researcher asks participant what they understand by the term conflict. Four to five responses move the session on.

Step iii: The researcher intimates the participants that having conflict is inevitable and it is a normal part of human relationship. Conflict is not completely bad as it is portrayed by people, it is the excessive engagement in conflict that is absolutely wrong and unacceptable. This skills training is designed to help the participants resolve their differences with people around them thereby preventing frustration and aggression. The researcher leads the participants into discussion on some tips for managing aggression

- i. Listening without interruption; ask for feed back if needed to ensure a clear understanding of issue
- ii. Make conflict resolution the priority rather than wining or being right
- iii. Focus on present rather than past
- iv. Be willing to forgive
- v. Be willing to accept your fault
- vi. Attack the problem and not the person
- vii. Begin with compliment

- viii. Communicate your feelings assertively, not aggressively; express them without laming
- ix. Accept and respect others positions and feelings
- x. Do not see the situation as a competition where one has to win and the other has to lose
- xi. Focus on areas of common interest instead of areas of disagreement
- xii. When only one party's need is satisfied then, conflict is not resolved.
- xiii. Acknowledge the other for listening to you.

Step iii: The discussion on each of these tips is done one after the other with adequate participation of the participants.

Step iv: The researcher informs the participants of the closure of the session

Week Nine:

Objective:

- i. To identify conflict resolution skills
- ii. To act out the skills of conflict resolution

Step i: The session begins with a warm reception of the participants into the seventh session of the social skills training.

Step ii: The researcher discusses with the participants skills of conflict resolution. These include:

- i. Quickly relieve stress
- ii. Recognition and manage your emotion
- iii. Improve your non-verbal communication

- iv. Use humour and play to deal with challenges; one can avoid many confrontations and resolve arguments and disagreement by communicating in a playful or humorous way

Step iii: The researcher and the research assistant display a scene in which one is aggressive and angry towards the other and the situation is brought into control without unnecessary outburst.

Step iv: Participants are paired to role play some scene in which both feel upset.

Step v: The session comes to an end by applauding their cooperation and dedication to the training. He pleads with the participant to be punctual and be available for the final session.

Week Ten

Objectives:

- i. To examine the effects of the treatment on the participants.
- ii. To terminate the social skills training Programme.
- iii. To administer the student aggression questionnaire for post-test data collection.

Step i: The researcher welcomes the participants to the last session of the SST Programme. He reviews the training Programme in general.

Step ii: The researcher asks the participants if there is any question regarding all that have been done since the beginning of the training Programme. He responds to their questions.

Step iii: The researcher appreciates the collaborative efforts of the participants toward completion of the training.

Step iv: The researcher administers the SAQ for post-test data collection

Step v: The session comes to an end with bid of farewell and appreciation of the participants.

This is done in a get together with the participants.

Summary of SST Package

Week	Component	Skills	Duration
1	Introduction	Introduction Familiarization with participants Discussion of the purpose of the Programme Discussion of guiding rules Assurance of confidentiality	60 Minutes
2	Communication	Barriers to communication Basic communication skills (e.g. listening, eye contact e. t. c.)	60 Minutes
3	Communication	Expressing emotion and thought Expressing acknowledgement Showing appreciation Expressing apology Making request Correcting others mistake	60 Minutes
4	Assertiveness	Basic tips for being assertive Manners of expression (passive, aggressive and assertive)	60 Minutes
5	Assertiveness	Characteristics of passive, aggressive and assertiveness	60 Minutes
6	Assertiveness	Self perception exercise	60 Minutes
7	Assertiveness	Role playing of aggressive, passive and assertive behaviours	60 Minutes
8	Conflict Resolution	Tip for conflict resolution	60 Minutes
9	Conflict Resolution	Conflict resolution skills	60 Minutes
10	Closure	Administration of post-test A get together to show appreciation and bid farewell	45 Minute

APPENDIX 6: VALUES CLARIFICATION COUNSELLING PROGRAMME FOR AGGRESSION

This counselling Programme is designed by the researcher to help participants to evaluate what they cherish or desire and how their actions and reactions can be directed toward their values. This is a Programme design to provide learning experiences which will help the participants to reflect on their actions and reactions about life. There are seventy-nine (79) strategies of values clarification as identified by Simon, Howe and Kirschenbaum (1972), two of the strategies (values voting and public interview) would be employed in the treatment package for the group. Values voting strategy provides a simple and very rapid means by which participants prize, weigh options make decision after due considerations of values issues. It develops the realization that others often see issue differently than oneself. On the other hand public interview strategy allows participants to publicly provide explanation for taking a position and affirm it on various values issues. The patterns of values clarification questions or statement are adapted from Simon et al (1972).

The counselling Programme is designed to achieve the following objectives:

- i. To help participants identify, prize and publicly affirm what they value.
- ii. To encourage participants to think logically and rationally about their values and how they relate to their behaviour.
- iii. To assess participants' values as related to their aggressive behaviour.
- iv. To assist participants to freely choose what they belief after consideration of the consequences.
- v. To encourage them to consistently act on their beliefs.

- vi. To help participants see the relationship or difference in what they value and their aggressive behaviour.

This Programme would be conducted for eight weeks.

Week One

Objectives:

- i. To introduce and familiarize oneself with the participants.
- ii. To establish counselling relationship with the participants.
- iii. To intimate the participants with the problem for values clarification Programme.
- iv. To administer student Aggressive Questionnaire for pre-test data.

Step i: The researcher welcomes the participants to the Programme with warmth reception and appreciate them for their willingness and readiness to take part in the Programme.

Step ii: The researcher discusses with the participants the reasons for the Programme, the general objectives of the Programme as identified above and set general guiding rules. The overview of the Programme would be explained to the including the concept of value clarification, the strategies to be adopted and the procedures in each strategy.

The guiding rules and regulations for the Programme are:

1. Punctuality to sessions
2. Warm greetings among group members
3. Respect for each other's opinions and views
4. Sincerity with the group
5. Confidentiality; whatever is discussed in the group remains in the group.

Step iii: The researcher administers the Students Aggressive Questionnaire (SAQ) to obtain pre-test data.

Step iv: The researcher informs the participants of the next session and enjoin them to be punctual, available and cooperative for the Programme. Then, the first session comes to an end.

Week Two

Objectives:

- i. To explore the meaning and the effect of aggressive behaviour
- ii. To identify various forms of aggressive behaviour among students

Step i: The researcher introduces the session by welcoming the participants to the second session of the values clarification Programme. He draws their attention to the objectives and the guiding rules and regulations of the Programme. He makes the participants to understand that one's actions and reactions are used to address and judge someone. He then asks the question: How do you want people to address you? Their response would be listed and appraised.

Step ii: The researcher further queries the participants on what is known as aggression. He asks the participants to identify behaviours that can be termed as aggressive among student which they exhibit either at home or school. These behaviours are listed and explored.

Step iii: From the response of the participants, the researcher helps them identify and discuss some effects of aggression to them, their school, families and societies. From this, some values issues are identified such as peace/fighting, respect/disrespect etc.

Week Three

Objectives:

At the end of week three, participants should be able to:

1. Identify some values issues relating to aggressive behaviour.
2. Discuss the values
3. Take position on the values.

Step i: The researcher provides the participants with the strategy of values clarification to be used in the session i.e. values voting. He explains to the participants the procedure involved in the strategy.

Step ii: The researcher reads some questions related to aggressive behaviour. These questions include how many of you;

- i. Have been hurt by siblings, friends or classmates?
- ii. Think shouting at people is good when they err?
- iii. Think abusive words are better used than fighting?
- iv. Have shouted at people when they offend you?
- v. Tease others?
- vi. Call others bad names when angry?
- vii. Would stop greeting a friend for misplacing your book or biro?
- viii. Would support a friend for calling another person bad name?

The researcher instructs the participants to take a position by raising their hands for support, put their hands down for opposition and fold their arms for undecided.

Step iii: After each statement and participants have taken position, then discussion follows. In this case, each participant gives reasons for his or her position. At the end of the discussion of the whole questions, the participants are encouraged to freely choose what they want to believe in.

Step iv: The researcher summarizes the session briefly laying emphasis on the types of behaviour and the effect of aggression on participants, schools and family. However, he encourages the participants to be mindful of their aggressive behaviour. Then, the session comes to an end.

Week Four

Objectives:

- i. To lead the participants to reflect some of their aggressive behaviour.
- ii. To identify factors that trigger aggression in participants.

Step i: The researcher welcomes the participants to the third session of values clarification counselling Programme.

Step ii: The researcher introduces the values clarification strategy to be adopted for the session i.e. public interview. Public interview gives participants opportunity to publicly affirm and explain their stands on various values issues.

Step iii: The researcher explains how the strategy would be used in the session.

1. The researcher asks participants to volunteer to be interviewed.
2. A volunteer sits at the front of the counselling room facing other participants.
3. The researcher sits behind other participants in the room.
4. He reviews the ground rules to include: honest response, no criticism, participant can pass if he or she doesn't wish to answer a question and participant can also end the interview by saying thanks for the interview.
5. The researcher asks the volunteer questions related to aggressive behaviour. Sample of such interview questions are:
 - . How are you described by your friends?
 - i. Do you ever get teased? Do you ever tease other?
 - ii. Is there someone you dislike a lot? Why?
 - iii. Describe something you have done recently to someone you dislike?
 - iv. Would you support the idea that adolescents should own a gun? Why?

v. How often do you get into trouble?

vi. How many times do you fight in a week?

Step iv: The researcher volunteers to be interviewed by one of the participants using any of the questions pose to them while they were being interviewed.

Step v: The researcher summarizes the session laying emphasis on the main issues of discussion.

Step vi: The session comes to an end by asking the participants to note down their behaviour which can be seen as aggressive and bring it to the next session.

Week Five

Objectives:

- i. To understand fighting as a feature of aggressive behaviour.
- ii. To identify what it requires being peaceful.

Step i: The researcher welcomes the participants to the third session of the treatment. He asks the participants the question “what kind of job or occupation any of them likes or has interest in”? Different job may require different behaviour. This is discussed briefly in this session.

Step ii: Fighting as a feature of aggressive behaviour and the concept of peace are explored. The researcher guides the participants in the discussion of the two concepts. The researcher reads the questions relating to fighting as a characteristic of aggressiveness. Each participant takes a stand and discussion follows. This is done to prize, weigh options, make decision without coercion and publicly affirm the position taken within the group. The values voting questions include how many of you;

- i. Have witness fighting between your parents?
- ii. Have witness fighting between your parent and a neighbour?
- iii. Think fighting shows you are superior?

- iv. Belief that fighting makes you popular?
- v. Have participated in beating or mobbing a fellow student or someone?
- vi. Would forcefully have sex with a girl you like?
- vii. Have ever feel like killing someone?
- viii. Watch wrestling, Chinese or American war film?
- ix. Would support the idea that adolescents should legally own a gun or weapon?

At every grouping (i.e. position taken by participants), the discussion is tailored to examine the reasons for their positions which may give other perception of the issue.

Week Six

Objectives

1. To identify the differences between aggressive behaviour and values issues of peace.
2. To explore the relationship between values and behaviour.

Step i: The researcher asks the participants to identify some of the major problem encountering in Nigeria today. Pointing out the fact that one of the problem is insecurity which is indirectly absence of peace. The issue is briefly discussed in the group, identifying some reasons for it and suggests possible ways out.

Step ii: The researcher encourages the participants to come-up with values voting list on peace. The list of each participant is used to form values voting statements and participants take position and discussion follows.

Step iii: Participants reflect back into their experiences and activities relating to aggressive behaviour in the class, at home or within their peers. The researcher encourages them to share these experiences and if given another chance or opportunity what would be their action or reaction.

Step iv: The researcher further reads out some statements relating to how peace can be maintained in the school or society. How many of you;

- i. Would report to teacher, your parent or elder when you are offended by your classmate or sibling?
- ii. Think that it is stupidity to tell a friend calmly that what he or she has done is not good?
- iii. See forgiveness as a weakness?
- iv. Find it difficult to apologize when you err or upset others.
- v. The participants take position as usual and discussion follows.

Step v: At the end, the participants are encouraged to make a public affirmation on their positions (new or old) on fighting. The session comes to an end with hands shake and reminder of the principle of confidentiality of the group.

Week Seven

Objectives:

- i. To identify some related values to peace
- ii. To examine the relationship among apology, patience, forgiveness and peace
- iii. To help participants hold a belief about peace and exhibit behaviour in the direction of the value.

Step i: The researcher welcomes the participants to the fifth session of values clarification counselling Programme. Appreciate them for their cooperation, punctuality and dedication to the Programme.

Step ii: The researcher introduces the values clarification strategy to be adopted for the session i.e. public interview. He reminds the participants of the ground rules of the strategy and reminds them as well the procedure for the strategy.

Step iii: The researcher asks for a volunteer to be interviewed. The volunteer sits at the front of the counselling room facing other participants. He reminds the participant to be interviewed that he or she can pass and end the interview by saying thanks for the interview.

Step iv: The researcher asks the volunteer questions related to aggressive behaviour. Sample of such interview questions are:

- If you embarrassed someone what would you do?
- Do you cherish forgiveness? Why?

Note that the interview is conducted for four or five participants in a session. Other participants are interviewed though; it may be with different questions.

Step v: The researcher permits each interviewee to ask him maximum of two questions among the questions pose to him or her while being interviewed.

Step vi: After all volunteers have been interviewed, the researcher summarizes the session laying emphasis on the main issues of discussion.

Step vii: The session comes to an end by informing the participants about the next session.

Week Eight

Objectives:

- i. To identify the importance of friendship.
- ii. To understand the relationship among apology, forgiveness and friendship.
- iii. To differentiate being friendly from aggressive behaviour.

Step i: After the usual welcoming of the participants, the session continues by encouraging of participants to review what was discuss in the last session of the Programme and to what extent do they put it into practice.

Step ii: The researcher informs the participants that the values clarification for the week is values voting. He reminds them of the procedures and the ground rules for the strategy.

Step iii: The researcher gives the participants a piece of paper each and asks them to write down ten (10) close individuals to them (not family members). They are taken through the process of eliminating a name at a time from the list. In front of the name eliminated; each participant write number 1 for the first person to be eliminated and 2 for the second and so on with a reason for elimination. The elimination stops at number seven and the participants are asked to write a reason each the three names not eliminated.

Step iii: The researcher collects the papers and guides the participants in the discussion on the characteristics they appreciate in a person prior to making such person a friend; filtered out from the piece of paper submitted to the researcher.

Step iv: The researcher reads some statement relating to friendship and enmity issues for the participants to take position. These include how many of you;

- i. Have ever felt lonely even in the mix of people such as class, playing ground, home and so on?
- ii. Always feel like talking to someone?
- iii. Think having a friend means nothing to him or her?
- iv. Find it difficult to make a friend?
- v. Find it difficult to appreciate a friend for dressing well or a good performance?
- vi. Have a best friend?

- vii. Apologize quickly after offence?

Step v: The researcher guides the discussion after each participant takes a position on each statement. This as usual helps in looking at the pros and cons of the issues.

Step vi: The session comes to an end by giving the participant activities to do or practice after the session. “Every morning, be the first to initiate greetings at home in the school and among friends”.

Week Nine

Objectives:

- i. To examine the meaning and importance of respect.
- ii. Identify when one disrespects another person.

Step i: The researcher welcomes the participants to the seventh session of values clarification Programme. He follows it with informing the participants of the session values voting issues that would be looked in to which is respect and disrespect.

Step ii: The researcher leads the discussion on the concept of respect, importance of respect and implication of disrespect.

Step iii: Values voting statements on respect and disrespect are read out to participants and positions are taken for discussion. Examples of such statements are how many of you;

- i. Agree or belief that respect is for elders alone?
- ii. Appreciate being greeted before asking him or her for anything?
- iii. Belief that when you are the boss, you don't greet your subordinate first; they do?
- iv. Would be happy their names are called at the assembly for a job well done?
- v. Would like to be voted for as prefect?

- vi. Appreciate someone coming into your room or using something that belongs to you without your permission?
- vii. Would listen to somebody criticizing your idea or complaining to you about your behaviour?

Step iv: The session comes to the end by summarizing the session and reminding the participants of the guiding rules of the group.

Week Ten

Objectives:

- i. To examine the effects of the treatment on the participants.
- ii. To terminate the values clarification counselling Programme.
- iii. To administer the student aggression questionnaire for post-test data collection.

Step i: The researcher welcomes the participants to the last session of the values clarification counselling Programme

Step ii: The researcher asks the participants if there is any question regarding all that have been done since the beginning of the Programme. He responds to their questions and clarify areas of doubt.

Step iii: The researcher appreciates the collaborative efforts of the participants toward completion of the Programme.

Step iv: The researcher administers the SAQ for post-test data collection

Step v: The session comes to an end with bid of farewell and appreciation of the participants.

Summary of Values Clarification Treatment Programme for Aggression

Week	Strategy	Activities	Duration
1	Set induction	<ul style="list-style-type: none"> • Introduction • Familiarization with participants • Discussion of the purpose of the Programme • Discussion of guiding rules • Assurance of confidentiality 	60 Minutes
2	Values voting	<ul style="list-style-type: none"> • Concept of aggression • Characteristics of aggression 	60 Minutes
3	Values voting	<ul style="list-style-type: none"> • Some aggressive behaviour among participants • Effects of aggression 	60 Minutes
4	Public interview	<ul style="list-style-type: none"> • Aggressive situations among participants • Factors that trigger aggression in participants. 	60 Minutes
5	Values voting	<ul style="list-style-type: none"> • Values issues on fighting 	60 Minutes
6	Values voting	<ul style="list-style-type: none"> • Values issues on peace 	60 Minutes
7	Public interview	<ul style="list-style-type: none"> • Apology/forgiveness 	60 Minutes
8	Values voting	<ul style="list-style-type: none"> • Friendship/Enmity 	60 Minutes
9	Public interview	<ul style="list-style-type: none"> • Respect/Disrespect 	60 Minutes
10	Closure	<ul style="list-style-type: none"> • Administration of post-test • Appreciation of staff and students for their cooperation 	45 Minute

APPENDIX 7: BEHAVIOUR RATING SCALE (BRS) SPLIT HALF RELIABILITY

NEW FILE.DATASET NAME DataSet1 WINDOW=FRONT.DATASET ACTIVATE
 DataSet0. RELIABILITY /VARIABLES=XXX YYY /SCALE('ALL VARIABLES') ALL
 /MODEL=SPLIT.

Reliability

[DataSet0]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Valid		14	100.0
Cases	Excluded ^a	0	.0
Total		14	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

	Value	1.000
Part 1	N of Items	1 ^a
Cronbach's Alpha	Value	1.000
Part 2	N of Items	1 ^b
	Total N of Items	2
Correlation Between Forms		.823
Spearman-Brown Coefficient	Equal Length	.903
	Unequal Length	.903
Guttman Split-Half Coefficient		.897

**APPENDIX 8: STUDENT BEHAVIOUR QUESTIONNAIRE (SBQ) TEST RE-TEST
RELIABILITY**

CORRELATIONS

/VARIABLES=XX YY
/PRINT=TWOTAIL SIG
/MISSING=PAIRWISE.

Correlations

[DataSet1] C:\Users\-\Documents\PPMC Data.sav

Correlations

		XX	YY
XX	Pearson Correlation	1	.816
	Sig. (2-tailed)		.000
	N	30	30
YY	Pearson Correlation	.816	1
	Sig. (2-tailed)	.000	
	N	30	30

APPENDIX 9: DATA ANALYSIS OUTPUT

DESCRIPTIVE STATISTICS

DESCRIPTIVES VARIABLES=SSTPretesthost SSTPosttesthost /STATISTICS=MEAN STDDEV.

Descriptives
[DataSet0]

Descriptive Statistics

	N	Mean	Std. Deviation
SSTPretesthostility	15	54.60	9.117
SSTPosttesthostility	15	21.47	6.812
Valid N (listwise)	15		

DESCRIPTIVES VARIABLES=SSTPretestemo SSTPosttestemo/STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
SSTPretestemotional	15	19.27	7.483
SSTPosttestemotional	15	15.50	9.354
Valid N (listwise)	15		

DESCRIPTIVES VARIABLES=SSTPretestinstru SSTPosttestinstru /STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
SSTPretestinstrumental	15	23.93	6.204
SSTPosttestinstrumental	15	8.40	4.852
Valid N (listwise)	15		

DESCRIPTIVES VARIABLES=SSTPretestrelatn SSTPosttestrelatn /STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
SSTPretestrelational	15	38.53	7.726
SSTPosttestrelational	15	18.73	7.478
Valid N (listwise)	15		

DESCRIPTIVES VARIABLES=VCPrestesthost VCPosttesthost/STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
VCPrestesthostility	15	52.73	5.885
VCPosttesthostility	15	24.13	7.745
Valid N (listwise)	15		

DESCRIPTIVES VARIABLES=VCPretestemo VCPPosttestemo/STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
VCPretestemotional	15	31.07	5.311
VCPPosttestemotional	15	16.20	7.561
Valid N (listwise)	15		

DESCRIPTIVES VARIABLES=VCPretestinstru VCPPosttestinstru/STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
VCPretestinstrumental	15	21.67	4.320
VCPPosttestinstrumental	15	8.80	4.799
Valid N (listwise)	15		

DESCRIPTIVES VARIABLES=VCPretestrelatn VCPPosttestrelatn /STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
VCPretestrelational	15	28.27	12.570
VCPPosttestrelational	15	21.53	12.956
Valid N (listwise)	15		

T-TEST ANALYSIS OUTPUT

T-TEST PAIRS=SSTPretesthost WITH SSTPosttesthost (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 SSTPretesthostility	54.60	15	9.117	2.354
SSTPosttesthostility	21.47	15	6.812	1.759

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 SSTPretesthostility & SSTPosttesthostility	15	.508	.053

Paired Samples Test

	Paired Differences				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower					
				Upper					
Pair 1 SSTPretesthostility – SSTPosttesthostility	33.133	8.149	2.104	28.620					

Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference			
	Upper			
Pair 1 SSTPretesthostility – SSTPosttesthostility	37.646	15.747	14	.000

T-TEST PAIRS=SSTPretestemo WITH SSTPosttestemo (PAIRED)/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 SSTPretestemotional	19.27	15	7.483	1.157
SSTPosttestemotional	15.50	15	9.354	3.964

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 SSTPretestemotional & SSTPosttestemotional	15	.199	.476

Paired Samples Test

		Paired Differences					
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			

Pair 1	SSTPretestemotional - SSTPosttestemotional	3.766	15.113	3.902	-5.236	11.503			
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Paired Samples Test

		t			
		95% Confidence Interval of the Difference			
		Upper	df	Sig. (2-tailed)	Sig. (2-tailed)
Pair 1	SSTPretestemotional – SSTPosttestemotional	.803	14	.235	.000

T-TEST PAIRS=SSTPretestinstru WITH SSTPosttestinstru (PAIRED)/CRITERIA=CI(.9500) /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SSTPretestinstrumental	23.93	15	6.204	1.602
	SSTPosttestinstrumental	8.40	15	4.852	1.253

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	SSTPretestinstrumental & SSTPosttestinstrumental	15	.288	.298

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				
Pair 1 SSTPretestinstrumental – SSTPosttestinstrumental	15.533	6.685	1.726	11.831				

Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)	
					95% Confidence Interval of the Difference
					Upper
Pair 1 SSTPretestinstrumental – SSTPosttestinstrumental	19.236	8.999	14	.000	

T-TEST PAIRS=SSTPretestrelatn WITH SSTPosttestrelatn (PAIRED)/CRITERIA=CI(.9500) /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 SSTPretestrelational	38.53	15	7.726	1.995
SSTPosttestrelational	18.73	15	7.478	1.931

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 SSTPretestrelational & SSTPosttestrelational	15	.060	.833

Paired Samples Test

	Paired Differences				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower					
Pair 1 SSTPretestrelational - SSTPosttestrelational	19.800	10.428	2.692	14.025					

Paired Samples Test

	Paired Differences	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)	
						Upper
						Pair 1 SSTPretestrelational – SSTPosttestrelational	25.575	7.354	14	.000

T-TEST PAIRS=VCPretesthost WITH VCPosttesthost (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 VCPretesthostility	52.73	15	5.885	1.520
VCPosttesthostility	24.13	15	7.745	2.000

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 VCPretesthostility & VCPosttesthostility	15	.021	.940

Paired Samples Test

	Paired Differences				95% Confidence Interval of the Difference	Lower			
	Mean	Std. Deviation	Std. Error Mean	Lower					
Pair 1 VCPretesthostility – VCPosttesthostility	28.600	9.627	2.486	23.269					

Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference			
	Upper			
Pair 1 VCPretesthostility – VCPosttesthostility	33.931	11.505	14	.000

T-TEST PAIRS=VCPretestemo WITH VCPosttestemo (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 VCPretestemotional	31.07	15	5.311	1.371
VCPosttestemotional	16.20	15	7.561	1.952

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 VCPretestemotional & VCPosttestemotional	15	-.029	.919

Paired Samples Test

		Paired Differences						
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Lower				

Pair 1	VCPretestemotional - VCPoosttestemotional	14.867	9.365	2.418	9.681				
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Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)	
					95% Confidence Interval of the Difference
					Upper
Pair 1	VCPretestemotional – VCPoosttestemotional	20.053	6.149	14	.000

T-TEST PAIRS=VCPretestinstru WITH VCPoosttestinstru (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 VCPretestinstrumental	21.67	15	4.320	1.116
VCPosttestinstrumental	8.80	15	4.799	1.239

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 VCPretestinstrumental & VCPoosttestinstrumental	15	-.048	.864

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				
Pair 1 VCPretestinstrumental - VCPoosttestinstrumental	12.867	6.610	1.707	9.206				

Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)	
					95% Confidence Interval of the Difference
					Upper
Pair 1 VCPretestinstrumental – VCPoosttestinstrumental	16.527	7.539	14	.000	

T-TEST PAIRS=VCPretestrelatn WITH VCPoosttestrelatn (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 VC1	28.27	15	12.567	3.245
VC2	21.53	15	12.961	3.346

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 VC1 & VC2	15	-.231	.408

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VC1 - VC2	6.733	20.027	5.171	-4.357	17.824			

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	VC1 - VC2	1.302	14	.214

MANCOVA ANALYSIS

GLM SSTPostteststost SSTPosttestemo SSTPosttestinstru SSTPosttestrelatn BY Gender1 WITH SSTPretest /METHOD=SSTYPE(3)/INTERCEPT=INCLUDE /PRINT=PARAMETER /CRITERIA=ALPHA(.05) /DESIGN=SSTPretest Gender1.

General Linear Model

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.235	.690 ^b	4.000	9.000	.617
	Wilks' Lambda	.765	.690 ^b	4.000	9.000	.617
	Hotelling's Trace	.307	.690 ^b	4.000	9.000	.617

	Roy's Largest Root	.307	.690 ^b	4.000	9.000	.617
SSTPretest	Pillai's Trace	.474	2.027 ^b	4.000	9.000	.174
	Wilks' Lambda	.526	2.027 ^b	4.000	9.000	.174
	Hotelling's Trace	.901	2.027 ^b	4.000	9.000	.174
	Roy's Largest Root	.901	2.027 ^b	4.000	9.000	.174
Gender1	Pillai's Trace	.401	1.508 ^b	4.000	9.000	.279
	Wilks' Lambda	.599	1.508 ^b	4.000	9.000	.279
	Hotelling's Trace	.670	1.508 ^b	4.000	9.000	.279
	Roy's Largest Root	.670	1.508 ^b	4.000	9.000	.279

a. Design: Intercept + SSTPretest + Gender1

b. Exact statistic

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	SSTPosttesthostility	247.048 ^a	2	123.524	3.681	.057
	SSTPosttestemotional	202.929 ^b	2	101.464	2.390	.134
	SSTPosttestinstrumental	122.613 ^c	2	61.306	3.554	.061
	SSTPosttestrelational	180.077 ^d	2	90.039	1.792	.208
Intercept	SSTPosttesthostility	18.227	1	18.227	.543	.475

	SSTPosttestemotional	31.874	1	31.874	.751	.403
	SSTPosttestinstrumental	45.808	1	45.808	2.656	.129
	SSTPosttestrelational	42.374	1	42.374	.843	.376
SSTPretest	SSTPosttesthostility	134.915	1	134.915	4.020	.068
	SSTPosttestemotional	105.729	1	105.729	2.490	.141
	SSTPosttestinstrumental	92.613	1	92.613	5.369	.039
	SSTPosttestrelational	176.744	1	176.744	3.518	.085
Gender1	SSTPosttesthostility	45.272	1	45.272	1.349	.268
	SSTPosttestemotional	41.216	1	41.216	.971	.344
	SSTPosttestinstrumental	5.869	1	5.869	.340	.570
	SSTPosttestrelational	31.750	1	31.750	.632	.442
Error	SSTPosttesthostility	402.685	12	33.557		
	SSTPosttestemotional	509.471	12	42.456		
	SSTPosttestinstrumental	206.987	12	17.249		
	SSTPosttestrelational	602.856	12	50.238		
Total	SSTPosttesthostility	7562.000	15			
	SSTPosttestemotional	3569.000	15			
	SSTPosttestinstrumental	1388.000	15			

	SSTPosttestrelational	6047.000	15			
Corrected Total	SSTPosttesthostility	649.733	14			
	SSTPosttestemotional	712.400	14			
	SSTPosttestinstrumental	329.600	14			
	SSTPosttestrelational	782.933	14			

- a. R Squared = .380 (Adjusted R Squared = .277)
- b. R Squared = .285 (Adjusted R Squared = .166)
- c. R Squared = .372 (Adjusted R Squared = .267)
- d. R Squared = .230 (Adjusted R Squared = .102)

Parameter Estimates

Dependent Variable	Parameter	B	Std. Error	t	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
SSTPosttesthostility	Intercept	-13.931	15.937	-.874	.399	-48.656	20.793
	SSTPretest	.219	.109	2.005	.068	-.019	.456
	[Gender1=0]	3.854	3.318	1.162	.268	-3.375	11.083
	[Gender1=1]	0 ^a	.	.	.	.	.
SSTPosttestemotion	Intercept	-17.713	17.926	-.988	.343	-56.771	21.345

al	SSTPretest	.194	.123	1.578	.141	-.074	.461
	[Gender1=0]	3.677	3.732	.985	.344	-4.454	11.809
	[Gender1=1]	0 ^a	.	.	.	.	.
SSTPosttestinstrumental	Intercept	-19.724	11.426	-1.726	.110	-44.620	5.171
	SSTPretest	.181	.078	2.317	.039	.011	.352
	[Gender1=0]	1.388	2.379	.583	.570	-3.795	6.571
	[Gender1=1]	0 ^a	.	.	.	.	.
SSTPosttestrelational	Intercept	-16.690	19.500	-.856	.409	-59.177	25.798
	SSTPretest	.250	.133	1.876	.085	-.040	.541
	[Gender1=0]	-3.227	4.060	-.795	.442	-12.073	5.618
	[Gender1=1]	0 ^a	.	.	.	.	.

a. This parameter is set to zero because it is redundant.

GLM VCPPosttesthost VCPPosttestemo VCPPosttestinstru VCPPosttestrelatn BY Gender2 WITH VCPPosttest /METHOD=SSTYPE(3)/INTERCEPT=INCLUDE/PRINT=PARAMETER /CRITERIA=ALPHA(.05)/DESIGN=VCPPosttest Gender2.

General Linear Model

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.160	.430 ^b	4.000	9.000	.784
	Wilks' Lambda	.840	.430 ^b	4.000	9.000	.784
	Hotelling's Trace	.191	.430 ^b	4.000	9.000	.784
	Roy's Largest Root	.191	.430 ^b	4.000	9.000	.784
VCPsttest	Pillai's Trace	1.000	24561.681 ^b	4.000	9.000	.000
	Wilks' Lambda	.000	24561.681 ^b	4.000	9.000	.000
	Hotelling's Trace	10916.303	24561.681 ^b	4.000	9.000	.000
	Roy's Largest Root	10916.303	24561.681 ^b	4.000	9.000	.000
Gender2	Pillai's Trace	.315	1.034 ^b	4.000	9.000	.441
	Wilks' Lambda	.685	1.034 ^b	4.000	9.000	.441
	Hotelling's Trace	.460	1.034 ^b	4.000	9.000	.441
	Roy's Largest Root	.460	1.034 ^b	4.000	9.000	.441

a. Design: Intercept + VCPsttest + Gender2

b. Exact statistic

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected	VCPsttesthostility	458.049 ^a	2	229.024	7.200	.009

Model	VCPo st testemotion al	457.933 ^b	2	228.966	8.023	.006
	VCPo st testinstru mental	171.483 ^c	2	85.742	6.818	.011
	VCPo st testrelati onal	221.389 ^d	2	110.694	2.607	.115
Intercept	VCPo st testhosti lity	7.623	1	7.623	.240	.633
	VCPo st testemotion al	12.477	1	12.477	.437	.521
	VCPo st testinstru mental	8.271	1	8.271	.658	.433
	VCPo st testrelati onal	15.308	1	15.308	.361	.559
VCPo st test	VCPo st testhosti lity	386.043	1	386.043	12.137	.005
	VCPo st testemotion al	324.283	1	324.283	11.363	.006
	VCPo st testinstru mental	112.083	1	112.083	8.912	.011
	VCPo st testrelati onal	125.933	1	125.933	2.966	.111
Gender2	VCPo st testhosti lity	10.448	1	10.448	.328	.577
	VCPo st testemotion al	.060	1	.060	.002	.964
	VCPo st testinstru mental	.838	1	.838	.067	.801
	VCPo st testrelati onal	5.416	1	5.416	.128	.727
Error	VCPo st testhosti lity	381.685	12	31.807		
	VCPo st testemotion al	342.467	12	28.539		
	VCPo st testinstru mental	150.917	12	12.576		

	VCPo	509.545	12	42.462		
Total	VCPosttesthostility	9576.000	15			
	VCPosttestemotional	4737.000	15			
	VCPosttestinstrumental	1484.000	15			
	VCPosttestrelational	5032.000	15			
Corrected Total	VCPosttesthostility	839.733	14			
	VCPosttestemotional	800.400	14			
	VCPosttestinstrumental	322.400	14			
	VCPosttestrelational	730.933	14			

a. R Squared = .545 (Adjusted R Squared = .470)

b. R Squared = .572 (Adjusted R Squared = .501)

c. R Squared = .532 (Adjusted R Squared = .454)

d. R Squared = .303 (Adjusted R Squared = .187)

Parameter Estimates

Dependent Variable	Parameter	B	Std. Error	t	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
VCPosttesthostility	Intercept	4.043	5.501	.735	.476	-7.943	16.030
	VCPosttest	.329	.094	3.484	.005	.123	.535

	[Gender2=0]	-2.227	3.885	-.573	.577	-10.691	6.238
	[Gender2=1]	0 ^a	.	.	.	.	.
VCPo	Intercept	-3.833	5.211	-.736	.476	-15.187	7.521
	VCPo	.302	.089	3.371	.006	.107	.497
	[Gender2=0]	.168	3.680	.046	.964	-7.849	8.186
	[Gender2=1]	0 ^a	.	.	.	.	.
VCPo	Intercept	-3.367	3.459	-.973	.350	-10.905	4.170
	VCPo	.177	.059	2.985	.011	.048	.307
	[Gender2=0]	.631	2.443	.258	.801	-4.692	5.953
	[Gender2=1]	0 ^a	.	.	.	.	.
VCPo	Intercept	3.351	6.356	.527	.608	-10.499	17.200
	VCPo	.188	.109	1.722	.111	-.050	.426
	[Gender2=0]	1.603	4.489	.357	.727	-8.177	11.383
	[Gender2=1]	0 ^a	.	.	.	.	.

a. This parameter is set to zero because it is redundant.